



Head teacher's note

On Friday, our school is proud to be supporting Show Racism the Red Card, the UK's leading anti-racism education charity. The campaign uses the power of sport and education to challenge racism and promote equality and respect for everyone.

To show our support, we're inviting all children to come to school wearing something red. This could be a red top, scarf, hat, or even red socks! It's a simple way for us to stand together as a community and show that we are united against racism.

We encourage families to talk about the campaign at home and help keep these important conversations going. Together, we can make sure our school and wider community are places where everyone feels safe, respected, and valued.

I am looking forward to seeing you all at the parents' evening next week. In the meantime have a lovely weekend,

Friends of Fishergate

Pre-Loved Uniform Stall

Please stop by our uniform stall at 3.15pm on Monday 13th October. You can find us in the lower hall near the Y5/6 book fair. Uniform items are free, bring a bag and take as much as you like! Cash donations accepted, but not necessary. ****Donations Update****: collection bins are now located by the outdoor classroom for ease of use. Good-condition uniform items, school shoes and winter coats are being accepted.

Pumpkin Contest

We will be accepting decorated pumpkins at 8.30am on Friday 17th October. Entry is £1.00, cash only please. Be sure your child's pumpkin is labelled underneath with their name and year group.

Halloween Disco

Volunteers needed! Without your help, events like this wouldn't happen, so thank you!

Please email

friendsoffishergateschool@gmail.com if you can help at the first disco, the second disco, or both. Duties include door entry, selling glow sticks and monitoring spaces like the Quiet Room. ****Reminders****: £2.00 entry per child. Children must be accompanied by an adult. We cannot allow entry of children from other schools, though siblings are welcome. Children are restricted from using smartphones at the disco.

Bake sale review

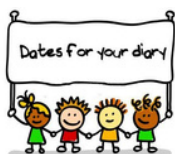
Monday's bake sale raised a fantastic £72.20 and was beautifully stocked with loads of homemade goodies! Well done on the professional-looking bakes, Year 3/4 Families! Thank you to all who stopped by for a treat!

Dates

Tues 14th & Thurs 16th - Parents' Evening

Fri 17th - Show Racism the Red Card Day

Fri 17th - Pumpkin Competition and Halloween Disco



Phase group updates

Early Years This week we had a great session with Connor from Askham Bryan Wildlife and Conservation park - he told us all about the two armadillos that we have adopted. We loved learning about their super hard shells and their burrowing skills and we practised some burrowing too. In the forest, we found amazing critters like centipedes and noticed more signs of autumn. We went for our first visit to the library and had a lovely time finding a book to share with our adults at home.

Year 1/2 started the week with a fantastic assembly with Connor from Askham Bryan Wildlife Centre, who came into school to talk about the animals that each class has sponsored. In English, Year 2 have begun a Talk4Writing unit of the book 'Funnybones'. In Topic, we've continued our geography work by learning about the continent of Africa and have been working on addition and subtraction in Year 2 Maths. Year 1 children have been out in the forest making and dressing stick men, inspired by the Julia Donaldson book. In art, we looked at the work of Paul Klee who listened to the violin before 'taking his line for a walk'. We listened to different types of music as inspiration for our artistic expression.

Year 3/4 we have been writing a modelled text on 'Magnificent Mountains' adding some of our own sentences too. Thank you for all the Volcano research they did at home; we were very impressed with the facts they researched. Enjoy making this week's homework! If there are any spare, pass to the class teacher!!

Year 5/6 Year 5/6 are studying The Undeclared by Kwame Alexander as part of Black History Month. In Maths, we are coming to the end of our place value topic - the children have done really well at understanding how to read and manipulate both large numbers up to a million and decimals.



Other news

Health and Safety

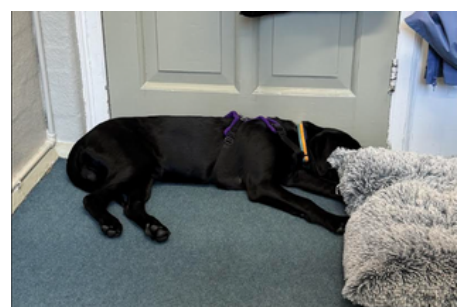
Our uniform policy is that no jewellery is allowed, apart from a small pair of studded earrings. We have noticed that some children have started to wear hooped earrings. These are not suitable for school and your child will be asked to remove them if they are worn. For P.E. earrings must be removed or covered with a plaster.

We know that it is sometimes a bit of a squeeze, and are working on a solution, but please ensure that your child's bike/scooter is put into the bikeshed at the bottom of the playground. We have had a couple of instances in the last weeks where some of our younger children have pulled a bike over on themselves and been tempted to have a ride around the playground.

Thank you for your support with this.

Bodhi Corner

You might have noticed that Bodhi has been out and about in the playground at the beginning and end of the days quite a bit more. He is becoming much more confident with people and is usually happy to accept a stroke - so long as he decides to go into the person's space first and isn't taken by surprise. So the need to ignore him has gone, although we do need to be careful that he doesn't get overwhelmed. If you want to come and say hello when we are on the playground just make sure that he isn't going to be crowded and check with me first. Photo to show his good trick to keep me in the office!



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®