



Weekly Bulletin 13th October 2025

## Headteacher Message



## Celebrating Another Successful Week at TREA

We're proud to share that it's been another fantastic week at TREA, filled with positivity and achievement across all year groups. Many bronze and silver positive certificates have been awarded to students who continue to demonstrate our core values and commitment to learning.

A special congratulations to our Year 7 and 8 silver certificate recipients: Kaya, Annabelle, Zaia, Ruby, Eve, Thomas, and Sansa — well done for your outstanding efforts!

This week, we also had the pleasure of welcoming colleagues from the Shaw Education Trust, who are working closely with us on our ongoing improvement journey. Their support is helping us build an even stronger learning environment for all.

On Friday, we marked Mental Health Day with a whole-school assembly and wore green ribbons to show our support and raise awareness. As we approach the final two weeks of this half term, this timely message reminded us all of the importance of looking after our mental wellbeing — together, as a community.

Finally, we look forward to welcoming our Year 11 students and their parents to our Parents' Evening and Next Steps event on Thursday 16th October. This is an important opportunity to reflect on progress and explore future pathways.

## Key Dates



1. Thursday 16th October Year 11 Parents Evening and Next Steps presentation
2. Friday 17th October Small Steps workshops (students)
3. Monday 20th, Tuesday 21st, Thursday 23rd and Friday 24th October - Year 11 Animal Care field trip to Hoo Zoo
4. Friday 24th October - Half term break begins 3:30pm
5. Monday 3rd November Start of term

## **World Mental Health Day – 10 October**

This year's theme is "Access to services – mental health in catastrophes and emergencies."

At TREA we:

- Provide trusted adults and check-ins every lunch time
- Run ELSA sessions
- Offer calm spaces at break and lunch
- Work with external partners such as CAMHS
- Signpost families to the Staffordshire wellbeing apps for support with stress, anxiety, and resilience

Reading for Pleasure

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one problem of ours which we believe trusted adults should be aware of: please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, tips and tips for adults.

# SUPPORTING CHILDREN'S MENTAL HEALTH

## 10 Conversation Starters for Parents

Talking about mental health to children is sometimes hard. To the point that we can put off raising the subject, not wanting to discuss problems or child wellbeing subjects that we perceive our child is too young or not ready for. But rather than keeping children in the dark, this guide is designed to help you comfortably talk about mental health, so they feel comfortable talking about their own worries and end any stigma before it begins.

**NOS** National Online Safety  
#WakeUpWednesday

- ### 1 LISTEN

This sounds obvious, but it is not something we are always great at. Active listening is where we listen without interrupting or making judgements and show interest in what is being said. If your child feels listened to the 'biggest of problems' they will become confident that you will listen when the 'biggest of problems' arise.
- ### 2 ASK TWICE

The campaign from time to change to grant. Introduce time for change and support ask twice campaign. Be sensitive about your child's wellbeing. Children instinctively know when your questions and support come from a place of wanting to help and care.
- ### 3 THERE IS NO SUCH THING AS A STUPID QUESTION

This advice also relates to the first point. If your child can ask you any questions about the impact of things and you listen and answer without shaming or belittling, then they will have more confidence to ask the biggest of questions.
- ### 4 BE OPEN AND HONEST

Children appreciate honesty, particularly if you are having to share information or talk about a difficult subject. For example, you may be talking about death or how 'it's very sad that Nana has died' or 'I feel sad that Nana has died'. How you talk about it might well differ depending on their age and developmental maturity. Talking about death to a younger child for example will be different to that of an older teen, as their experience and understanding of death is different.
- ### 5 KNOW WHEN TO SEEK HELP

Assess the severity of the mental health difficulty you are noticing. Is the difficulty making it hard for your child to function regularly throughout everyday life? How frequently is your child affected, how long does it last and how persistent is it? Are there being problems controlling the difficulty? Talk to your child about your concerns and that it is likely they will need further support beyond family and friends.
- ### 6 TALK ABOUT MENTAL HEALTH NATURALLY

Speak about mental health as part of everyday life, so that talking about our feelings and those of others is normalised. If it could be you or 'it' is not creating an opportunity for dialogue then say something like 'I know something like that has happened to me I tell like this... is that how you are feeling or are you feeling something else?'
- ### 7 EMPATHISE

'It makes sense that you would feel this way. It is understandable'. Children often worry about things that we adults might not see as trivial or silly. However, for them at their age and stage it is a big concern and that need our kindness and care when they show their vulnerability and share their worries.
- ### 8 HELP YOUR CHILD FEEL SAFE

Teens particularly feel that by talking about their worries or concerns that this will make things worse. Reassure your child that you will discuss a plan of action together and what may or may not need to happen next. If they are a younger child, it is likely you will need to lead the conversation and explain next steps.
- ### 9 MIND YOUR LANGUAGE

Be mindful of the language you use at home to describe and talk about mental health. Stigma often comes from misconceptions and a choice of language which is harmful. Using the word 'mental health' or 'ill' or other such words is stigmatising so you won't encourage your child to talk about their mental health for fear of being belittled.
- ### 10 IT IS OK TO SAY 'I DON'T KNOW WHAT TO DO NEXT'

Adults do not have all the answers but often children think they do. It is ok to acknowledge that what your child is experiencing is not something you have come across before or know anything about, but that you will work it out together and seek help together.

**Meet our expert**  
This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health group pages.

**Sources of Information and Support**  
Your GP  
Young Minds <https://www.youngminds.org.uk/>  
<https://www.nhs.uk/conditions/online-mental-depression/>  
<https://www.actionforchildren.org.uk/news-and-things-to-remember-tips-20-16-remember-a-mental-guide-to-online-safety-for-parents/>  
<https://www.phnhs.uk/mental-health/>

[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) Twitter - @natonlinesafety Facebook - /NationalOnlineSafety  
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1 - Guidance for parents on how to support your child's mental health

## Learning at TREA



### **Strengthening Classroom Practice at TREA**

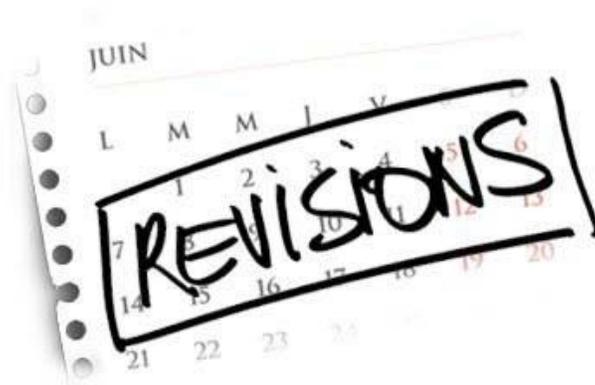
At TREA, we are committed to continually improving the quality of teaching and learning. Our professional development journey began with a strong focus on relationships and behaviour, laying the foundation for a respectful and productive classroom environment.

We have now turned our attention to questioning and feedback — key elements that drive deeper thinking and active participation. Staff have been exploring and trialling a range of strategies designed to involve every student in classroom dialogue. These include:

- No Opt Out – ensuring that all students are supported to answer questions, even if they initially struggle.
- Cold Calling – inviting responses from a wide range of students, not just those who volunteer.
- Paired Rehearsal – giving students time to discuss and rehearse their answers with a partner before sharing with the class.

These techniques are helping us build a culture where every student is engaged, has time to reflect, and feels confident to contribute. It's about creating classrooms where thinking is visible and learning is shared — not just led by the few who raise their hands.

## Maximising Revision Success: Tips for Parents



As Year 11 students prepare for their vital GCSE exams, adopting effective revision strategies can make a significant difference. Equally, supportive parents and carers can play a crucial role in helping pupils stay motivated and productive during this busy period.

### How Parents Can Help at Home

The home environment and family routine are vital in supporting effective revision. Here's how parents and carers can help:

- Designated Study Space: Provide a quiet, clutter-free area where revision can happen without interruption. Consider the lighting, noise level, and space for organising materials.
- Support Routine: Help your child plan a realistic revision timetable and stick to regular family routines, ensuring a balance between work and relaxation.

- **Encourage Active Study:** Motivate your child to use active techniques like quizzing, explaining topics aloud, or drawing diagrams, instead of simply reading or highlighting.
- **Resources and Tools:** Ensure access to stationery, subject-specific tools (calculators, dictionaries), and online revision platforms.
- **Healthy Habits:** Encourage a healthy lifestyle with regular meals, exercise, and plenty of sleep, alongside sensible use of screen time and social media.
- **Family Support:** Keep noise down, minimise household distractions, and let siblings know to respect revision time. Set aside quiet family periods if possible.
- **Motivation and Positivity:** Recognise achievements and mark progress. Praise improved effort and new skills, helping to boost morale and confidence.
- **Flexibility:** Allow your child to revise in various locations or switch up routines to keep energy and motivation high.

By working together, students and parents can make revision a more positive and effective experience. Achieving good exam results isn't just about hard work—it's about working smart, staying supported, and maintaining a healthy balance at home.

**Dr Dan Horton**

**Assistant Headteacher - Curriculum**