



# Bankside School

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## Newsletter: 31st January 2025

### Visible Consistency, Visible Kindness

Our 'Word of the Week' this week has been '**Bravery**' and the week started off with a fabulous presentation by the pupils of TrPr. The focus was on the amazing work of the RNLI.



What percentage do you think the RNLI is funded by donations.

It is 100% !!!  
No government funding !!!

#### Add your name to a life boat ?!?!?!?!?

You can Add your loved one's name to Exmouth's lifeboat in the fund raiser called Launch In Memory



#### Why donate?

Well why wouldn't you Donate money to a charity that's mission is saving lives at sea. Your generosity powers RNLI lifesaving – providing our volunteers with the kit, equipment and lifeboats they need to save lives.

As outlined by the class, the RNLI do a fantastic job and always need support so please donate if you can!

Well done to all the pupils in TrPr – a great example of bravery, both with regards to those who work on the lifeboats but also yourselves for sharing your work with the whole school and standing up and presenting it to an audience!

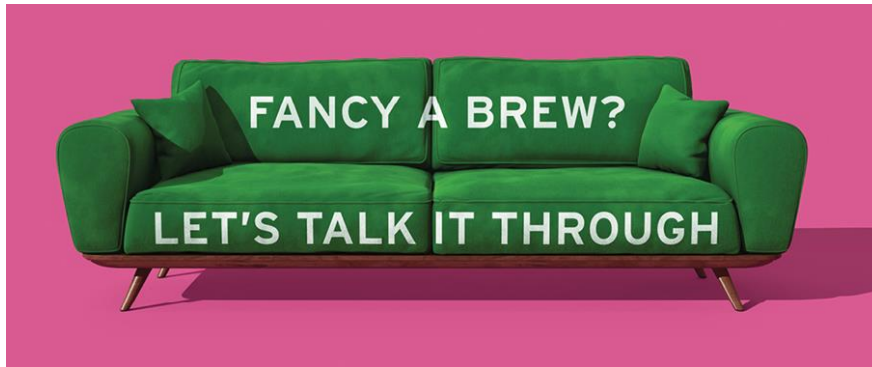
### Word of the Week

As a school we have introduced Word Aware. Each week we pick a word and explore it's meaning to extend vocabulary and to develop understanding of more complex words.

Next week's word will be '**Strive**'.

Just as a reminder we are a **NO NUT** School, we have a number of pupils who have allergies, this includes for some pupils, coconut allergy, please be mindful of pupils using sprays or body lotions as they can be sensitive to this.

## Clinical Team News



Next Thursday, 6th February, is Time to Talk Day – a day for us all to be open to the idea of talking about mental health, run by Mind and Rethink Mental Illness.

Talking about mental health isn't easy but the aim is for everyone to feel a little bit more comfortable within these conversations, because a conversation really does have the power to change lives. We all experience mental health and by talking more, we can help ourselves and others, particularly our young people. At Bankside, we will be engaging with Time to Talk day through our morning Bankside Bulletin and providing activities to encourage open conversations for staff and students throughout the day. You can read more about Time to Talk Day here: [About - Time To Talk Day](#)

### Tips for talking:

- **Ask questions and listen:** Try asking questions that are open and not leading, such as, “what does it feel like?”
- **Think about the time and place:** Sometimes it’s easier to talk side by side rather than face to face. You might want to chat while doing something else, such as whilst playing a game, walking the dog or even when stuck in traffic!
- **Don’t try and fix it:** Try to resist the urge to offer quick fixes to what they’re going through.
- **Be patient:** No matter how hard you try, some people might not be ready to talk about they’re experiencing. That’s ok – the fact that you’ve tried to talk may make it easier for them to open up another time.

If you are looking for a confidential and safe space to discuss your own mental health, Mind have a support line available. More details can be found here: [Helplines | Mind - Mind](#)

## Signs of the week

We have created a YouTube channel to showcase our Sign of the Week videos in BSL, made by our students.

Please take a look and practice if you fancy it!

[Bankside School - YouTube](#)



## This week's recognition...

<b>Sylvie Unsworth</b>	Showing bravery in speaking in front of an audience when presenting our class assembly. Despite nerves, she came across clearly and confidently.
<b>Zena Mecke, Bryan Holmes, Millie Swainson</b>	Combined English nomination for outstanding creative writing using literary devices effectively.
<b>Scarlet Loader</b>	Choosing to attend and engage with all her morning lessons since Tuesday - brilliant progress!
<b>Dylan Garrington</b>	For bravery this week for attending his Typing class with the Clinical Team for the first time and working really hard AND for being fully engaged and remaining in PE for the whole lesson this week! He worked super hard on the fitness equipment.
<b>Archie Cockwill</b>	Being a lovely friend and making sure his friends feel supported.
<b>Oliver Hodgson</b>	Trying new things and working with new people.
<b>Jake Jones</b>	Showing resilience in his first week at school.
<b>Etta Milicchio</b>	Resilience and confidence building in first week of school.
<b>Aston Asbury</b>	Excellent engagement and progress in Computing (converting 8-bit binary numbers)
<b>Ewan Lugg and Millie Braun</b>	Being super helpers in PE and moving and lots of equipment at the start and end of lessons.
<b>Catalina Boswell</b>	Excellent engagement in PE lessons.
<b>Millie Swainson</b>	Showing real resilience in Maths this week especially with Trigonometry.
<b>Lily Rusher</b>	Achieving some amazingly accurate and independent compass work in Jo's Maths lesson.
<b>Daniel Rose</b>	Showing great resilience and bravery as a new member of our school community by attending two full days at school and for his caring nature towards others.
<b>Archie Holden</b>	For showing maturity and sensitivity when discussing identity in PSHE.
<b>Archie Handley</b>	for showing great engagement in maths sessions and resilience when playing group games.
<b>Jayden Bishop</b>	For growing independence during maths.

## RHS Garden Project



**RHS MALVERN**  
SPRING FESTIVAL



Many thanks for all of your generous donations so far, we are still happy to receive any more recycling products, bottles of all shapes and sizes, bottle tops and lids and any other recyclable items.

We are also still happy to receive any seeds, bulbs, cuttings or plants.

Thankyou again for all of the donations so far.

NSPCC



Number  
Day

Here at Bankside, we are delighted to be supporting the NSPCC by taking part in Number Day on **Friday 7 February 2025**. This gives us a great opportunity to raise awareness of the NSPCC and the important services they provide young people.

### Making maths meaningful

Number Day is a great way to make maths fun and bring about a positive, 'can-do' attitude towards it.

- During the week running up to Number Day in school, the students will be designing their very own Number Day T-shirts, ready to wear and celebrate on Friday 7th February.
- There will also be some special Maths activities for the pupils to enjoy during their Maths lesson on Friday.

Everything the NSPCC does protects children today and prevents abuse tomorrow.

The NSPCC need our support more than ever. By raising money, we can help to fund their vital services such as Childline – the helpline that's always there for children and young people whatever their problem or concern.

You can find out more about the NSPCC's work at [nspcc.org.uk](https://nspcc.org.uk) To find out more about keeping children safe online, visit [nspcc.org.uk/onlinesafety](https://nspcc.org.uk/onlinesafety)

We've set up a Just Giving page <http://www.justgiving.com/page/bankside> and any small donations towards this great cause are gratefully received.

## Important Dates

### Spring Term

7<sup>th</sup> February – NSPCC Number Day

11<sup>th</sup> February – Safer Internet Day

14<sup>th</sup> February – Last day of School

17<sup>th</sup> – 21<sup>st</sup> – Half Term

24<sup>th</sup> February – First day of School

Terms dates for the next academic year 25/26, can now also be found on the website or by clicking the this link. [SCHOOL-TERM-DATES-25-26.pdf](#)

# Trauma Informed School

## A guide to cultivating respectful and trauma-sensitive language and culture

the iceberg. As a team, we think beyond the tip of the iceberg or the behaviour of our young people so that we can meet the underlying need. As part of our Trauma Informed Therapeutic Environment we use positive, respectful language and encourage reflection from our young people to support them

### Behaviour is just the tip of the iceberg

The way children have learned to manage their early trauma and therefore survive is something to be celebrated! Taking the time to understand how children have learned to manage and survive will give us clues to the underlying need, enabling the best support. Asking the question 'why' about a behaviour can enable us to delve deeper and see beyond the tip of the iceberg. It is important to remember this also relates to us and our teams too - we don't always know what is going on beneath the tip of any iceberg!



**What you see**

**What they are really saying**

- ☉ Am I safe?
- ☉ Am loved?
- ☉ Do I matter?
- ☉ I feel sad.
- ☉ I feel scared.
- ☉ I feel hungry or tired.
- ☉ I am feeling overwhelmed.
- ☉ I can't communicate any other way.
- ☉ I feel overstimulated.
- ☉ I need understanding or help!

### Top Tips for Language Use

#### Use person-first language

Place the individual before their trauma, for example, "a person who has experienced trauma" rather than 'a trauma survivor'. An individual's experience of trauma is only one part of their identity and does not define them.

#### Provide choice

Trauma experiences can feel very unpredictable and out of control – providing choice can be empowering and promote a sense of agency. For example, when encouraging young people, you could offer a couple of options and allow them to choose what feels most comfortable for them. You can create a choice out of anything!

#### Avoid blaming language

This can be triggering – we need to focus on empathy and support. For example, instead of asking "What's wrong with you?" you could say "How can I help you?" This approach validates the individual's feelings and experiences while emphasizing your willingness to support them.

#### Non-Verbal Communication


Research suggests that as much as 70-93% of the impact of our communication can be attributed to non-verbal cues and those that have experienced trauma can be even more astute to possible signs of danger. It's crucial to be attuned to non-verbal cues such as body language, facial expressions and gesture. Maintain an open and non-threatening body posture being aware of physical distance and boundaries and having a kind facial expression all help to create a sense of safety. The use of pACE and individuals feeling heard is key.

#### Separate the problem from the individual


It is important that the problem is not located within individuals, and that we use language that externalises it. For example, rather than 'I'm bad' using descriptors such as 'the bad feeling'. This helps to reduce shame and encourages reflection and new perspectives to be explored, e.g. 'When do you notice the bad feeling?' 'Tell me more about the bad feeling'.

#### Hear young people discuss the use of words here

Scan the QR code to learn more.



### The 3 Cs of Trauma Informed Practice



Connect  
Co-reflect  
Co-regulate

Dr. Leanne Johnson, 2022

## Safer Internet Day 2025

At Bankside School during the week commencing 10<sup>th</sup> February 2025 we will be getting involved with Safer Internet Day 2025, the UK's biggest celebration of online safety. Each year, a prevalent online issue or theme is covered, in relation to the things young people are seeing and experiencing online. The focus is how we can:

- develop our knowledge and resilience to ensure we can enjoy the benefits of the internet and the age of information, whilst avoiding and minimising the risks it presents
- work together to make the internet a safer place for all

This year's theme is: *Too good to be true? Protecting yourself and others from online scams*. The day will focus on the issue of scams online and for young people, how to protect themselves and others, as well as what support is available. Pupils will assess the real scale of the issue and share their experiences and ideas on how to tackle the problem, building upon the important work being done to raise awareness of issues such as online financial extortion and we'll consider the future of scams, answering questions such as:

How is changing technology like generative AI going to impact the approach of scammers?

What role can the government and internet industry take to tackle this threat?

And what changes would young people like to see to help protect themselves moving forwards

Pupils will have the opportunity to take part in an assembly and engage with a carousel of group or individual activities surrounding the above.

**Safer  
Internet  
Day 2025** | **Tuesday  
11 February**

Coordinated by the UK Safer Internet Centre

[saferinternetday.org.uk](https://saferinternetday.org.uk)



# Mobile Phones

Recent government research has found that:

- 97% of children own a mobile phone by the age of 12, 93% of 12-15 year olds use social media and messaging apps
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- 29% secondary school pupils say that mobile phones are used without permission in most of their lessons.
- 1 in 5 children have experienced online bullying
- 31% of teens who take their mobile phones to school send messages every day during class time

**The risks presented by mobile phones (published by *highspeedtraining.co.uk*):**

1. **Phones are distracting** – social media notifications, apps and games all distract children from their education and can cause endless disruptions to lessons. In turn, this can mean students struggle to focus, teachers become distracted and academic performance is reduced.
2. **Phones can lead to bullying** – bullying carried out via social media or the internet is known as **cyberbullying** and it can have devastating effects on a child's mental health. Using a mobile phone at school may make cyberbullying more prevalent, as students are always online and therefore always vulnerable to online harassment by other students.
3. **Phones make children vulnerable to abuse** – the exploitation and abuse of children via the internet and social media is a serious problem, as it gives abusers direct, 24/7 access to children away from adults. All children are educated in **internet safety** and the associated risks to help keep them safe from harm through the Computing and PSHE curriculum and dropdown days/events such as the annual Safer Internet Day.
4. **Phones cause health problems** – excessive mobile phone use can cause various health issues, from eye strain and neck problems to disrupted sleep and anxiety. If students use their mobile phones during break times, it's also likely to lead to reduced physical activity.
5. **Phones impact wellbeing** – spending more time on a mobile phone means spending less time socialising face-to-face with classmates, which has an adverse effect on overall wellbeing. Students should be encouraged to play, exercise and socialise during breaks instead of scrolling on their phones.

At Bankside School we recognise the importance of devices to our learners, in helping them manage anxieties and during transport, for medical reasons and for contact in emergencies. However, we also recognise the safeguarding risks and risks to wellbeing they present, and if not managed, the distraction and detriment they pose to education and progress.

As you will be aware we operate a policy in school whereby pupils are expected to hand in their devices upon arrival in school. Students' devices are locked away securely in labelled containers for safe keeping in order to support the learning and progress of all. If your child does require a mobile phone to be brought to school with them, please reiterate the above with them and speak with them about handing in their device to maximise their learning and their relationships within our school community

Thank you for your continuing cooperation and support.

