

# Broxbourne CE Primary School Newsletter

## HEADTEACHER UPDATE

This week, I have had the privilege of attending the Hertfordshire Head Teachers' Conference, held at Hinxtion Hall — a place of great scientific significance where Watson and Crick famously unravelled and discovered the structure of DNA. It felt particularly fitting to be learning and reflecting on education in a setting that has itself been a centre of discovery and inspiration. The conference brought together leaders from schools across the county for a time of reflection, challenge, and renewal.

The conference offered a fantastic opportunity to reflect on the transformative power of education and the vital role schools play in shaping young lives. Listening to such well-renowned speakers was both uplifting and thought-provoking — a real reminder of why we do what we do every day.

One highlight was hearing from Vic Goddard, the head teacher from the original Educating Essex series. His pragmatic, down-to-earth approach to leadership reinforced the importance of compassion, courage, and community in school life.

I also attended a series of workshops on strategic school leadership in today's rapidly evolving world. Topics included Ofsted updates, creating strong school communities, and developing a wellbeing culture that supports both staff and children. I had the pleasure of listening to Professor Zach Walker, a world-renowned speaker, who shared five key questions that school leaders should hold foremost in their minds to ensure children thrive. There was also a focus on the strategic leadership of artificial intelligence — a fascinating and fast-evolving area. It was inspiring to see how new approaches and technologies can be harnessed while remaining grounded in the timeless values of curiosity, kindness, and connection.

The final keynote speaker, Professor Katriona O'Sullivan, shared her incredible life story of overcoming abject poverty and spoke powerfully about the transformative power of education for the most vulnerable. She highlighted the teachers who believed in her, saw her potential, and gave her opportunities — demonstrating the profound impact educators can have on young lives. Her story was a moving reminder of the role we all play in shaping children's futures.

As I spoke with colleagues about the challenges they face in their schools, I was reminded — and deeply grateful for—the wonderful community we have. I want to take this opportunity to thank each of you

***Dream, Believe and Achieve with God***

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Autumn Term Issue 6

10th October 2025





for the support you give your children and our school. Together, we continue to make this a place where every child is known, valued, and inspired to shine.

I would like to extend my thanks to my senior leaders, Miss Clifford and Mrs Luckhurst, for keeping the school running across the week.

Back at school, our Year 5 and 6 girls' house football concluded on Tuesday, with all three matches played. The scores are as follows:



• Blue Badgers - 8 points



• Green Hedgehogs - 6 points



• Red Squirrels - 7 points



• Yellow Foxes - 3 points

Congratulations to all who represented their houses. I would also like to congratulate the house captains and our sports ambassadors for their leadership and organisation throughout the tournament. You did a great job — well done.

On Wednesday, the final round of tournament matches began with our Year 5 and 6 boys. Weather permitting, the matches should conclude next Tuesday and Wednesday, marking the end of the house tournaments for the first half of the term.

As we reflect on the importance of learning and growth, I am reminded of these words from Proverbs 16:16:

*“How much better to get wisdom than gold, to get insight rather than silver.”*

Education is not only about knowledge but about wisdom — guiding our children to grow in understanding, kindness, and faith.

Wishing you all a joyful and restful weekend ahead.

Best wishes Paul Miller



## YEAR 6

### CRUCIAL CREW

Tuesday, 14th October. Please ensure you arrive at school PROMPTLY for registration for an immediate departure.



### HOUSE POINT LEADERS

This week's winners are.....

**Blue Badgers**



**REMINDER:** The House that wins the House Cup for the greatest number of weeks each term will enjoy a non-uniform day in the final week of term.

The children should wear an item of clothing in their house colour!

### BIRTHDAY BOOK THANK YOU



Alex—EY2—Murray and Bun - Murray the Viking King & The Elephant & The Sea



**REMINDER:** Birthday books should be new and age appropriate for the year your child is currently in.

We hope you both had a lovely day!

If you wish to donate a birthday book, please send in via your child and we will put in the library for everyone to enjoy. Thank you.

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.





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# BROXBOURNE KPOP DEMON HUNTERS CAMP

Thursday 30<sup>TH</sup> October | 9:00am - 3:00pm

@BROXBOURNE PRIMARY SCHOOL

YEARS 1-6

£35 per Ticket

Singing, Dancing, Games and much more!



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