



Dear Parents/Carers,

This week has included Community Police and the Fire Service as guest speakers in afternoon assemblies and visitors in school for various things, including prospective new staff on interview and also prospective new students as Year 6 children and parents/carers have been visiting ahead of making their secondary school choices. As they have been around the academy they have been very impressed by the calm and focused lessons they've seen, and the warm, welcoming and friendly culture throughout school. Students should be really pleased that our visitors are recognising that they are 'Proud to be Primet'.

Well done to students in form R in each year group who delivered the morning assemblies this week. It is not easy to present in front of your peers, but each year group did a fantastic job focusing on our value of being Together.

This week's newsletter includes lots of information below about careers education, including work experience for Year 10 at the end of this year. Year 10 have been getting themselves set up on the Barclays LifeSkills website which will be used to support their preparation for work experience. They also need to get the Connect app set up and to start thinking about organising their placements. There is more information below from Mrs Bielby about this including how to download the app.

Year 9 are also exploring careers with a trip to Burnley Football Club on Monday, where they will have an employer engagement opportunity looking at all of the different careers and aspects of the football club – more than just the sport, also considering the other roles within that business and starting to think about what they are interested in for the future. This trip is a new event this year as we expand careers education to include practical employment experiences into KS3, as well as building on our partnership with Burnley Football Club. Students are used to seeing our Burnley Football Club in the Community staff that work in school with two full time Mental Wellbeing Workers, Jess and Holly, and our Inspires mentor Casey, so already have an insight into roles within the club going beyond just those on the pitch.

Finally, we have been prompting students to check the lost property for coats, bags, and all sorts of items that have been left. It has been on display at the t-junction on the main corridor. If your child has lost items, please direct them to go and check for it ahead of the half term as we are unable to continue to store things and items still left at half term will be donated to charity.

Mrs Pilkington, Principal



Principal's Awards

Awarded to the students in each year group with the highest number of Positive Points and 0 Negative Points each week.

Year 7
Zaem
- 7T

Year 8
Asad -
8M

Year 9
Lauren -
9R

Year 10
Freya -
10I

Year 11
Harris -
11I



**Artsmark
Silver Award**
Awarded by Arts
Council England



Leading Parent
Partnership Award

2022-2025

Stars of the Week

Congratulations to this week's star students:

Year 7

P - Musa
R - Malaika
I - Guccuanna
M - Elia
E - Corbin
T - Iraj
A - Hasan

Year 8

P - Annie
R - Aleena
I - Esmee
M - Asad
E - Gabriela
T - Alfie
A - Vadim

Year 9

P - Nicole
R - Daniel
I - Kayden
M - Vivien
E - Bentley
T - Alisha
A - Holly

Year 10

P - Ceyda
R - Ellie
I - Freya
M - Hazimah
E - Tiana
T - Anna
A - Kristale

Year 11

P - Abdul
R - Marley
I - Harris
M - Sophie
E - Giorgia
T - Isma
A - Laiba

Primet Positive Focus: Together



This week we have been focusing on our core value of being together. The academy community works together for the benefit of all. We value teamwork and collaboration, within the academy community and with our external partners

UNCRC Articles



As part of our UNICEF Rights Respecting Schools Award, we have been looking at each of the United Nations Convention on the Rights of a Child Articles. There are 54 Articles in total. This week we have been learning about:

- Article 5 - Parental guidance and a child's evolving capacities: Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

- Article 18 - Parental responsibilities and state assistance: Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

Upcoming Dates

13th October – Year 9 Careers trip to Burnley Football Club

13th – 24th October – Year 11 Mock Exams

20th – 22nd – Rewards week events

22nd October – Sports Presentation Evening

24th October – final day before half term, normal finish time at 3.20pm

10th November – return from half term, normal start time at 8.45am

11th November – Remembrance Day

11th November – Year 8 SMASHED performance

19th November – Star Awards Evening at The Muni

26th November – Year 8 Nelson & Colne College workshops

26th November – Interschool Cross Country

2nd December – Flu vaccinations

11th December – Christmas Jumper Day

16th December – Year 10 Careers workshops

19th December – Whole School Assembly and final day before holidays, early finish time at 1pm

Year 11 information meeting

Thank you all the parents and students who took the opportunity to join us for the Steps to Success meeting on Monday 6th October. We hope that you found the meeting useful and that we can continue to work together to support your Year 11 child so that they get the best possible outcomes.

The purpose of the meeting was to provide you with everything you need to know about how to support your child through their final year at Colne Primet Academy – if you missed the meeting and would like to know more or if you attended and have any follow up questions then please contact the school.

Mr Farmer, Assistant Principal; Mrs Lake, Head of Year; Mr Stephenson, Assistant Principal



Year 11 Timetable for Mocks October 2025

- EXAM VENUE – SPORTS HALL unless stated otherwise.
- All morning exams will start at 9am and afternoon exams will start at 1:20pm unless stated otherwise
- French and Spanish speaking exams will take place over the fortnight

A	Period 1 9.05 – 10.05	Period 2 10.05 – 11.05	Period 3 11.20 -12.20	Period 4 1.20 – 2.20	Period 5 2.20 – 3.20
Mon 13 Oct	English Literature Paper 2 2hrs 15min			Maths Paper 1 - 1hr 30m	
Tues 14 Oct	Separate Biology – 1hr 45 min Combined Biology – 1hr 15min			Enterprise and Marketing – Component 1 session 2hrs	
Wed 15 Oct	RE Paper 1 & 2 1hr 45 mins			English Language Paper 2 1hr 45min	
Thurs 16 Oct	Separate Chemistry – 1hr 45 min Combined Chemistry – 1hr 15min			Maths Paper 2 (Calculator) - 1hr 30m	
Fri 17 Oct	History 2hrs Students who take both History & Geography take History Geography paper 2 1hr 30min			Art - Component 1 session 2hrs Hospitality & Catering 1hr 30min	
B	Period 1 9.05 – 10.05	Period 2 10.05 – 11.05	Period 3 11.20 -12.20	Period 4 1.20 – 2.20	Period 5 2.20 – 3.20
Mon 20 Oct	Separate Physics– 1hr 45 min Combined Physics – 1hr 15min			Design 2hrs	
Tues 21 Oct	Maths Paper 3 (Calculator) 1hr 30m			Creative iMedia Component 1 session 2hrs Child development 1hr 15min	
Wed 22 Oct	Health & Fitness 1hr 30min PE 1hr 30mins			French Writing 1hr 15min Spanish Writing 1hr 10mins	
Thurs2 3 Oct	Spanish Listening and Reading 1hr 40min (H17)			Geography Paper 2 1hr 30min CLASH STUDENTS	
Fri 24 Oct	Geography Paper 1 1hr			Art - Component 1 session 2hrs French Listening and Reading 1hr 20min & 1hr 45min (School Hall & H17)	



Exam support

<p>YoungMinds Parents Helpline Free advice for parents worried about their child's mental health. Call 0808 802 5544 Text YM to 85258 Visit YoungMinds website</p>	
<p>Place2Be Free resources for families and schools on managing exam stress. Visit Place2Be website</p>	
<p>Mind UK – Exam Stress for Teens Tips and support for young people aged 11–18. Visit Mind website</p>	
<p>Kooth Free, anonymous online counselling for young people. Visit Kooth website</p>	
<p>Healthy Young Minds (Lancashire NHS) Advice and support for children and young people's emotional wellbeing. Visit NHS Healthy Young Minds</p>	

Focus on Year 11

Year 11 have a very busy and intense two weeks ahead of them with their mocks starting next week, and I am very proud of them for their motivation and dedication to attending Period 6, and their overall attitude to learning in lessons.

Thank you to all parents and guardians who attended the 'Steps to Success' meeting on Monday after school. It was great to see so many students and parents invested in the Year 11 progress this year.

Students should all have their revision guides, and teachers will be focusing on revision techniques and important information for their mocks. The revision list that was given to students after PGL has all the content that will be in their mocks, and form tutors and the pastoral team have been working hard to ensure that every student has a copy of this.

Whilst it can be a daunting time for the students, we will continue to support them through their mocks over the next two weeks and students can come and speak to the pastoral team if they need anything at all. The year were praised last year for their approach to their exams, so I know they will do us proud.

On a separate note, which is also worth celebrating, over 60 students are currently eligible for a £5 discount this half term for our Passport to Prom Scheme. This means that students are hitting 3 out of the 5 following criteria:

- 95%+ positive behaviour
- 95%+ attendance
- 95%+ attendance at P6
- 100% punctuality
- No homework negatives

So, a massive well done to those students!

Miss Lake, Head of Year 11



Personal Development

Personal Development

This week in Personal Development students have been looking at:

Year 7	Year 8	Year 9	Year 10	Year 11
Introduction to Study Skills	Careers – Values and goal setting	Health Surveys and Independent learning	Introduction to Work Experience	Exams and the Journey of an exam paper

Next week they will focus on:

Year 7	Year 8	Year 9	Year 10	Year 11
The Learning Model	Revision and the Learning Brain	Exploring Careers	Tips for Work Experience / Sleep deprivation	Personalised mock revision

Year 10 Work Experience commences Monday 22nd June 2026

Year 10 have begun talking about Work Experience with their tutors this week and whilst it may seem a long time away, it's important that students start looking now as places can be highly sought after. You can support your child by considering contacts you may have in various places of work, and if you can help them arrange a placement with somewhere you are already familiar with. You may even think your own place of work may provide a good placement. Below is a link to help you learn more about steps you can take to support your child.

<https://www.theparentsguideto.co.uk/post/how-to-help-your-teen-find-work-experience>

This year the school will be using the CONNECT app to help students organise their Work Experience. The app will enable students and us to review, update and manage work placements. Pre-placements steps for using the App are below. It is important that students start looking now for their placement and with your help, ensure they have a placement secured in good time.

Pre-Placement

1 App Download & Parental/Guardian Consent

The student will be invited to access the Online portal or Student App. The school may ask for consent for the student to take part in the Work Experience programme please complete this in a timely manner. Your son/daughter will receive an email directly to their student email account with the two simple steps to download the App.

2 Activating the App

Students will input their industry preferences to inform their teachers about their career interests. Students can access [skills builder](#) to enhance their skill set.

3 Inputting the Placement Details

The student will log in and set up their app/portal. They will click on "Submit a new placement" and follow the steps, including correct dates and employer contact details.

4 Placement Verification

The teacher will verify the student's placement, checking dates and contact details. If denied, the student will receive a notification with details to update and issues and upload the opportunity.



College Open Events

College Name	What do they offer?	When?
Nelson and Colne College	Vocational A-Levels T-Level Apprenticeship	<i>Wednesday 15th October 2025 - 5.30pm to 7.30pm</i> <i>Tuesday 11th November 2025 - 5.30pm to 7.30pm</i> <i>Thursday 5th February 2026 - 5.30pm to 7.30pm</i> <i>(Careers open event)</i> <i>Thursday 23rd April 2026 - 5.30pm to 7.30pm</i> <i>(Year 7, 8, 9, 10 & 11 event)</i> <i>Thursday 25th June 2026 - All day</i> <i>(New student day)</i> <i>Thursday 20th August 2026 - All day</i> <i>(GCSE results day)</i>
Accrington and Rossendale College	Vocational A-Levels T-Level Apprenticeship	<i>Wednesday 22nd October 2025- 5.30pm to 7.30pm</i> <i>Tuesday 3rd February 2026 - 5.30 to 7.30pm</i> <i>Tuesday 28th April 2026 - 5.30pm to 7.30pm</i> <i>(Careers open Event)</i> <i>Tuesday 28th April 2026 - 5.30pm to 7.30pm</i> <i>(Year 7, 8, 9, 10 & 11 event)</i> <i>Friday 26th June 2026 - All day</i> <i>(New student day)</i> <i>Thursday 20th August 2026 - All day</i> <i>(GCSE results day)</i>
Burnley College	Vocational A-Levels T-Level Apprenticeship	<i>Tuesday 18th November 2025 - 5.30pm to 7.30pm</i> <i>Wednesday 21st January 2026 - 5.30pm to 7.30pm</i> <i>(Themis careers event)</i> <i>Tuesday 10th February 2026 - 5.30pm to 7.30pm</i> <i>Wednesday 6th May 2026 - 5.30pm to 7.30pm</i> <i>(Year 7, 8, 9, 10 & 11 event)</i>
Craven College	Vocational T-Level Apprenticeship	<i>Thursday 9th October 2025 - 5.30pm to 7.30pm</i> <i>(Aviation Academy)</i> <i>Wednesday 15th October 2025 - 5.30pm to 7.30pm</i> <i>(Aviation Academy)</i> <i>Monday 17th November 2025 - 5.30pm to 7.30pm</i> <i>(Skipton)</i> <i>Wednesday 19th November 2025 - 5.30pm to 7.30pm</i> <i>(Aviation Academy)</i> <i>Thursday 20th November 2025 - 5.30pm to 7.30pm</i> <i>(The Aviation Academy)</i> <i>Wednesday 11th February 2026 - 3.00pm to 6.30pm</i> <i>(Apprenticeship and careers fair at Craven College)</i>
Myerscough College	Vocational T-Levels Apprenticeship	<i>Saturday 15th November 2025 - course advice morning</i> <i>Saturday 6th December 2025 - course advice morning</i> <i>(Preston centre ONLY)</i> <i>Saturday 7th February 2026 - course advice morning</i> <i>Saturday 18th April 2026 - course advice morning</i>
North Lancs Training Group	Apprenticeship	<i>Wednesday 18th March - 1pm to 6pm</i> <i>(Accrington)</i> <i>Thursday 26th March - 1pm to 5pm</i> <i>(March)</i>
Training 2000	Apprenticeship	<i>Wednesday 28th January - 4.30pm to 7.30pm</i> <i>Thursday 29th January - 4.30pm to 7.30pm</i>

Post-16 timeline



Careers Day

Students in Year 9 have been invited to a Careers Day at Burnley Football Club on Monday 13th October. The event will be held within the Jimmy McIlroy stand suite.

For all Year 9 will have a full day of activities, inspirational speakers and even an opportunity for a tour of the Football club and to go pitch side. The day will be staffed and supervised by both Colne Primet and Burnley Football Club staff. The aim of the day is to support students in Year 9 understanding the world of work and inspire them as they continue their school journey.

Students will be in full school uniform, showing they are Proud to be Primet. Students and staff will be coached by School Primet at approximately 9.10am. They will then return to school via coach for the end of the school day, again under the supervision of Primet Staff.

Students will need to bring with them a packed lunch for the day, as well as a refillable water bottle. Students on FSMs will be provided with a lunch from school.

If your child has any changes in medical information or your contact details require updating, please contact the Main Office on 01282 863970.

If you require more information about this event, please contact the school to speak to the Careers Team.

Mrs Bielby, Head of Personal Development



Focus on Computing and Business

Year 11 students have been fully immersed in analysing and reviewing business pitches and presentations as part of their current project. Taking inspiration from Dragon's Den, they have been providing constructive feedback to their peers, identifying strengths and areas for improvement to help everyone create the most persuasive and polished pitches. Attached are some examples of their work, showcasing how this peer review process has guided them in refining ideas and building confidence in delivering their perfect pitch."

OCR Level 1/Level 2 Cambridge National in Enterprise and Marketing

Practice Pitch Feedback Form – Task 3 (Part Two)

This form is to be used to record what has been observed during the delivery of the practice pitch in Task 3. **The pitch should be to at least two other students.**

Student name (delivering the pitch):	
Qualification:	OCR Level 1/Level 2 Cambridge National in Enterprise and Marketing
Unit number and title:	Unit R069: Market and pitch a business proposal
	Topic Area 3: Plan and pitch a proposal
Date of practice pitch:	
Description of activity being carried out by the student:	
When giving feedback to the student delivering the practice pitch, you should ensure your feedback covers the following areas:	
<ul style="list-style-type: none"> • Verbal skills – Consider how clearly the student could be understood (both volume and the pace of their speech) and whether the sort of language they used was appropriate for pitching a business proposal. • Non-verbal skills – Consider body language, eye contact, posture, hand gestures etc. • Use of notes or prompts. • Use of visual aids or presentation software – was their use of this effective? • Did the student project a confident image? • Did they seem enthusiastic? • Was the student persuasive? • Was the pitch appropriate to the audience that they will be delivering to? • Did they get across enough information about the product in the time available? • Did they manage their time effectively? Was the pitch between 5–10 minutes long (excluding questions)? • Did they give enough time to answer questions? Were they able to answer the questions satisfactorily? 	

Write comments here:

Overall I found the pitch very informative and found that he had put a lot of research and time into making the pitch itself as it involved a lot of the pricing techniques and it also told me about the celebrity endorsement why he had picked the celebrity and also how it would benefit his business

Some areas I thought [redacted] could improve on were using different vocabulary to prevent himself from repeating the same words as I noticed that he has repeated the same words quite a few times I also thought he should have elaborated on what his business could have done with the investment from the potential investors and how it would have benefited his business such as developing his product production factories and overall establishment.

Areas that I thought [redacted] did well in were his overall PowerPoint as it included lots of information about his product and brand I also thought that [redacted] used his graphs and customer research from R068 well as it displayed that he knew what his target audience required and the graphs also back it up as a way of proving it.

OCR Level 1/Level 2 Cambridge National in Enterprise and Marketing

Practice Pitch Feedback Form – Task 3 (Part Two)

This form is to be used to record what has been observed during the delivery of the practice pitch in Task 3. **The pitch should be to at least two other students.**

Student name (delivering the pitch):	
Qualification:	OCR Level 1/Level 2 Cambridge National in Enterprise and Marketing
Unit number and title:	Unit R069: Market and pitch a business proposal
	Topic Area 3: Plan and pitch a proposal
Date of practice pitch:	
Description of activity being carried out by the student:	
When giving feedback to the student delivering the practice pitch, you should ensure your feedback covers the following areas:	
<ul style="list-style-type: none"> • Verbal skills – Consider how clearly the student could be understood (both volume and the pace of their speech) and whether the sort of language they used was appropriate for pitching a business proposal. • Non-verbal skills – Consider body language, eye contact, posture, hand gestures etc. • Use of notes or prompts. • Use of visual aids or presentation software – was their use of this effective? • Did the student project a confident image? • Did they seem enthusiastic? • Was the student persuasive? • Was the pitch appropriate to the audience that they will be delivering to? • Did they get across enough information about the product in the time available? • Did they manage their time effectively? Was the pitch between 5–10 minutes long (excluding questions)? • Did they give enough time to answer questions? Were they able to answer the questions satisfactorily? 	

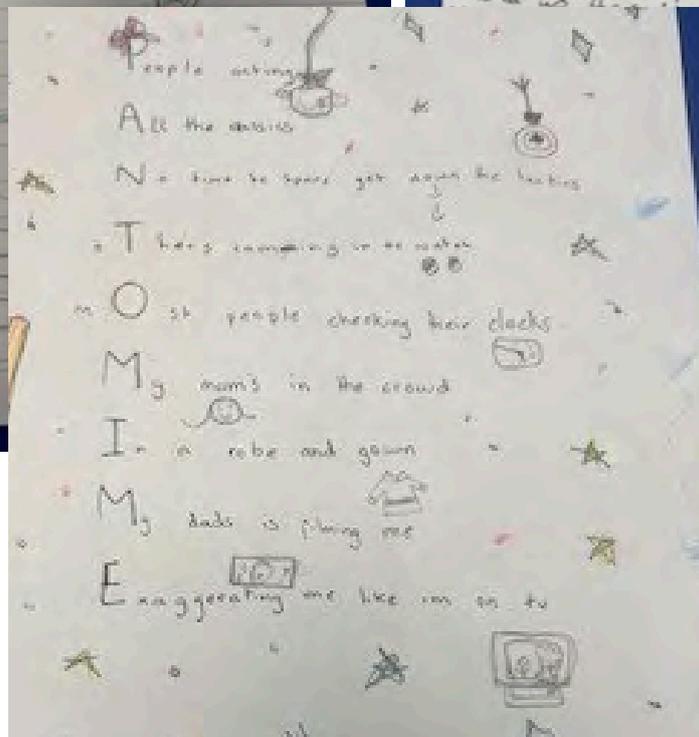
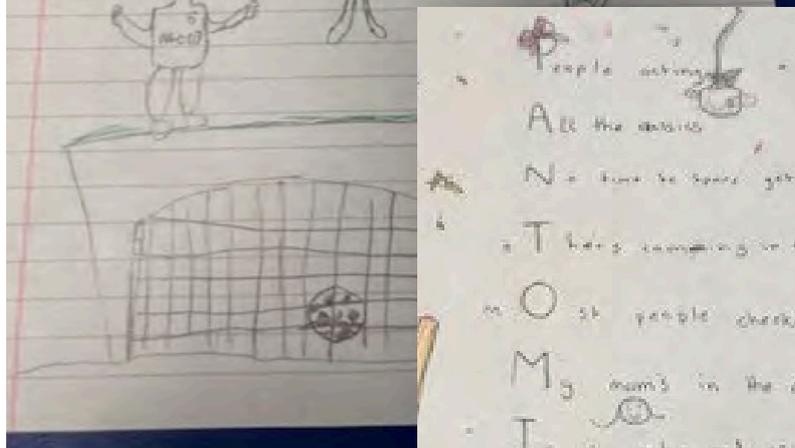
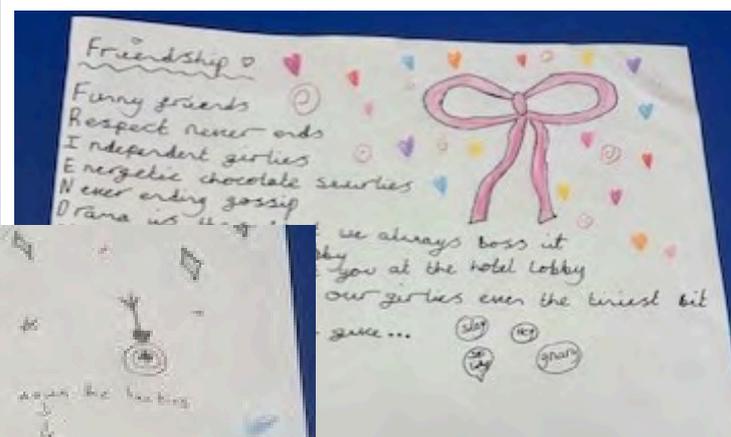
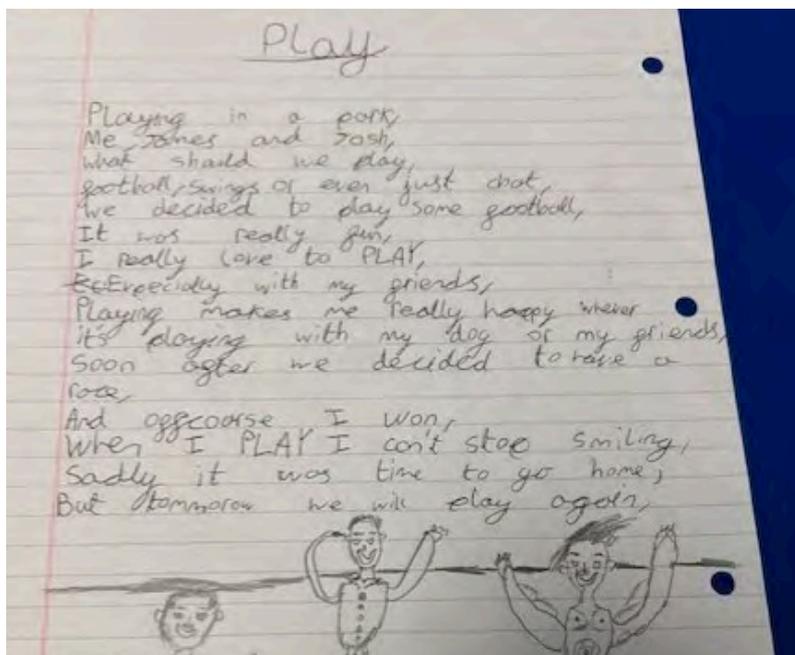
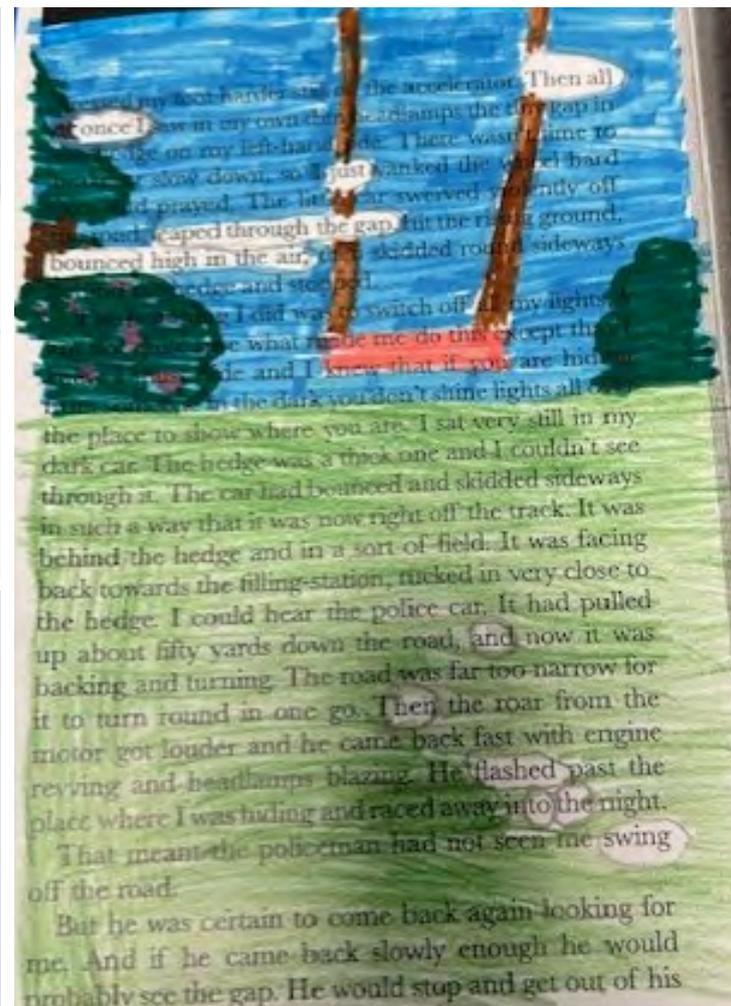
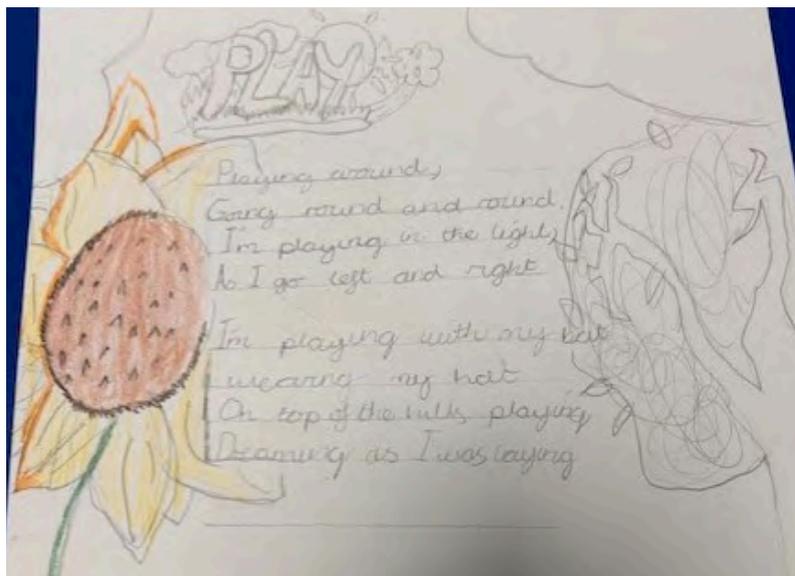
Write comments here: the student's verbal skills were on point except from the times he was clearing his thought quite often, but overall, it was all on point. His body non-verbal skills – body expressions were alright because he was touching his face quite often which doesn't show professionalism. Apart from that everything else was going good such as eye contact and hand movements [redacted] s presentation wasn't exactly persuasive as it was very plain but the way he spoke in a professional manner/ tone seemed like he knew what he was talking about. He wasn't very enthusiastic as he was speaking professionally. He got across all his points in under 5m and he had just over 5m excluding the question, I would say, he managed his time very good because all together he was speaking for 7m and he got through everything. In my opinion, he should have taken his time whilst he was speaking so he knew what he was going to say and if he didn't already, he should have practiced a lot on what he was saying and how he was going to present.

Mr Farooq, Head of Computing and Business

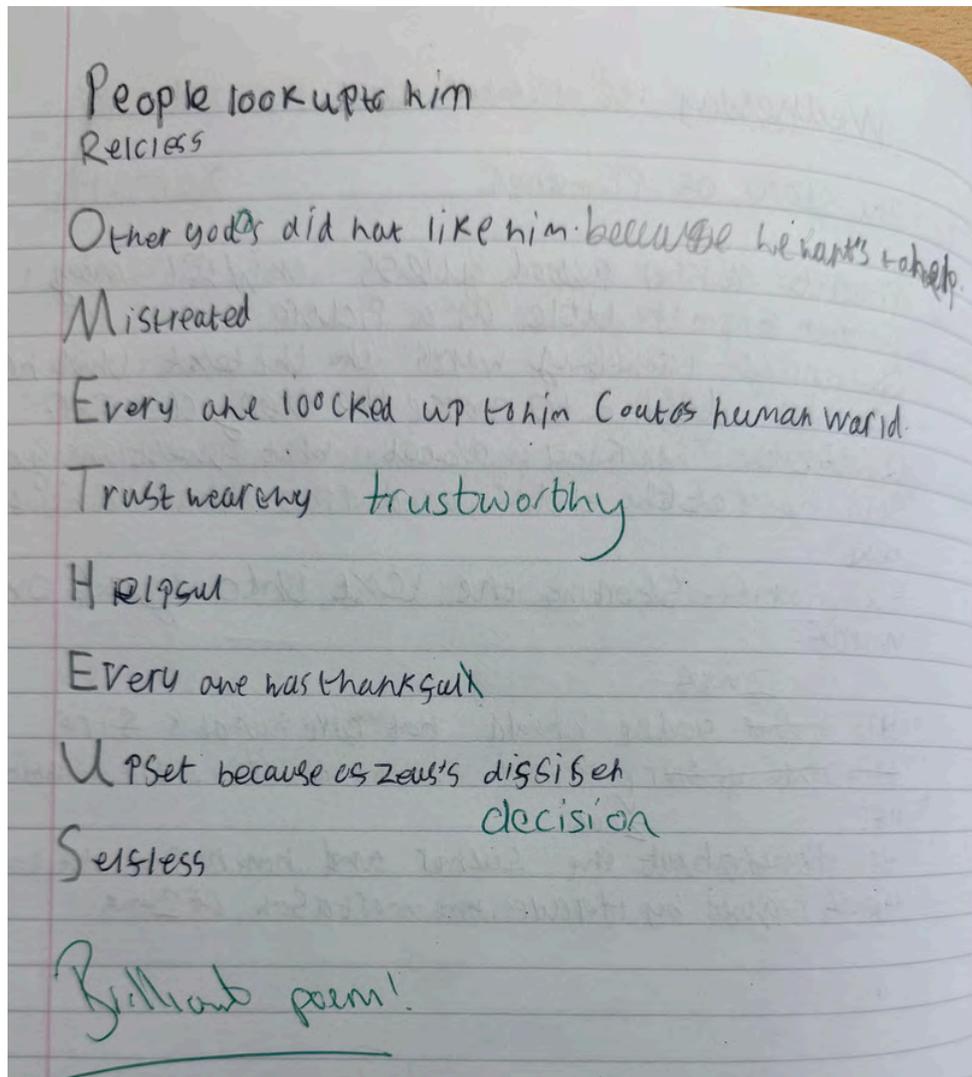
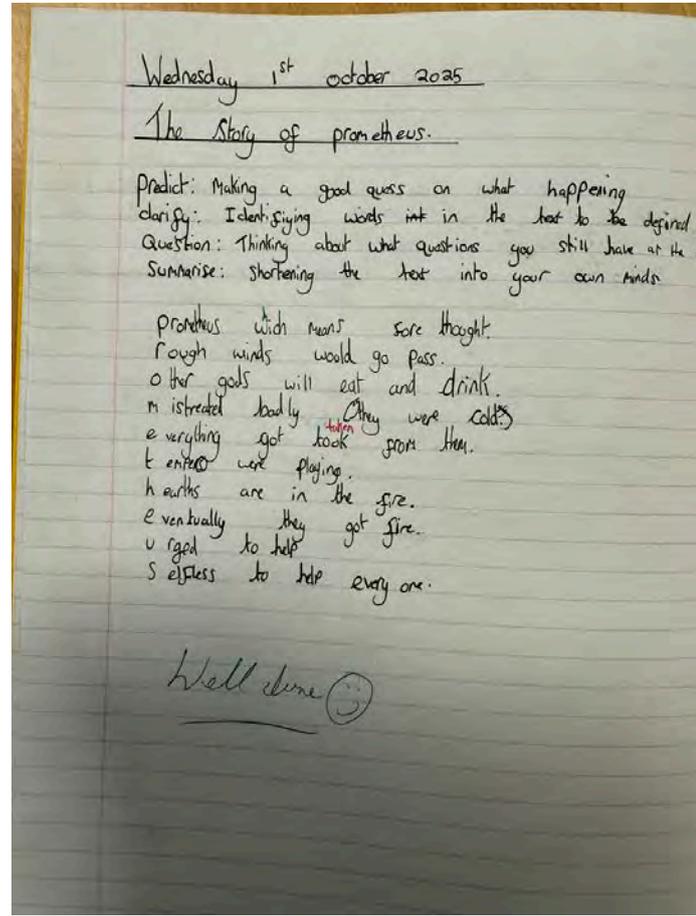
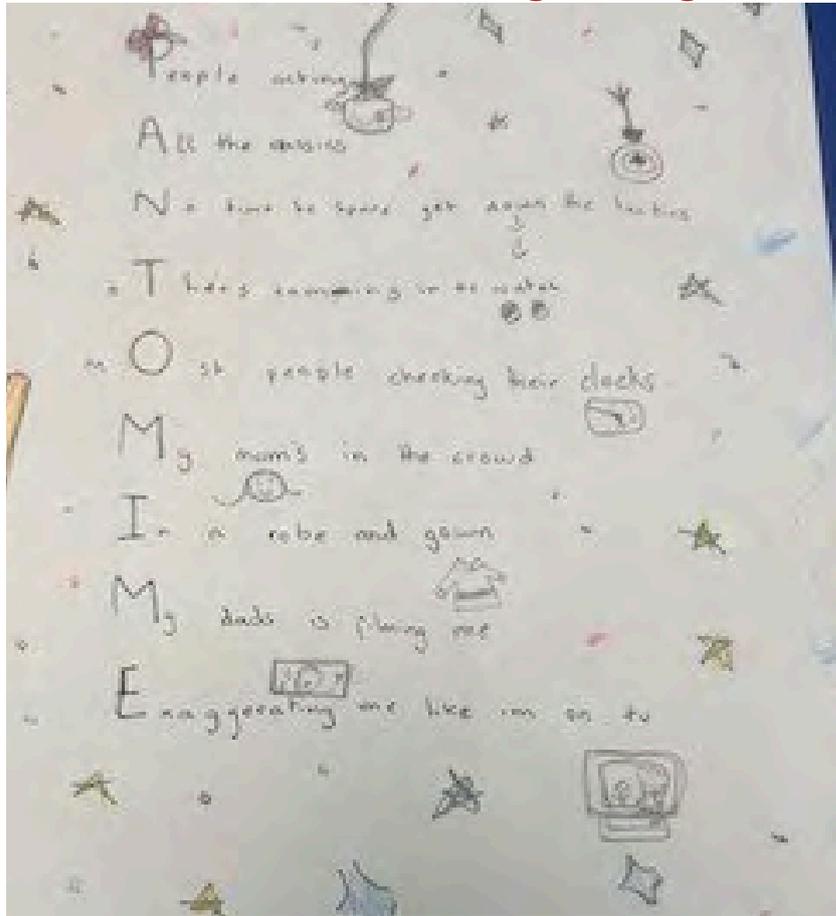


National Poetry Day

We marked National Poetry Day in our English lessons last week, with Year 7 students producing poems on this year's theme of 'Play'.



National Poetry Day



Routines Reminder: Line Up and Calm

Corridors

We have a series of set routines which we all follow to help keep the academy safe and to make sure we focus on our learning and progress. These are shared regularly with students and displayed around school. This week linked to the Primet value of Together, we're reminding ourselves about how to get into Line Up which we do every day in year groups and Calm Corridors to ensure we all get around the academy safely and go straight to our lessons.



Expectations Reminder: Uniform

Our uniform is designed to be smart and simple. When worn correctly it brings great pride to students and the academy. We want students to be 'Proud to be Primet'. Wearing a uniform demonstrates high standards, our academy values and a sense of community. Wearing the uniform shows you belong to our family and it's an expectation at the Academy. The last thing students need to be worrying about is what they look like, they should be concentrating on their studies and not the latest trends. Details of our uniform are included in our parent handbook and on our website. Please ensure your child is setting off to school meeting our uniform expectations. Any uniform not meeting our expectations will be notified to parents/carers and given further sanctions if not resolved. If you need any support with uniform or have any concerns please speak to your child's Head of Year or Pastoral Support Assistant.



Extra-curricular timetables



PE Extra-Curricular Sport (Autumn Term 1 2025)



DAY	TIME	ACTIVITY	ROOM	STAFF
Monday	Lunchtime	Year 7 Football / Benchball	Sports Hall	LHM/CJO
	After School	Football trials (year 7 & 8) Netball (year 7 & 8)	All weather pitch	LHM/CJO
Tuesday	Lunchtime	Year 8 Football / Benchball	Sports Hall	KDO/LHM
	After School	Football (years 9-11) Netball (years 9-11)	Field Netball	LHM/CJO EDR/KDO
Wednesday	Lunchtime	Year 9 Football / Benchball	Sports Hall	EDR / CJO
	After School	Boys' Basketball all years Girls' football – all years Girls' rugby – all years	Sports Hall	CJO/LHM EDR KDO
Thursday	Lunchtime	Year 10 Football / Benchball	Sports Hall	LHM/EDR
	After School	STAFF MEETINGS	STAFF MEETINGS	STAFF MEETINGS
Friday	Lunchtime	Year 11 Benchball	Sports Hall	KDO/CJO
	After School	Badminton all years	Sports Hall	CTH

Extra-Curricular Timetable – Autumn 1 (2025)

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime				Maths Club and homework help 12.20 -1pm (T12)	
After-school 3.20pm	<p>Reading, Homework, AR Quizzing, Exchanging books, Chess 3.20 -4.15pm Ms Dawson Lib1 (Oracle)</p> <p>Board Games Club 3.20 - 4.15pm Ms Dawson Lib1 (Oracle)</p> <p>Year 7 Science Club 3.20- 4.15pm Miss Flegg (M11 Science)</p> <p>Student Support* 3.20 - 4.15pm Casey S T (Cabin, Quad)</p> <p>Performance Club 3.20-4.15 Mr Husband and Miss Smalley (F13, HALL)</p> <p>*This is tailored to the students' needs and interests.</p>	<p>Reading, Homework, AR Quizzing, Exchanging books, Chess 3.20 -4.15pm Ms Dawson Lib1 (Oracle)</p> <p>Performance Club 3.20-4.15 Mr Husband and Miss Smalley (F13, HALL)</p>	<p>Reading, Homework, AR Quizzing, Exchanging books, Chess 3.20 -4.15pm Ms Dawson Lib1 (Oracle)</p> <p>Music Club 3.20 – 4.20pm Mr Husband (Music)</p> <p>Maths Club and homework help 3.20-4pm (T12)</p>	<p>Student Support* 3.20 - 4.15pm Casey S T (Cabin, Quad)</p> <p>Reading, Homework, AR Quizzing, Exchanging books, Chess 3.20 -4.15pm Ms Dawson Lib1 (Oracle)</p> <p>Free Film Screenings 3.20 - 4.15pm Ms Dawson Lib1 (Oracle) See posters for details of dates and times</p>	<p>Reading, Homework, AR Quizzing, Exchanging books, Chess 3.20 -4.15pm Ms Dawson Lib1 (Oracle)</p> <p>Board Games Club 3.20 - 4.15pm Ms Dawson Lib1 (Oracle)</p>

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.



The National College®

