



Dear North Star 180 Families,

What a vibrant and purposeful week it's been across the school! From inspiring assemblies to impressive teamwork on the pitch, our students have shown real curiosity, commitment and care.

This week, our secondary students took part in a powerful *Finding Futures* assembly, encouraging them to think ambitiously about their next steps. Year 11s have also had their 1:1 sessions with our careers advisor—an invaluable opportunity to explore pathways and plan ahead with confidence.

On the sporting front, our football team played with heart and resilience in their match against NS240. It was a great display of sportsmanship and teamwork—well done to all involved!

Across the school, we've seen fantastic learning in classrooms, with students engaging deeply and staff continuing to create rich, supportive environments. Thank you for all you do at home to reinforce these values.

Looking ahead:

- **Tuesday and Wednesday** bring our rewards trips for students who've earned high attendance and points—well deserved!
- A reminder that **INSET days are on Wednesday 23rd and Thursday 24th October and Monday 3rd November**, so the school will be closed to students on those days.

As always, strong communication between home and school makes all the difference. If you have any questions, concerns or celebrations to share, please don't hesitate to get in touch.

Wishing you a restful weekend.

Serra Orumlu
Headteacher



Our Mission

We Navigate Success Together with Ambition and Relevance

WHAT HAVE WE DONE IN OUR SCHOOL THIS WEEK?

- * **Foxes:** In Science, we are learning about the changing seasons. We have been exploring all the signs of Autumn and enjoyed spotting them when we were out and about on Tuesday. We have noticed the colour of the leaves, trees losing their leaves and how the weather has changed.



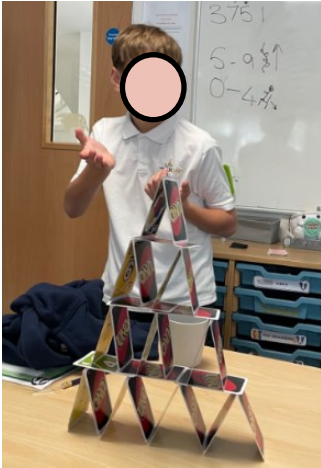
- * **Owls:** In Science, we have been learning about friction and this week we carried out an investigation to see the effect of water resistance on different shaped objects.



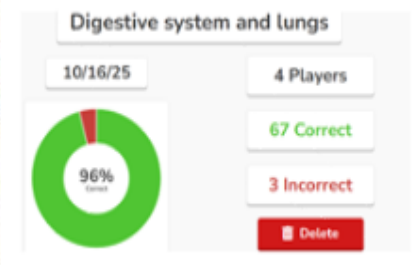
- * This week, our **Year 11** pupils have shown fantastic focus and engagement in their maths lessons. They've been concentrating well and making thoughtful contributions during class discussions. It's been brilliant to see their confidence growing as they tackle challenging topics together.
- * This week **KS3** played a highly competitive football match against a near rivals North Star 240! It was great game of football that was played in the right spirits. We lost 7v2 with goals from Oscar Bees and Leo Hill. The squad included Lilly S, Reagen, Harvey P, Leo Hill, Jim S, Oscar B and a debut for Aiden. Everyone contributed and the team demonstrated great teamwork.
- * Over the last two weeks we have had some insightful assemblies for secondary. Bath College and Finding Futures Project Search came into to speak to our students about opportunities post 16. The students found out about options, career pathways and courses they could move into for the post 16 transition.

WHAT HAVE WE DONE IN OUR SCHOOL THIS WEEK?

- * This week the **Badgers** have been embracing our creative side during choosing. Instead of our usual games we've been creating towers of cards (really big ones too!) making Halloween outfits, and learning how to edit photos!



- * What an exciting and productive week it's been for 8B! We started by planting the beautiful bulbs kindly donated by one of our mums - a perfect way to enjoy some outdoor learning and brighten our school grounds for spring. Our cookery session was another highlight, as the class made delicious vegetable frittatas. I was lucky enough to sample one from each group – and they were *all fantastic!* It hasn't been all fun and games, though. Pupils have been working hard to revise everything we've covered this term in preparation for next week's assessments. Everyone impressed in our pop quizzes, with special congratulations to Harvey T, who topped the leaderboard most days and finished the week with a perfect 100 % score.



LET'S CELEBRATE

The top students with 100% points

- * Logan H
- * Dylan G
- * Riley HS
- * Lily S
- * Rayen S
- * Alister D

The top tutor groups for points

9—97%

11X—94%

8B-92%

The student of the week

Kian O

The most improved student of the week

Regan S

The highest attendance for the week

Owls-100%

Foxes—94%

Year 9-93%

Well done!



SAFEGUARDING

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

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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