



EBOR GARDENS
Primary Academy

Weekly News

FRIDAY 10TH OCTOBER 2025 - ISSUE 6

A MESSAGE FROM MRS WATHEN AND MR SPINK

Good afternoon everyone.

We started this week with whole school assemblies focused on Black History Month. After Miss Dosanjh and Miss Donlan's assemblies, we have spent the rest of the week with this in mind. *The theme for Black History Month 2025 is "standing firm in power and pride" a powerful tribute to the resilience, strength and unwavering commitment to progress that defines the Black community across the globe. This year, the theme highlights the profound contributions made by Black people be they leaders, activists or pioneers who have shaped history, while also looking towards a future of continued empowerment, unity and growth.* For more information you can visit www.blackhistorymonth.org.uk.

Next week, we have Show Racism the Red Card in school. *They are the UK's leading anti-racism educational charity.* For more information you can visit their website at www.theredcard.org

Have a lovely weekend - see you all on Monday.

Mrs Wathen & Mr Spink

N - 91%	RBT - 98%	RDO - 84%
1AD - 93%	1MM - 97%	2HW - 99%
2RK - 98%	3JH - 96%	3NB - 93%
4NP/RM - 97%	4RA - 97%	5CS - 98%
5HW - 99%	6FA - 92%	6LB - 96%

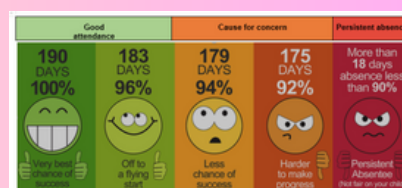
Whole School attendance this week is 95%.

We are aiming for 96% or above.

Biscuit Bears: 2HW & 5HW

Extra Play (97%+): RBT, 1MM, 2HW, 2RK, 4NP/RM, 4RA, 5CS & 5HW

Pizza Party (100%):



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Our PE Kit is a white T-shirt, black shorts, leggings or tracksuit bottoms and a black or burgundy jumper or hoodie for their next PE lesson.



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DIARY DATES 2025

Tuesday 14th October 2025 – ‘Show Racism the Red Card’ assemblies

Wednesday 15th October 2025 – Y3/4 Museum Trip

Tuesday 21st October 2025 – Autumn Discos

Wednesday 22nd October 2025 – Y3/4 Museum Trip

Friday 24th October 2025 – School closes for half-term

Monday 3rd November 2025 – Return to school

Monday 8th December 2025 – Pantomime in school

Wednesday 10th December 2025 – Y3 Theatre trip

Friday 19th December 2025 – School closes for Christmas (1pm)



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Please be sure to park very safely and sensibly around school at Breakfast Club, morning drop-off and afternoon pick-up. On some occasions, the main gate has been blocked by parents/carers cars. Parents/carers and visitors must not park in front of the main gate so that cars (including emergency service vehicles) can get in and out at all times.



PICKING-UP YOUR CHILD EARLY

IF YOU NEED TO PICK YOUR CHILD UP BEFORE THE END OF THE DAY (FOR AN APPOINTMENT ETC), PLEASE LET THE SCHOOL OFFICE KNOW IN THE MORNING SO THAT THEY CAN HAVE YOUR CHILDREN READY FOR YOU IN THE MAIN OFFICE.



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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

The National College

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Our school uniform is:

- a plain burgundy sweat shirt or cardigan or burgundy sweat shirt or cardigan with the school logo
- plain black trousers, skirt or pinafore;
- a plain white polo shirt;
- red and white checked summer dress/ plain black shorts;
- flat, black shoes or trainers that offer good support and cover the feet.

