



# Welburn Hall Weekly

Friday 28 November 2025

Hello and welcome to our weekly Newsletter.....



### School dinner arrears

ParentPay should now be working for everyone. Please settle any outstanding debt.

Thank you for your understanding

### Food Tech Contributions

There are new Food Tech payments of £7 on ParentPay, only for those learners who are doing Food Tech this half term.

Please look on your ParentPay for this; it's £1 per week for these life skills lessons. Thank you



Can we please ask Parents/Carers of our new learners to log in and activate their ParentPay account. Even if your child has free school meals, we still need parents to have their own ParentPay account. Your help is greatly appreciated. Thank you.

Lunch Wk 1	Main option 1	Vegetarian option 2	Options 3 or 4	Pudding
<b>Mon</b>	Sticky pork noodles 	Italian pasta bake VG 	Tuna sandwich Or Jacket potato & beans VG	Chocolate Sponge & Custard V 
<b>Tues</b>	Minced beef loaded wedges 	Veg sausage with wedges VG 	Onion bhaji burger VG Or Cheese sandwich V	Jam doughnut muffin V 
<b>Weds</b>	Sausages, gravy & mashed potatoes 	Tomato & herb pasta pot VG 	Ham sandwich Or Jacket potato & beans VG	Flapjack VG 
<b>Thurs</b>	Chicken Korma 	Cheese & tomato pasta V 	Mexican beef taco Or Cheese jacket potato V	Sponge & custard V 
<b>Fri</b>	Fish fingers 	Cheese whirl V 	Chicken parmesan Or Cheese sandwich V	Jam shortcake VG 

V - Vegetarian VG - Vegan. Jan 2025

We are a nut aware school



RESPECT



PERSEVERANCE



EXCELLENCE



Emma's class have been with Amy in Food Tech cooking all things egg, including pancakes, fried eggs and eggy bread – which turned out to be a firm favourite. This week it was good old boiled eggs and dippy soldiers - yum.



Learners in Andrew's class loved taking part in the online 'Musical Mondays' concert led by Live Music Now!!



We must say a huge **thank you** to James Dowkes, of Seven Oaks Christmas Tree Farm in Great Edstone, for very kindly donating our school Christmas tree.

This will soon be in the playground quad for our learners to decorate and sing carols around – pictures to follow!!



RESPECT



PERSEVERANCE



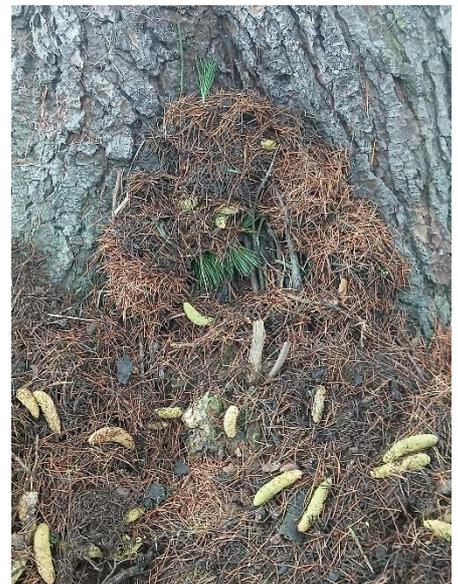
EXCELLENCE



These pictures are from Mrs Clapton's Forest School session last week.



Learners built mini-dens from natural objects, such as super cosy shelters for hedgehogs! One of our learners also found a smooth newt; they made sure we popped it back where they found it!



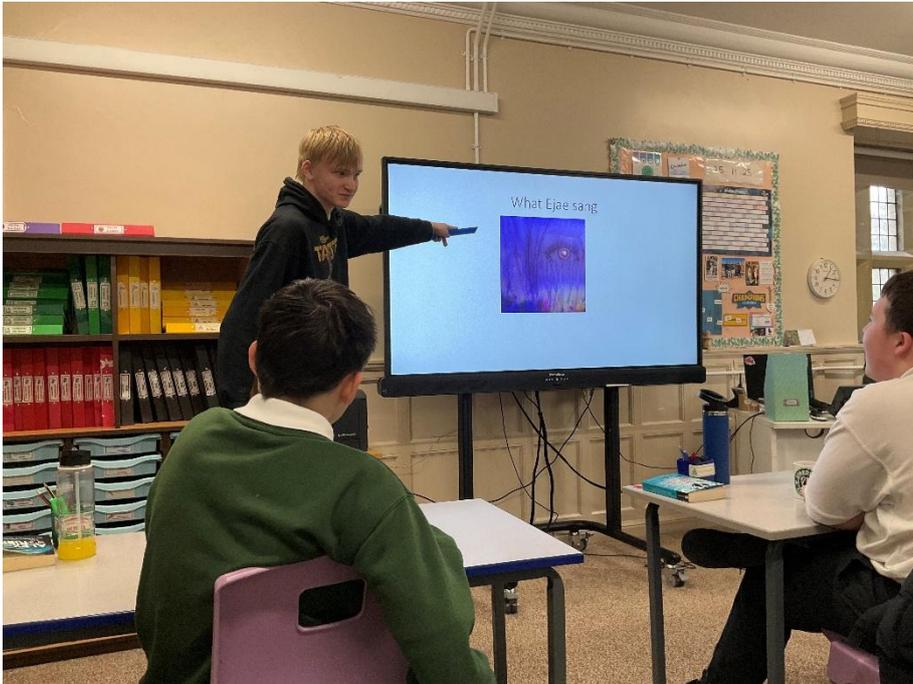
RESPECT



PERSEVERANCE



EXCELLENCE



In Christina's class, another of our excellent students decided to teach a lesson on a topic that he is very passionate about!

The class sat back and learned all about his favourite musician Ejae!

Afterwards the students were tasked to create PowerPoints/fact files about their favourite musicians! It was an excellent lesson and we were all very impressed with our student's amazing presentation skills!



Continuing their work on Ancient Egypt, Jess' class were experimenting on the mumification of a tomato!!



RESPECT



PERSEVERANCE



EXCELLENCE



The Helmsley Walled Garden work experience group have been doing really well – planting bulbs, tidying the paths and harvesting the produce!



RESPECT



PERSEVERANCE



EXCELLENCE



Hair and nail salon in Annabel's class on a Friday Afternoon.  
This is open to all classes. Learners can come down for a little pampering.



RESPECT



PERSEVERANCE



EXCELLENCE



Demi's class took a very cold trip to the farm where they saw the warm breaths of the horses and topped up their water. They also found lots of ice in their outdoor area. So they wrapped up warm to go smashing it!



The class is also ending their colour exploration this week with spinning art and creating their very own lava lamps!



RESPECT



PERSEVERANCE



EXCELLENCE



North Yorkshire Safeguarding Children Partnership (NYSCP) aims to ensure all children in North Yorkshire are safe, happy, healthy and achieving.



If you are worried about a child – this is the duty number: 0300 131 2 131 Or see their website here:

<https://www.safeguardingchildren.co.uk/about-us/worried-about-a-child/>

## 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.



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