

STANLEY BULLETIN

Friday 17th October 2025

Success for all



Next week we look forward to welcoming our Year 7 Parents and Carers to an information evening taking place on Thursday 23rd at 6pm.

Year 11 students have Runshaw College in on Monday, so should have plenty of information to consider as they move forward in looking at what they want to do when they leave school.

We are currently planning the Mock Exam window which will be taking place in November/December. This is a good practice run for the GCSE exams taking place in the summer. We follow all the same guidelines and regulations to ensure students are prepared appropriately. The mock timetable and our October half term revision will be emailed home on Monday.

Please be reminded that you will find information about effective revision strategies on the school website under the 'Parents' tab.
<https://stanleyhigh.co.uk/revision/>



Careers

Please see below some useful websites for Careers information.

<https://www.theparentsguideto.co.uk/>

Weekend Programmes that are available virtually (payment required for attendance).

<https://investin.org/>

VIEW PROGRAMMES



TPGL - Parents Guide to Green Careers with links to other Parent Guides to various career paths

Dates for your Diary

20th October

Year 11 Runshaw College Assembly

22nd October

All year Flu Immunisations

23rd October - 6pm

Year 7 Information Evening

24th October

END OF TERM



Assemblies

w/c 20/10

Stanley Values

PRAISE POINTS

Congratulations to the **603** students who received no behaviour points last week.

Keep up the good work.



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

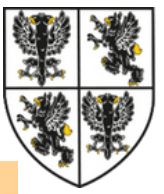
There's no quick fix for emotional recovery. Children may have good days and setbacks, and progress may not always be visible or linear. Your ongoing support, patience, and presence can help them move forward at their own pace, knowing they are not alone.

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



Lost Atoms GCSE Theatre Visit

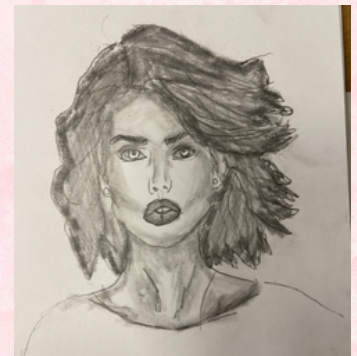
On Thursday, our Year 10 and 11 GCSE Drama students went to see the new Frantic Assembly production of 'Lost Atoms' at the Liverpool Everyman Playhouse Theatre.

The students will be using this production to prepare for the Live Theatre Evaluation section of their GCSE exam. The students were exceptionally well behaved and enjoyed a moving and exhilarating performance!



Layla Bourne in Year 7 has been working very hard at home using her tonal skills to produce these lovely portraits.

Well done Layla.



Joseph and the Amazing Technicolour Dreamcoat auditions

We have had over 80 students audition for our forthcoming production of 'Joseph and the Amazing Technicolour Dreamcoat.' Each student has been assigned a role this week and rehearsals will start soon for what promises to be the largest production Stanley High School has ever seen! The production will take place on 12th and 13th March 2026 and further information will follow in due course.



Please be aware that we will not authorise holidays during term time.

This is in accordance with Government Guidelines. Please follow the link to view them
<https://www.childrenscommissioner.gov.uk/back-into-school/resources-for-families/>

All holidays should be booked outside of term time.



If there are exceptional circumstances, please email the office via the enquiries@stanleyhigh.co.uk email.

Please be reminded that if your child has a medical appointment, we require some form of proof to be able to authorise them. We also ask that if the appointment cannot be made after school, then the child attends school before and after their appointment.

We also ask that you call school with the reason should your child be absent from school. No contact could become a safeguarding concern.

Thank you for your ongoing support.

Term Dates 2025-2026

Please follow the link below to view the term dates for the next academic year.

Please note that following Government and Sefton guidance, no holidays will be authorised during term time.

<https://stanleyhigh.co.uk/term-dates>



If your child is part of a team, or takes part in any external activities you would like to share with us, please contact the school and let us know.

We want to be able to celebrate their successes with you and it is always a joy to hear of the wonderful things our students achieve outside of the school environment.