

# New Brighton Weekly News

Friday 10th October.

## Half-term dates.



Just a reminder to all parents that school will not be open on Friday 24th October or Monday 3rd November.

## ♥ THANK YOU ♥

A big thank you to everyone who joined our **Macmillan Coffee Morning!**

We raised an amazing **£153.87** for **Macmillan Cancer Support**. Your cakes and kindness made it a great success! 🍰 ☕

**THANK YOU**



## Eco Swap Shop



Year 3 and 4 children have been invited to bring in one unused toy to swap. Items can be brought in next week and the Swap Shop will be open on Wednesday 22nd October at lunchtime in 3LM.



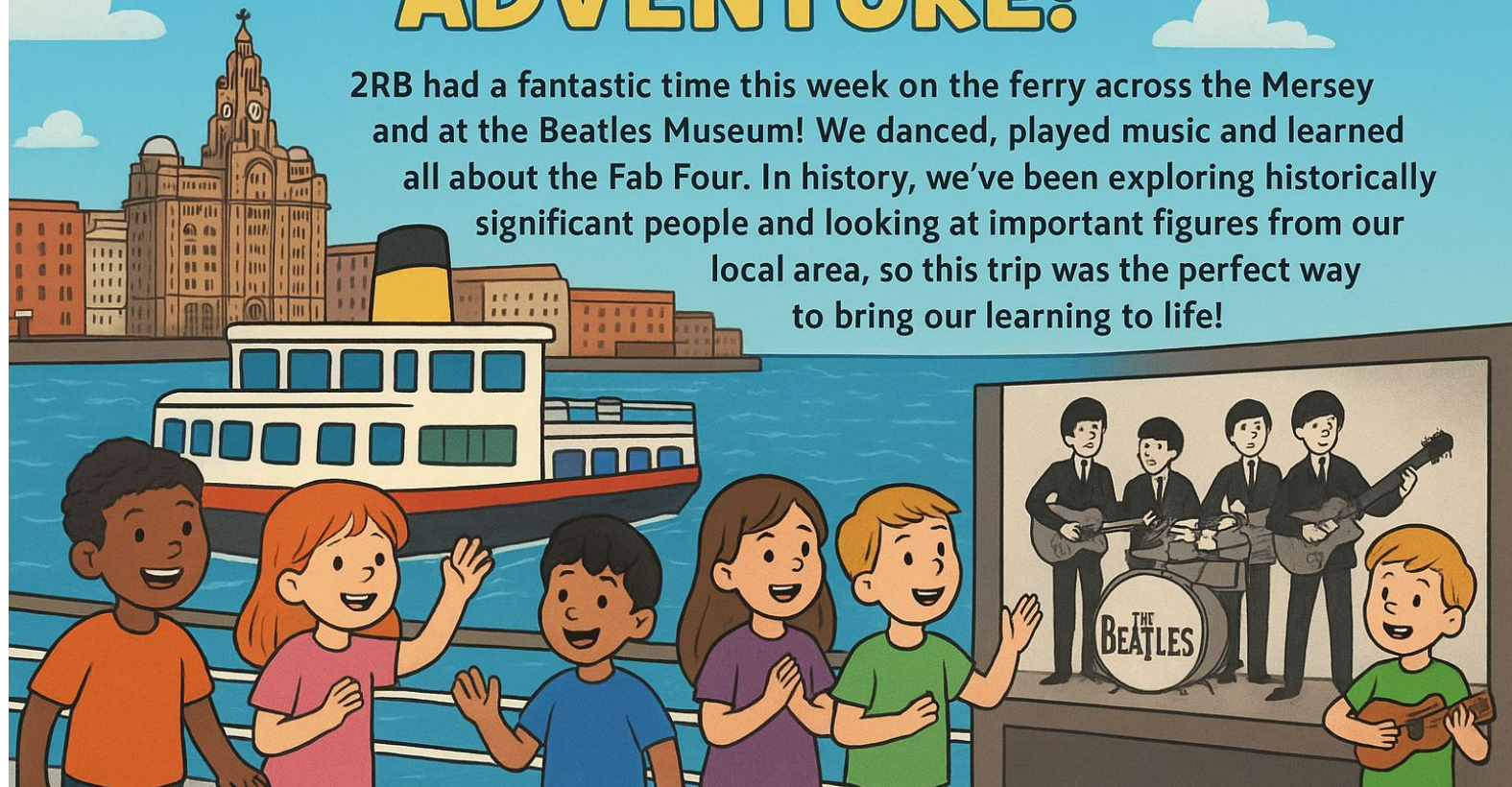
4ML had a fantastic day with their Viking visitor, diving into the fascinating world of the Anglo-Saxons and Vikings!





# 2RB'S MAGICAL MERSEY ADVENTURE!

2RB had a fantastic time this week on the ferry across the Mersey and at the Beatles Museum! We danced, played music and learned all about the Fab Four. In history, we've been exploring historically significant people and looking at important figures from our local area, so this trip was the perfect way to bring our learning to life!





# Promise Heroes

THESE STUDENTS HAVE DEMONSTRATED OUR  
SCHOOL PROMISE WELL THIS WEEK

FOUNDATION

KS1

No Lower School Assembly this week  
due to our lovely afternoon with  
grandparents and special people - We'll  
double up the photos next week so  
everyone gets their special moment!

LKS2



UKS2





# 1-DAY PARENT COURSES

We're excited to announce a new series of 1-day courses for parents, run in partnership with 3D Training.

Save the dates!

Courses will take place throughout the year — stay tuned for more details coming soon.

NOV

**18**

9:30 - 2:30

*Autism Awareness*

DEC

**01**

9:30 - 2:30

*Mindfulness, Wellbeing  
and Mental Health*

JAN

**19**

9:30 - 2:30

*Building Better  
Behaviour*

FEB

**04**

9:30 - 2:30

*Neurodiversity  
Awareness*

MAR

**03**

9:30 - 2:30

*Listening Ear Skills*

APR

**22**

9:30 - 2:30

*Vision Boards and  
Journalling*

MAY

**19**

9:30 - 2:30

*Basic Digital Skills*





# 10 Top Tips for Parents and Educators

## DEALING WITH TRAUMATIC & CHALLENGING EVENTS

Children and young people may face a wide range of traumatic or challenging events – from bereavement and illness to bullying, family breakdowns, or witnessing violence. These experiences can affect their mental health, behaviour, relationships, and academic progress. With the right support from trusted adults, children can begin to feel safe, rebuild resilience, and develop healthy coping strategies. This guide offers practical and empathetic ways to provide support and promote positive outcomes.

### 1 A PREDICTABLE ENVIRONMENT

Children who have experienced trauma often feel unsafe or uncertain. Creating routines, setting clear expectations, and maintaining consistency can help restore a sense of security. This structure offers reassurance and helps children feel more in control of their surroundings.

### 2 USE LANGUAGE THAT MATCHES THEIR AGE

Speak clearly and sensitively, choosing words that are appropriate for the child's age. Avoid overwhelming them with too much information at once. Offer gentle, honest explanations and focus on reassurance, especially when talking about difficult or sensitive subjects.

### 3 TRAUMA AND THE BODY

Mention briefly that trauma can show up in physical ways, such as changes in sleep, appetite, concentration, or as physical aches and pains. Consider this before labelling behaviour as 'difficult' or 'lazy'. Some children may become withdrawn, while others may be more outwardly challenging. Highlight that there's no 'one way' children respond.

### 4 AVOID RETELLING OR RELIVING TRAUMA

Children sometimes get asked to explain or repeat their experience multiple times. Striking a balance of when to listen and when to gently redirect can help to avoid unnecessary re-traumatisation. Acknowledge, but don't probe for detail unless safeguarding procedures require it.

### 5 AVOID DISMISSING OR MINIMISING FEELINGS

Seemingly well-meaning comments like "It's not that bad" or "You're okay" may shut down children's emotional expression and are often not helpful. Instead, acknowledge what they're feeling, even if it seems small. Validating a child's emotions helps them feel seen and encourages open communication in future.

### 6 UNDERSTAND HOW THEY'RE FEELING

Many children don't have the words to express their emotions, especially during distress. Supporting them to name what they're feeling – such as angry, scared or sad – builds emotional literacy. Tools like emotion charts, drawing, or storytelling can help externalise feelings in a safe, manageable way.

### 7 BE AWARE OF YOUR OWN RESPONSES

Children pick up on adult emotions and reactions, often mirroring them. Staying calm, even in challenging situations, helps children feel more secure. Practising your own self-regulation is an important way to model healthy stress management and encourages children to do the same.

### 8 SEEK PROFESSIONAL SUPPORT

While many children benefit from everyday emotional support, some will need more specialised help. If symptoms persist, worsen, or disrupt their daily life, consult with school safeguarding leads, a GP, or a mental health professional. Early intervention can prevent long-term difficulties and support healthy recovery.

### 9 MAINTAIN CONNECTION

Isolation can worsen the impact of trauma. Encourage involvement in group activities, praise their efforts, and ensure they feel like a valued part of the school or family community. Meaningful connection with trusted adults and peers builds resilience and a sense of belonging.

### 10 BE PATIENT – HEALING TAKES TIME

There's no quick fix for emotional recovery. Children may have good days and setbacks, and progress may not always be visible or linear. Your ongoing support, patience, and presence can help them move forward at their own pace, knowing they are not alone.

### Meet Our Expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school by integrating mental wellbeing within the curriculum, school culture, and systems. She has been a member of the advisory group for the Department for Education, advising them on their mental health green paper.



#WakeUpWednesday®

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## Parent/Carer Information – Important Safeguarding Notice

We want to make you aware of an issue with some *Spy Dogs*, *Spy Cats*, and *Spy Pups* books by Andrew Cope.

Certain editions include a web address at the back that **no longer belongs to the author or publisher** and now links to **inappropriate adult content**.

### What to do:

- If your child has any of these books, please check for web addresses and ensure they don't try to visit the site.
- The stories themselves are safe to read — the concern is only the outdated link.
- Please remind children not to visit websites from books without checking with an adult first.



This week's Makaton phrase is linked to our **Grandparents and Special People** event and is:

# You are special!

Brought to you by our House Team Captains.



## Home Reading Champions

Class	%	Class	%
HUB 1	50%	3LM	68%
HUB 2	43%	4ML	92%
POPPIES	-	4JJ	63%
BUTTERCUPS	-	4LM	75%
1RB	84%	HUB 3	78%
1LB	71%	5NM	37%
1OT	65%	5LC	74%
2JH	41%	5MC	74%
2RB	56%	6HC	52%
2BT	62%	6SJ	57%
3DN	45%	6TS	65%
3CC	54%	Total	73%

Well done to class 4ML who have the highest reading average this week and to class HUB 3 who have the most improved score. Please try to read 5 times a week with your child - the results of regular reading make such a difference to them across all subjects in the curriculum.

## Wear Red for Racism Day Friday 17th October

Next Friday, we'll be taking part in **Wear Red for Racism Day** to show our support for equality and inclusion. We invite all students and staff to come to school wearing **something red** to stand together against racism and celebrate diversity in our community.

Thank you for your support!



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# Attendance

*We aim for 100% our target is 98%*

*Remember that school starts at 8:50am and any time after this is late. Formal lessons start at 9:05 and the children need to be in, registered and settled for this time.*



Class	%	Minutes Late	Class	%	Minutes Late
Nutmeg	99.6	32	3DN	89.1	227
Poppies	93.2	42	4ML	95.5	112
Buttercups	90.7	88	4LM	93.4	15
1RB	90	11	4JJ	99	109
1LB	94.9	118	HUB 2	95.2	0
1OT	85.8	221	HUB 3	91.7	0
2BT	94.9	39	5NM	94.4	222
2RB	98.7	0	5LC	93.8	23
2JH	94.1	97	5MC	90.2	179
HUB 1	95.2	12	6HC	94	47
3LM	98.5	86	6SJ	94.6	8
3CC	85.1	41	6TS	96.9	31
Whole School					
Whole School Attendance		93.5%	Lost Learning		29 HRS 20 MINS

## Reporting a child's absence

Please remember to phone each day to report your child's absence. You can speak to the office staff or leave absence reasons on the answer machine. If reasons are not provided each day, an unauthorised mark will be entered on the register. **Punctuality is also very important, we now have a signing in screen for late arrivers and early leavers at reception.**





# School Promise Awards



These children have been exceptional this week.

<b>Nutmeg</b> Amaya	<b>Class 3LM</b> Jasper & Bambi
<b>Buttercups</b> Sidney & Ethan	<b>Class 4JJ</b> Ronnie & Lily
<b>Poppies</b> Jasper & Leo	<b>Class 4LM</b> Freddie & Marina
<b>Class 1RB</b> Avaya & Koby	<b>Class 4ML</b> Thomas & Aurora
<b>Class 1LB</b> Rudy & Lily	<b>Class Hub 2</b> Amelia P
<b>Class 1OT</b> Della & Milan	<b>Class 5LC</b> Georgia & Oliver
<b>Class 2BT</b> Freddie & Maria	<b>Class 5MC</b> Daisy & Theo
<b>Class 2JH</b> Maverick & Adam	<b>Class 5NM</b> Birdie & Charlotte
<b>Class 2RB</b> Damir & Clay	<b>Class Hub 3</b> Holly
<b>Class Hub 1</b> Jackson	<b>Class 6HC</b> Myle & Jacob L
<b>Class 3CC</b> Ellis & Lily	<b>Class 6SJ</b> Evelyn J & Jasmine F
<b>Class 3DN</b> Charlotte & Alicia	<b>Class 6TS</b> James & Hattie

