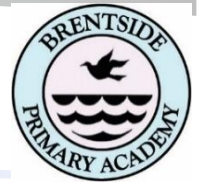


THE BRENTSIDE BULLETIN



Friday 10th October 2025

Issue: 115

DESIGN TECHNOLOGY

There have been lots of exciting DT projects happening recently: Y4 learned about textiles and following instructions by using tie-dye on t-shirts, Y1 explored recyclable materials and different methods to create stable structures as they made toy car garages, and Y3 combined Science with DT and art as they made projects about skeletons at home.



RECENT LEARNING

At Brentside, we try as much as possible to keep learning practical and hands-on, and that has certainly been the case recently. Reception children have been learning all about their senses; and having lots of fun listening, looking, smelling, and tasting- lots were even brave enough to try some sour lemons!

Y1 have been using numicon to learn subtraction, and Y3 learned about networks in Computing by acting out the processes.



ORAL HEALTH POP UP

We were lucky to receive a visit from the NHS Public Health team Oral Health bus last week, offering an opportunity for parents to take children to have their teeth checked by a dentist and have a fluoride varnish applied. There were also stalls offering advice on oral health and healthy choices.



AFTER-SCHOOL CLUB BAKING

Our wraparound care club pupils got stuck into some baking this week as they made some delicious bread from scratch, which they then enjoyed with their beans for dinner!



AUTUMN CLUBS

Clubs are now in full-swing for the term ahead, with a wide variety on offer. In **Multisports**, pupils have been getting to grips with field hockey. Watch this space for an update on the activities of other clubs!



UPCOMING EVENTS

October Black History Month

23/10 Cultural Day

24/10 House Colour Day

MESSAGE FROM THE HEADTEACHER

It has been lovely to have some bright autumn sun to fill our days and has meant we can do lots of things outside still.

Our after school clubs are up and running for another year and it is lovely to see children participating in activities they have chosen to do.

It was great to see so many of you use the Oral Health Bus last week and to get your children's teeth checked out by the dentist!

We are also amazed at how many children choose to now ride, scoot or walk to school.

Keeping ourselves fit and healthy helps us to concentrate, feel more regulated and ready to learn, and have a better immune system.

Mrs. Crosdale

HEAD TEACHER AND VALUES AWARD

- Y1** Calyn
- Y3** Iago, Yao, Hunter
- Y4** Ayman, Alex, Joshua, Ahmed
- Y5** Kamai, Inaya Q, Iqra, Cesar
- Y6** Kameron

HOUSE CUP 2025/6



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KEEPING IN TOUCH

Please do not hesitate to email or call us if you have any queries or concerns & we will do our best to answer these for you.

Email: admin@brentsideprimary.ealing.sch.uk

Our school website is an important resource for you.

We update this regularly with information about the school, news and bulletins, and websites that can support you and your family.

UNICEF UK RIGHTS RESPECTING SCHOOL ARTICLES 2 & 16



Article 2: The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background

Article 16: Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

DLD AWARENESS DAY

Friday 17th October is DLD Awareness Day. DLD refers to significant difficulties using and/or understanding language. A young child with DLD might not meet language milestones. A school student with DLD may find learning vocabulary and using complex sentences difficult. An adult with DLD might have difficulty comprehending directions and sharing his/her views. You can find out more and access resources by visiting

<https://radld.org/dld-awareness-day/>



EALING FOODBANK

If you are struggling, call 0808 2082138 for free to speak to a trained and independent agent confidentially about your circumstances. Alternatively, speak to the school office about making a referral to the foodbank.

SKILLS BUILDER



Receiving, retaining and processing information

This skill is about how learners receive information – whether from a peer, an educator, or someone else.

Initially, learners reliably receive information by maintaining focus, recalling simple instructions, checking they understand, and passing on information accurately.

Next, learners listen actively, recognising communication's purpose, making notes, demonstrating their engagement, and using open questions.

Suggested activities to try at home to build the skill of Listening:

For younger children

Read a story together. Stop as you go to talk about what might happen next. When you have finished, talk about what happened in the story.

Dance together to 'Heads, Shoulder, Knees and Toes'. Sing the song and encourage your child to listen carefully and copy the actions. Alternatively, teach your child any other song and dance routine that you know!

For older children

Listen to and review an audiobook or podcast. Talk or write about what was good about it and if you would recommend it to others.

Arrange a phone or video call with an older family member. Speak clearly and listen carefully to the other person in the conversation.

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 www.thenationalcollege.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.

- 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.
- 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.
- 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 as a helpful sign of behaviour as 'difficult' or 'lazy'. Some children may become withdrawn, while others may be more outgoing. Challenge, reassure that there's no 'one way' children respond.
- AVOID RETELLING OR RELIVING TRAUMA**
Children sometimes get asked to explain or repeat their experience multiple times. Striving for balance of when to listen and when to gently redirect can help to avoid unnecessary re-traumatisation. Acknowledge, but don't probe for details unless safeguarding procedures require it.
- 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 their emotions helps them feel seen and encourages open communication in future.
- 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.
- 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.
- 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 or an adult mental health professional. Early intervention can prevent long-term difficulties and support healthy recovery.
- 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 connections with trusted adults and peers build resilience and a sense of belonging.
- 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 a 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.

Wake Up Wednesday
The National College

www.thenationalcollege.com
@wake_up_weds @wake.up.wednesday @wake.up.weds

BRENTSIDE PRIMARY ACADEMY

MR PIERCE'S OCTOBER HALF TERM SPORTS CAMP

Open to all pupils in Year 1-6 at Brentside Primary Academy

Come and join Mr Pierce and coaches for fun and games daily on the following dates:
Monday 27th - Wednesday 29th October 2025

£30 per day
HALF DAY options available as well as a 20% sibling discount

PACKED LUNCH REQUIRED EACH DAY (no nuts) with fruit available for break which is kindly donated by a local supplier

What we offer:

- Wide variety of sports and activities
- Qualified coaches
- Fun games to develop individual skills and team building skills

Registration: 8-830AM via Brants Walk gate W7 1BU
Dismissal: 3:30PM via Brants Walk gate

Book by searching: Mr Pierce on www.eventbrite.co.uk or by scanning the QR code

WhatsApp: 07709887866
Email: deliveringpe@hotmail.com

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What Parents & Educators Need to Know about YOUTH VIOLENCE

Youth violence affects one in four children in the UK, but it doesn't have to. When parents, carers, and educators understand the risks, they're better placed to support young people. The right support, mentoring, therapy, and guidance can help young people affected by violence to feel safe, manage conflict, and make positive choices.

WHY DO YOUNG PEOPLE COMMIT SERIOUS VIOLENCE?

A recent study surveyed over 10,000 young people affected by violence, asking why serious violence occurs among their peers. It found a causal link between a weapon or sexual violence. The most common reasons given were that the person had characteristics of the victim (age, race, religion, sexuality, gender, a gang or school rivalry, and being provoked). While not all young people face these factors, many lack the emotional regulation skills needed to manage provocation.

WHY MIGHT A YOUNG PERSON CARRY A WEAPON?

Young people may carry weapons due to fear, threats, peer pressure, or a false sense of protection. Many young people tell us they feel unsafe and carry weapons 'just in case', while others may be influenced by social media, peers, or cultural reality. Some can't realise it's illegal or may believe it seems practical.

WHEN IS VIOLENCE MORE LIKELY TO HAPPEN?

For children and young people in England and Wales, the hours between 4pm and 8pm – just after school – carry a particularly high risk for serious violence. This can stem from conflicts that escalate during the school day, verbal arguments, or simply moving through unfamiliar areas on the way home. Understanding this risk helps us support safer travel and routines. Our recent report found that over one in three young people don't feel safe in the area they live in, and 35% don't feel safe walking the streets.

WHERE IS VIOLENCE MORE LIKELY TO HAPPEN?

Violence often happens in certain places. Busy areas like transport hubs carry high risk because lots of people gather there. Other hotspots, like places linked to drug activity, attract those more likely to be involved in violence. Some areas become hotspots due to poor opportunities, such as unemployment, poor social conditions, and limited access to services. Understanding where violence tends to occur helps us guide young people safely through these communities and advocate for better support and safer spaces.

ONLINE INFLUENCES

Social media plays a powerful role in normalising and escalating violence. Platforms like TikTok and Snapchat can expose young people to harmful content, often shaped by algorithms. Many see violent material that's not healthy, leading to fear and communication. A recent study found 70% had seen real-world violence online, and 85% felt less safe in their communities. Alarmingly, 35% said it made them more likely to carry a weapon. Online content can often spill into real life, with verbal and sometimes tragic consequences.

UNCERTAINTY, CONFLICT, FEAR

Opportunity, Community, Wellbeing, Respect

Advice for Parents & Educators

TALKING TO CHILDREN ABOUT STAYING SAFE

Choose a safe moment for the conversation, emotionally and physically. If a child is upset or angry, help them settle before discussing serious topics. Listen actively without judgement, even if what they share is difficult. Avoid interrupting and offer advice when the time feels right. If you're worried, you're not alone: support is available.

HELP CHILDREN UNDERSTAND CONSEQUENCES

Young people can be searched by police or teachers if suspected of carrying a weapon. If found with a knife, they could face arrest and criminal proceedings. A conviction can result in a criminal record, being barred from entering a violent sport, encouraging it, filming, or showing footage can lead to prosecution. Open and honest conversations can help children understand these risks and make safer choices.

REPORT INFORMATION

We all have a role in preventing violence. If a child shares concerns, you can act. For educators, it's important to follow your school's safeguarding procedures. Other adults can report concerns directly through features of social media, and speak with other parents, the school, or local police through 101. If someone is in immediate danger, always call 999. These steps help protect children and the wider community.

Meet Our Expert

The Ben Kinnella Trust is a UK anti-knife crime charity educating young people through immersive workshops, awareness campaigns, and community resources. Visit benkinnellatrust.org.uk

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