



# NEWSLETTER

## FRIDAY 10TH OCTOBER 2025

### ISSUE NO.6

## EXCELLENCE IN EVERYTHING



### EXCELLENCE IN EVERYTHING-ACHIEVING GREATNESS THAT LASTS A LIFETIME

## Message from Mr Taylor

Welcome back to our penultimate newsletter of the first half of the Autumn term. This week marked what is always a special time in our school calendar as our newly appointed **Student Navigators** received their House hoodies, symbolising their leadership of our House groups - North, East, South and West. Wednesday's assembly recognised children who have shown exceptional dedication to our vision of **Excellence in Everything** and who live out our Character Waypoints everyday. Selected not just achievements during their time at Warren Farm, but for the way they demonstrate Leadership, Empathy, Teamwork, Adaptability and Motivation - qualities that make them excellent role models for the rest of school and children in their houses.

At Warren Farm, Leadership isn't about status; it's about service, integrity and setting the right example. We know that some children may feel disappointed not to have been chosen this time, but there will be many more opportunities throughout the year to show leadership, ownership and teamwork in different ways. We know that **EVERY** child has the potential to lead - in the classroom, on the playground and in our wider community - we have the task and privilege of unlocking that for each and every one of them.

Also this week, we welcomed our families into school for the first parents evening of the academic year. As always, your encouragement and valuable feedback are greatly appreciated. The conversations you have with teachers, support staff and members of the Senior Leadership Team are vital as part of our communication waypoint, ensuring that by working together we provide the environment for all children to flourish. We know that when school and home communicate openly and respectfully, we create the strongest foundations for success. Each and every day we continue to build a community defined by **Excellence in Everything**.

Across all of this runs a common thread - belonging. Whether as part of a house, a class or the wider Warren Farm team, we know that every child matters and has a place. It is this sense of connection that makes Warren Farm such a special place to learn, lead and grow together.

**Make it a great weekend!**

*Mr Taylor*



## DATES FOR YOUR CALENDAR

Wed 15th October	Open evening for new Reception 2026 at 4:00
Thur 16th October	African dance Workshops KS1 and KS2
Fri 17th October	Halloween Disco Non Uniform - Fancy Dress
Fri 17th October	All children break up 2 week Half Term
Mon 3rd November	All children return to school
Thurs 6th November	Student Navigators National Memorial Arboretum
Fri 7th November	Whole School House Celebration Events
Tue 11th November	Remembrance Assembly 11:00

"We are made for togetherness... for belonging, for family, for friendship."

Desmond Tutu



Aylesbury Crescent  
Birmingham B44 0DT  
www.warrenfarm-primary.co.uk  
0121 373 3885

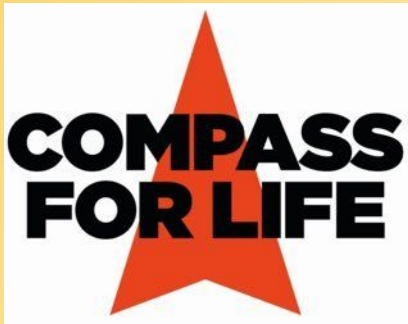


@warren\_farm\_pri





# STUDENT NAVIGATORS



## Student Navigators Announced

We are delighted to announce that this week we have selected the pupils who will lead our four House Groups - **North, South, East, and West**.

These children have been chosen for their outstanding commitment to **Excellence in Everything** throughout their time at Warren Farm. Each one consistently demonstrates the key characteristics we believe define great leadership: **communication, teamwork, adaptability, empathy, a positive work ethic, and a can-do attitude**. They truly embody the core values we strive to nurture in all our pupils.

We are incredibly proud of them and look forward to watching these young leaders flourish in their new roles, developing their character even further this year and beyond.

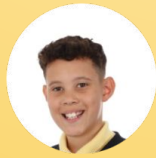
Thank you for your continued support as we nurture the next generation of leaders here at Warren Farm.

## NORTH

## EAST

## SOUTH

## WEST





# NEWSLETTER

## FRIDAY 10TH OCTOBER 2025

### ISSUE NO.6

## EXCELLENCE IN EVERYTHING



### EARLY YEARS



We have been exploring Harvest this week in Early Years. Children have been role playing as farmers to explore how important their role in our community is, as have been sorting out the different foods into the correct categories before sending it off to the shops. In Maths, Reception have been exploring capacity. We are now practising lots of blending in phonics and reading. Please practise this as much as possible at home, as well as recapping the 10 sounds we have already learnt. Keep checking class dojo for more information.



### KEY STAGE 1



This week, Year 1 have been comparing numbers and learnt to use the 'greater than' and 'less than' symbols. They have used fantastic communication skills when comparing practical resources and are showing great ownership over the work they complete in their books. In Year 2, the children have been learning about verbs. They've played different games to develop their understanding and developed their teamwork skills to match images to different verbs. They have then begun to alter present tense verbs to the past tense by adding 'ed'.



### ATTENDANCE

This week, we have seen a small but significant shift in the right direction with our attendance figures. Last week, we recorded **117 days of absence** across the school. This week, that number has fallen to **86 days** equating to just over **94% attendance**. While this is still short of where we aspire to be and not yet reflective of our 'Excellence in Everything' standard, it is certainly progress worth noting.

Encouragingly, we have had two days this week where absences were minimal, proving that we *can* achieve attendance in line with national expectations. Behind the scenes, we continue to carefully analyse attendance data, track trends, and ensure that every child's attendance journey is understood.

Our biggest concern remains **sporadic absence** (those odd days missed here and there) which can sometimes be an early indicator of wider issues. As we move into the next half term, we'll be working closely with families to address these patterns and offer support where it's needed most. Together, we can continue to turn the tide and ensure every child is benefiting fully from the opportunities each school day provides.

### HALLOWEEN DISCO



On **Friday 17th of October** we will be inviting children to come to school dressed in Halloween costumes and clothing. This will be a non-school uniform day. During the afternoon each phase will have a time allocated for their Halloween disco in the main school hall. Please bring a donation of £2 for fancy dress and each child will receive a tasty halloween treat.

### REMINDER

**OCTOBER HALF TERM**  
**2 WEEKS BREAK UP:**  
**FRIDAY 17TH OCTOBER**  
**RETURN TO SCHOOL:**  
**MONDAY 3RD NOVEMBER**





# NEWSLETTER

## FRIDAY 10TH OCTOBER 2025

### ISSUE NO.6

#### EXCELLENCE IN EVERYTHING



### SAFEGUARDING

Safeguarding this week is about how to support your child with their mental health. We celebrated mental health day on Friday and raised money for the Young Minds charity, which supports children with their mental health issues. Some signs that signify a change in a child's mood can include isolation, lashing out and changes in sleeping and eating habits. Sometimes, parents feel like their child's mental health problem is their fault or they want to know exactly why their child is struggling. This is understandable, but the most important thing is to reassure your child and not judge them for how they're feeling. Encourage your child to talk about how they are feeling and what has caused this. Recognise that their feelings are valid without judgement. Refer your child to the GP to get expert medical advice to support them in the correct way.

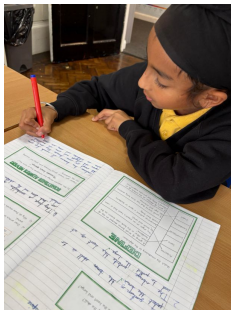
### INCLUSION

October is Dyslexia Awareness Month, a time dedicated to increasing understanding and support for individuals with dyslexia. Dyslexia affects about 1 in 10 people and can make reading, writing, and spelling more challenging. However, with the right tools, encouragement, and teaching methods, students with dyslexia can succeed in school and beyond. This month, we aim to raise awareness about the signs of dyslexia, celebrate the strengths of those who have it, and promote strategies that create more inclusive classrooms. By learning more and showing support, we can help ensure that every student has the opportunity to thrive.

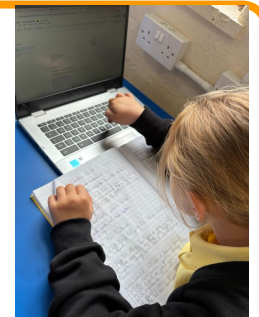
### CHILD OF THE WEEK

NAH	N/A
RMH	Hashim Muhammad
RAY	Freya Warr
1CP	Jacob Morrall
1/2DN	Tommie Davies
2AB	Dante Carty
3AS	Finley Maddix
3/4LM	Lennie Turner
4SM	Nour Fatimah
5LM	Jayden Williams
5/6NW	Maleeha Lawal
6BP	Ruben Liburd

### LOWER KEY STAGE 2



This week, Year 4 students have been busy writing persuasive letters based on our book, Planet Omar, using their Chromebooks to publish their final pieces with a professional touch. They've worked hard to craft strong arguments and express their opinions clearly. Meanwhile, Year 3 have been exploring their creativity by designing and writing their own comic strips, focusing on characters, dialogue, and story structure. In science, all three classes have started learning about skeletons – discovering how bones support and protect our bodies.



### UPPER KEY STAGE 2



Our Year 6 pupils had a fantastic trip to the Belgrade Theatre, where they enjoyed an inspiring performance and talk by the much-loved author Michael Rosen. The children were captivated by his storytelling and humour, and many left feeling motivated to bring that same creativity into their own writing! After much anticipation, our Student Navigators have now been chosen. We are incredibly proud of all of them and we know that they will represent Warren Farm brilliantly and help lead our school community with pride.





**NEWSLETTER**  
**FRIDAY 10TH OCTOBER 2025**  
**ISSUE NO.6**  
**EXCELLENCE IN EVERYTHING**



**NAH**  
**5**  
**DAY OFF**

**RMH**  
**6**  
**DAYS OFF**

**RAY**  
**7**  
**DAY OFF**

**1CP**  
**7**  
**DAYS OFF**

**1/2DN**  
**8**  
**DAYS OFF**

**2AB**  
**7**  
**DAYS OFF**

**3AS**  
**10**  
**DAYS OFF**

**6 NOVA**  
**DAYS OFF**

**3/4LM**  
**10**  
**DAYS OFF**

**4SM**  
**6**  
**DAYS OFF**

**5LM**  
**10**  
**DAY OFF**

**5/6NW**  
**9**  
**DAYS OFF**

**6BP**  
**7**  
**DAYS OFF**





# NEWSLETTER

## FRIDAY 10TH OCTOBER 2025

### ISSUE NO.6

#### EXCELLENCE IN EVERYTHING



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](http://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.



The National College

X @wake\_up\_weds

f /www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 08.10.2025



Aylesbury Crescent  
Birmingham B44 0DT  
[www.warrenfarm-primary.co.uk](http://www.warrenfarm-primary.co.uk)  
0121 373 3885



@warren\_farm\_pri

Ofsted  
Good Provider