

St. Nicholas News



Friday 10th October 2025

A Note from the Headteacher

I am a very proud Headteacher this week as we have received some fantastic feedback about our students, from visitors to our school. Read on to find out more...



Talk the Talk

As you may be aware, within our curriculum, we offer a range of opportunities to students to make sure they are prepared for adulthood and beyond. This week, our year 11 students have participated in a workshop from the Jack Petchey foundation, called 'Talk the Talk,' which gives tips, advice and practice with job interview techniques. On page 2 of this newsletter, you can see some of the fabulous feedback we received from the workshop facilitators, as well as comments from students about the workshop experience and what they gained from it.

Anne Odeke—Twelfth Night workshops

The actor and playwright, Anne Odeke, was also in school this week to run 'Twelfth Night' workshops with all classes. You can read student feedback on her visit on page 3 of this newsletter. Anne also sent in the following message, following her time with us:

'Thank you so much for such an incredible time over the last two days. The students were absolutely brilliant. I was so impressed with them; with their level of participation, and their enthusiasm.'

As the Headteacher of this school, nothing makes me smile more than comments like these. As a staff team, we are all so proud of everything our students achieve and when visitors comment on their general fabulousness too, it makes my heart sing.

Wishing you all a super weekend,

Mrs L. Fox



DON'T FORGET!
School photos on Wednesday
—wear your best uniform
and your best smile!

PLEASE NOTE:

Clubs will **not** run on
Wednesday 22nd December
due to the Halloween Disco.



Jack Petchey Foundation: Talk the Talk Workshop Feedback

'It was lovely to spend time at St Nicholas on Tuesday and particularly with Year 11. I felt like I got to know them all. This was most enjoyable, and I hope all the students remember some of the tips and skills and get plenty of opportunity to practise ready for that important interview.'

There was a super atmosphere in the workshop. Students were very engaged and happy to participate. Even in the tasks that exposed them a bit more to their peers, they pushed themselves hard under Ash's guidance and spoke so well about their chosen skill. It was so good that the CEO of the Jack Petchey Foundation who co-funded this workshop was present to see such a wonderful group of young people.'

- Mark Farmer, Director of Talk the Talk

'Thank you for a simply fantastic day with your Year 11 students. The progress shown throughout the day was a pleasure to witness. The students consistently tried their hardest and gave their all in the exercises and activities that were asked of them.'

The confidence levels within the room were varied at the beginning of the session. However, all students introduced themselves at the start. The students spoke multiple times from the front throughout and contributed to discussions about what makes people appear confident visually and vocally.'

Skills were discussed next, including how we structure talking about our skills using the past, present and future method. This was completed by the majority of students in the class from the front of the room. It was great to see the students thinking about their body language and projection of their voices.'

The final part of the workshop was the interviews. Students completed this with great maturity and offered feedback to one another about their performance in interview and how they could improve next time. A really enjoyable day with your students; they were a credit to the school. Thank you for having me.'

- Ash, Talk the Talk Facilitator

Our Student Feedback:

"I went from a 3 to a 6 in confidence. We talked about what PEN stood for—posture, eye contact and no talking." Michael in Pathfinder.

'Ash explained about confidence and communication. He gave us a booklet with what we need to know for our job interview or in the future. Some of the key points he mentioned were to introduce yourself in an interview, to not be nervous, and to make sure you expand your sentences. I would really recommend the workshop if you're in Year 11 or if you're not too sure about starting a next chapter in life.'" Tilly in Discoverer.

'Ash explained to us how interviews work, and taught us body language and communication skills. He asked us questions in a polite and professional manner. I would generally recommend the sessions if you need any advice about interviews, careers, and preparation for college.' Ihfaz in Discoverer.

(Continued over page...)

'When I went to the workshop with Ash, I learned a lot of things from him. Instead of being shy and talking with my head down and hands in my pockets, he said to put my hands in front and wait for everyone's attention. I'm glad he taught me this because from now on, I can be confident when talking in front of my class. We also did some activities with Ash and practised interviews.' Caleb in Discoverer.



Anne Odeke Workshops—Student Feedback

'Anne is a really nice person. Very positive. I really enjoyed the "mirroring" lesson we did—it was fun.' George in Pioneer.

'I loved it. 5 stars! It was the best thing I have ever experienced. It was so, so fun. Please come back and thanks for talking to me and for everything you do. Please keep writing plays for us to watch.' Kaci-Lea in Pathfinder.

'It was an amazing experience and a fun time. She is so nice and cool. I definitely would want her to visit again and teach us some singing with her amazing techniques.' Katalina in Pathfinder.

'Even though I feel uncomfortable being in front of others, I liked hearing about Anne's works.' Ryan in Pathfinder.

'On Monday, Anne spoke to us about what she does—how she writes plays and acts in them. She also spoke about Shakespeare. She was explaining how she got into Shakespeare, acting and playwriting.' Levi in Discoverer.

'Anne told us how to stretch so we wouldn't injure ourselves if we were in a play. Then we had to get a partner and copy their moves. It was fun. Then, she told us about how she initially didn't get Shakespeare when she was younger but understood why he was a really good playwright when she was older.' Charlie in Discoverer.

'She was the best! 10/10! She was very funny and very talented. I enjoyed showing her our scripts from Twelfth Night.' Leon in Researcher.

'Anne Odeke is an actress and a play writer. She came and talked to us about Shakespeare. We learned how to perform part of Twelfth Night. Voyager really enjoyed the warm up where we had to walk around in different ways. It was all really interesting.' Voyager whole class feedback.

'We learnt about Shakespeare and one of the songs from his plays: "Hey ho, the wind and the rain." We did running and walking to warm up.' Zaki in Seeker.

'Anne Odeke is a playwright and I liked it when she came to our school. She showed us how to copy each other in the mirror.' Imena in Adventurer.

'I enjoyed acting out the Captain and reading a part of Shakespeare's play. I worked with a friend to practise mirroring characters.' Ashton in Hunter.



KS3 HOME ECONOMICS COSTS

As part of our school's curriculum, we offer home economics to all students in KS3 (years 7, 8 & 9). This requires a small fee from parents for ingredients. Students are able to bring home their food, if a contribution is received.

The cost is **£10 per term**.

This can be paid for using our online payments system. Please contact the school office if you need help in getting set up on this system.

Thank you for your contributions.

INSET DAYS 2025-2026

24th October,
23rd January, 29th June

TERM DATES 2025-2026:

Autumn half term: 27th—31st Oct
Autumn term ends: Fri 19th Dec
Spring term starts: Mon 5th Jan
Spring half term: 16th—20th Feb
Spring term ends: Fri 27th March
Summer term starts: Mon 13th April
Summer half term: 26th—29th May
Summer term ends: Mon 20th July

KEY DATES FOR YOUR DIARY

October

13th	10:00am-2:00pm	Year 11 SACC Visit
	11:15-1:15pm	DofE Litter Picking (Researcher Y9s)
14th	12:00-2:30pm	Seeker Visit to Priory Park
15th	9:00am-12:00pm	Kittle School Photos
	9:30am-1:00pm	Y7+Y8 SESSSA Football Competition
16th	11:00am-6:45pm	Visit to the Globe Theatre (Twelfth Night) - relevant students only
17th	8:00am-4:00pm	Discoverer Jack Petchey Trip—Go Ape
20th	10:00am-2:00pm	Y11 Visit to Belfairs Digital (cancelled)
	11:00am-2:00pm	Latimer League Football (Y8-10) at Endeavour School
21st	3:15-4:15pm	Quest Drop-in
22nd	9:30am-1:00pm	Girls SESSSA Football Competition
	10:00am-12:00pm	St Nick's Hosting the Greater Essex Careers Hub Conference
	2:15-3:00pm	End of Half Term Awards Assembly
	3:30-5:00pm	Halloween Disco
23rd	ALL DAY	TOWIT Day

November

3rd	ALL DAY	Students Return to School
	11:15am-1:15pm	DofE Walk in Hockley Woods

DATES IN **RED** ARE ADDITIONS OR EDITS SINCE LAST WEEK'S NEWSLETTER

SCHOOL MEALS

Monday 13th October will be week 1 of the menu.

WEEK 1		WEEK 2		WEEK 3	
MONDAY		MONDAY		MONDAY	
MAINS	Beef Burger in a Bun	MAINS	Shepherds Pie	MAINS	Lasagne
VEGETARIAN	Vegan Burger in a Bun	VEGETARIAN	Tomato Pasta	VEGETARIAN	Vegetarian Lasagne
SIDE	Diced Potato - Peas	SIDE	Baked Beans - Peas	SIDE	Garlic Bread - Broccoli
JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo
SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras
DESSERT	Chocolate Sponge and Custard	DESSERT	Carrot Cake	DESSERT	Flapjack
TUESDAY		TUESDAY		TUESDAY	
MAINS	Sausages	MAINS	Chicken Nuggets	MAINS	Sausages in Tomato Sauce
VEGETARIAN	Quorn Sausages	VEGETARIAN	Quorn Nuggets	VEGETARIAN	Vegetarian Sausages
SIDE	Mash - Carrots - Gravy	SIDE	Pasta - Sweetcorn - Peas	SIDE	Pasta - Sweetcorn - Peas
JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo
SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras
DESSERT	Fruit or Yogurt	DESSERT	Plain Sponge and Custard	DESSERT	Fruit or Yogurt
WEDNESDAY		WEDNESDAY		WEDNESDAY	
MAINS	Garmon	MAINS	Roast Chicken	MAINS	Garmon
VEGETARIAN	Quorn Fillet	VEGETARIAN	Cauliflower Cheese	VEGETARIAN	Quorn Fillet
SIDE	Roast Potatoes - Carrots - Peas	SIDE	Roast Potatoes - Carrots - Cabbage	SIDE	Roast Potatoes - Carrots - Cabbage
JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo
SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras
DESSERT	Iced Sponge	DESSERT	Fruit or Yogurt	DESSERT	Jelly
THURSDAY		THURSDAY		THURSDAY	
MAINS	Chicken Tikka Massala	MAINS	Spaghetti Bolognese	MAINS	Cheese & Tomato Pasta
VEGETARIAN	Stir Fry Noodles	VEGETARIAN	Tomato Pasta	VEGETARIAN	Tomato Pasta
SIDE	Rice - Peas - Sweetcorn	SIDE	Garlic Bread - Peas - Sweetcorn	SIDE	Peas - Sweetcorn
JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo
SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras
DESSERT	Ice Cream	DESSERT	Angel Delight	DESSERT	Muffin
FRIDAY		FRIDAY		FRIDAY	
MAINS	Fish Fingers	MAINS	Pepperoni Pizza	MAINS	Cod Fillets
VEGETARIAN	Fishless Fingers	VEGETARIAN	Cheese Pizza	VEGETARIAN	Fishless Fingers
SIDE	Chips - Baked Beans - Peas	SIDE	Chips - Baked Beans - Peas	SIDE	Chips - Baked Beans - Peas
JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo	JACKET	Baked Beans or Cheese or Tuna Mayo
SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras	SANDWICH	Ham or Cheese or Tuna Mayo *Extras
DESSERT	Fruit or Yogurt	DESSERT	Fruit or Yogurt	DESSERT	Fruit or Yogurt

***Extras - Lettuce, Cucumber, Tomatoes, Peppers or Savoury Snack**

FRESH FRUIT, YOGURTS AND WHOLEMEAL BREAD ARE AVAILABLE DAILY.

MOST DISHES ARE MADE DAILY AND ARE SUBJECT TO CHANGE.

This guide offers compassionate, practical advice for helping children cope with traumatic or challenging events – such as bereavement, bullying, or family upheaval – and begin the healing process.

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.

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

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This guide offers advice on how to establish suitable, effective rules around the use of digital devices in your household.

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.

10 Top Tips for Parents and Educators CREATING FAMILY RULES FOR USING DEVICES

A set of family rules agreed on with children can promote the safe, responsible use of devices like tablets, smartphones, gaming consoles and computers. By developing rules around technology, it opens the conversation regarding boundaries and expectations, ensuring a healthy balance of screen time. This guide will help you to develop an age-appropriate family agreement to suit your household.

- 1 WORK TOGETHER**
Involve your child when setting rules on devices to encourage them to take ownership.
- 2 AGREE TIME LIMITS AND SUITABLE TIMES**
Set screen time limits. This could be 2 hours max a day. Agree times when devices must be put away and stick to it.
- 3 ENCOURAGE HONESTY**
Encourage your child to come to you if they are upset about something they've done, so you can resolve it together.
- 4 CHARGING AND OVERNIGHT STORAGE**
To ensure children get the downtime they need overnight, it's important that devices are kept in a common space (e.g. your bedroom or a charging box).
- 5 REVIEW RULES REGULARLY**
Take time to regularly review the rules as a family; what's working, and what isn't. Get them to sign the rules you agree on.
- 6 PROTECT PERSONAL INFO**
Discuss with your child about protecting their personal information. Use parental controls to block children from connecting with strangers.
- 7 BE RESPECTFUL**
Talk to them about being respectful when using technology. Explain that if they are being unkind, they will need to stay away from their devices for a while.
- 8 "NO TECH" ZONES**
Have spaces where technology isn't allowed (e.g. bedrooms, bathrooms and at the dinner table).
- 9 AGREE ON CONSEQUENCES**
Agree with your child on some fair consequences if any of these rules are broken and follow them through.
- 10 KNOW ALL PASSWORDS**
Parents should have access to all passwords. Make it clear that you will check their devices regularly.

Meet Our Expert
Dr Claire Sutherland is an online safety consultant at iCybercare. She has developed and implemented anti-bullying and cyber safety workshops and policies for schools in Australia and the UK. Claire has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviours of young people in the UK, USA and Australia.

#WakeUpWednesday
The National College

For more free, full-revisionable guides, go to nationalcollege.com/guides/tips-for-creating-family-rules-for-using-devices

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ST NICK'S **HALLOWEEN** ***DISCO***

22nd October

3:30 – 5:00pm



**£5 TICKET ENTRY TO BE PAID PREVIOUSLY VIA
SCHOOL GATEWAY APP**

**WHICH INCLUDES A GOODY BAG
(MONEY NOT NEEDED ON THE DAY)**

**Students may stay after school
But will need to be collected**

**NO SCARY MASKS OR
COSTUMES, PLEASE**





**Tues 21st October
3.15pm-4.15pm
(During Quest Drop-In)
@Turing Suite**

***No time slot required. Just pop by.**

ONLINE SAFETY WORKSHOP

WITH MR WILLIAMS



To ensure you get the most out of these workshops and to give us an idea on which topics to cover, we have created an online safety survey for parents/carers.



< Scan QR code to complete the survey.





WHERE IS IT?

St Nicholas School,
Whittingham Avenue Entrance,
Southend-on-Sea,
SS2 4RL.



*Look for a single red gate opposite
Bournes Green Park playing fields.

WHAT DAY IS IT ON?

FRIDAY 31ST OCTOBER (HALLOWEEN)
(10.00AM - 3.00PM)

*Due to our strong SEN links we purposely keep numbers
for each camp relatively low, compared to other similar
companies. Therefore, spaces will be limited for each day.
Book early to avoid disappointment!



WHAT WILL WE DO THERE?

- FOOTBALL
- DODGEBALL
- BASKETBALL
- TABLE TENNIS
- SOFT ARCHERY
- BADMINTON
- VOLLEYBALL
- HOCKEY
- CRICKET
- BOCCIA
- CIRCUS SKILLS
- GYM



MEET NEW
PEOPLE!

STAY ACTIVE!

HAVE FUN!



WHAT WILL I NEED TO BRING?



- APPROPRIATE CLOTHING & FOOTWEAR FOR
SPORT IN ALL WEATHER CONDITIONS
- A DRINK OF WATER (NO FIZZY OR ENERGY
DRINKS PLEASE INC PRIME)
- A PACKED LUNCH (NO NUT PRODUCTS PLEASE)
- ANY MEDICATION REQUIRED (PLEASE INCLUDE
THIS DURING SIGNUP ON THE CLASS4KIDS APP)

HOW DO I BOOK ON & HOW MUCH IS IT?



SCAN THE QR CODE AND SIGNUP
FOR A CLASS4KIDS ACCOUNT. ALL
DETAILS AND PRICES ABOUT THE
CAMPS WE OFFER ARE ON THERE.



If you have any other questions please contact us
using any of the platforms below.



PE Extra



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