

DEEDS

NOT

WORDS

HONESTY TRUST

EWD WEEKLY NEWSLETTER



3rd October 2025

A message from Leadership

We are now past the halfway point of the term and heading towards October half term with just three weeks to go. This week has been full of exciting learning across our school! Pupils have been cooking their own burgers in Food Tech, taking on challenges in swimming and climbing, and enjoying hands-on experiences that build skills, confidence, and independence. Alongside these practical adventures, pupils have been completing PIN tasks and mid-term assessments, giving staff a chance to celebrate progress and ensure everyone is on track.

It's also great to see our attendance and safeguarding office getting into the Halloween spirit, with decorations adding some festive fun around school! It's wonderful to see personal growth, academic success, and a sense of community all happening together.



Diary Dates

- October Half Term - 27th October - 2nd November
-
-

Attendance

This week, our top three attending tutor groups were:

Davison	94.44%
Johnson	93.75%
Grant	88.89%



Reminders

Students need cash or a bank card for shopping in the community - NOT their phone.

We are a nut and sesame free school

Medication must be sent into school in the box with prescription label, via taxi escort.



Important Messages



Points are mentioned frequently in our newsletters as well as daily with our students.

However, if a student displays one of our RICH-T values they can be eligible for a **Golden Ticket**.



Our Golden Ticket tree has had an autumnal makeover - it has lost all of its leaves from the previous year and is looking forward to all of the Golden Tickets that will grow on its branches!

What's been happening this week in Key Stage 3

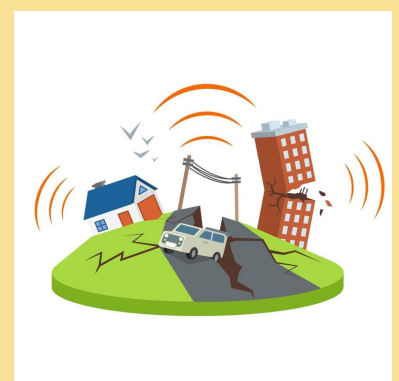


This week, Harrison class have been getting into the holiday spirit as part of their AQA Step Up to English work! We've been looking at posters, planning dream trips, and talking about our own holiday memories. Everyone has been practising speaking, reading, and writing about travel – so don't be surprised if we've already started planning our next getaway!



Harrison

In Geography, McManus have been learning all about tectonic plates. We investigated how earthquakes form and explored the impact they can have on people and places. To link with our English lessons, we put our knowledge into practice by creating our very own 'Surviving an Earthquake' guides

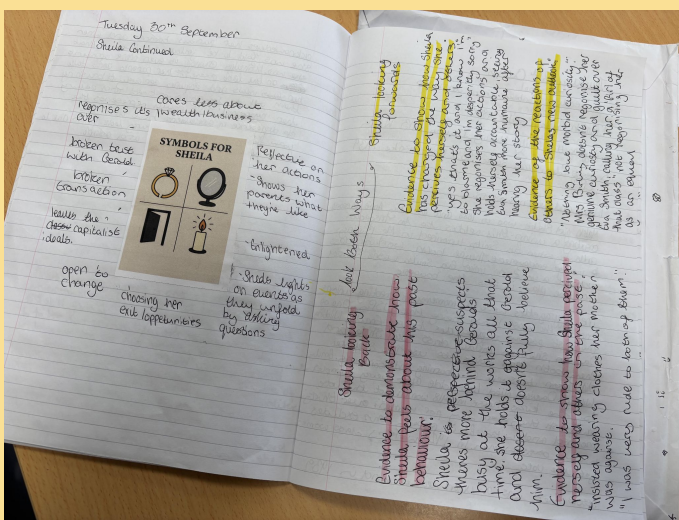


McManus

What's been happening this week in Key Stage 4



Youll class have been working hard exploring the character of Sheila Birling in An Inspector Calls - they have been considering symbolism and how the playwright used the character of Sheila to influence change.



Youll

Sykes class are still working hard capturing photos for their GCSE photography portfolio. This week they visited Morpeth and as well as taking lots of photos they always find time to pose for some too.

Miss White has also had great feedback from core subject teachers to say how well they are all doing. Keep it up Superstars!

Sykes



What's been happening this week in Base



We have made Newcastle landmarks out of Lego as part of our continuous provision.

Allen

Student Report



Bryan

Hi, my name is Ollie. I am in year 7 and I am in class Bryan with Miss Hunter. Since joining, I have made many new friends and have met many new teachers.



I am enjoying many lessons, including Maths, Science, PE and Cooking. I also enjoy reading daily with Miss Hunter.



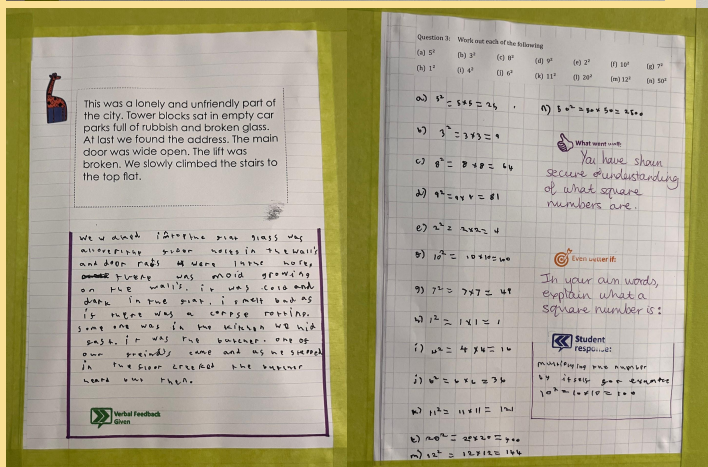
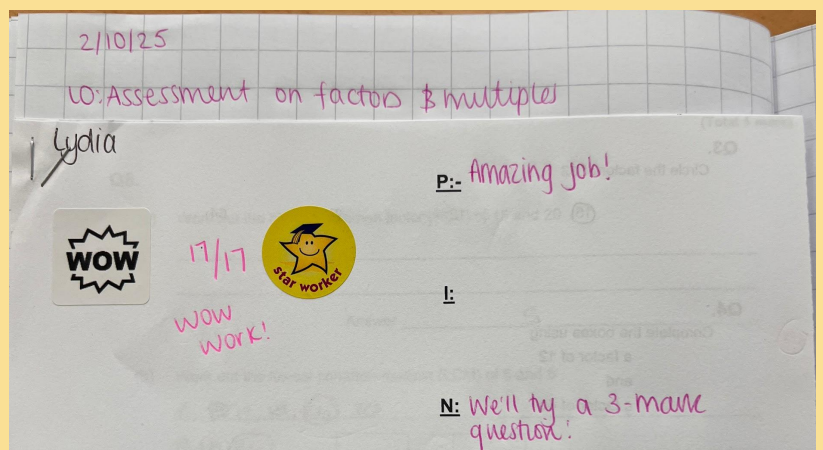
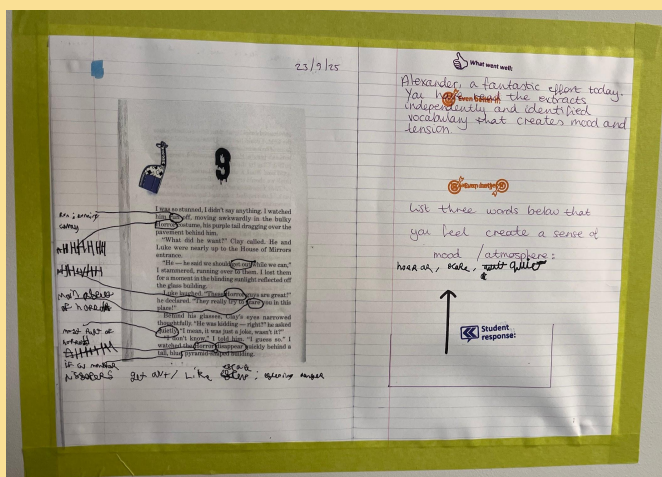
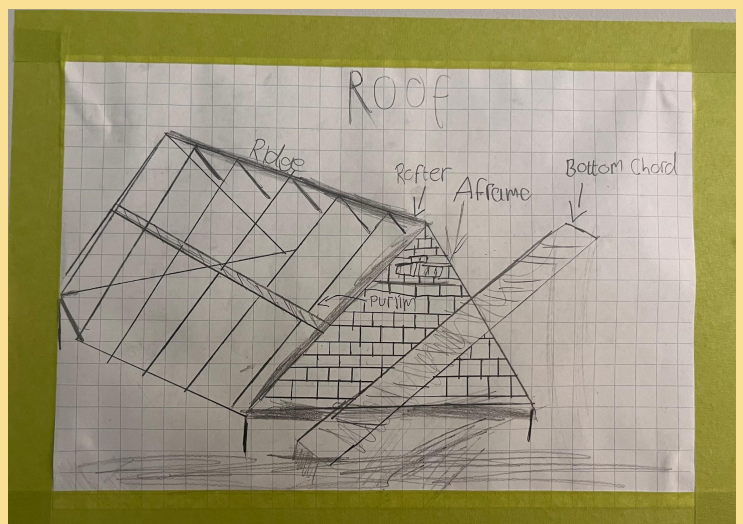
When I am older I want to be a boxer. At the moment, I am going to the gym every day at school with my teachers, to help me get big and strong!



Curriculum



WOW WORK



Factors and Multiples GCSE Exam Questions

Question 1: Work out each of the following

(a) 5^2 (b) 3^3 (c) 10^2 (d) 9^2 (e) 2^3 (f) 10^3 (g) 7^2

(h) 1^2 (i) 4^2 (j) 6^2 (k) 11^2 (l) 20^2 (m) 12^2 (n) 50^2

Q1. Write down all the factors of 20

1, 20, 2, 10, 4, 5

Q2. Write down all the factors of 45

1, 45, 3, 9, 5, 15

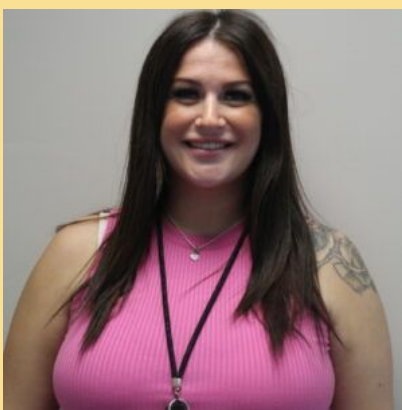
Answer 1, 20, 2, 10, 4, 5 (Total 2 marks)

Teaching and Learning



This week has been another fantastic example of the rich and engaging learning happening across our school. Pupils have continued to develop both practical and academic skills through a range of experiences. In Food Technology, they enjoyed cooking their own burgers, learning not just about cooking techniques but also about teamwork, timing, and independence. In more adventurous settings, pupils have been taking part in swimming and climbing lessons, building resilience, confidence, and self-belief as they take on new challenges.

Alongside these hands-on activities, pupils have continued to complete their **PIN tasks and mid-term assessments**, which allow staff to carefully check progress and identify any areas that need support. These assessments provide valuable insight into pupils' learning journeys, helping staff to ensure that every learner is on track and appropriately challenged as we move into the second half of the term. It's wonderful to see the combination of personal growth, skill development, and academic progress happening side by side.



Our staff team continues to go above and beyond to support pupils' learning. This week's special **shout-out goes to Derren**, one of our exceptional support staff! Nominated by her class teacher, Derren has shown incredible initiative in developing her practice. She has learned to set up and manage an intervention file, explored STAR Reader interventions, sourced work for her groups, and even started building her own TA development file. Her proactive approach, enthusiasm, and dedication are having a real impact on the pupils she works with, and it's a pleasure to celebrate her contributions.

This week also highlighted the importance of the wider school community in creating a positive and engaging learning environment. From classroom staff supporting pupils in lessons to the attendance office getting into the Halloween spirit with decorations around school, it's clear that everyone is committed to making our school a place where pupils can thrive academically, socially, and emotionally.

Halloween
is coming

Pastoral Message



We're thrilled to share some exciting opportunities that are unfolding for our students. I've recently been completing my Forest School Leader Training, and as part of that journey, we're beginning to develop a richer and more engaging outdoor curriculum.

One of our biggest goals is to create our very own Forest School on-site. This is a long-term project that involves a lot of planning and preparation, but it's something we're incredibly passionate about. Developing our outdoor space will open up even more opportunities for hands-on, nature-based learning that supports children's development in unique and powerful ways.

Currently, we take part in Forest School sessions every Monday, Wednesday and Friday, where the children have the chance to explore, learn, and grow in an outdoor environment. These sessions have already included a variety of fun and enriching activities, and they're just a small glimpse of what's to come as we continue building our program.

Stay tuned as we share more updates about our Forest School journey and the exciting adventures that lie ahead!



Chloe

Pastoral Message



Dear Parent/Carer,

Re: Important Update – Administration of Non-Prescription Medication in School

We are writing to inform you of our policy regarding the administration of non-prescription medication during the school day.

- Our school does not supply any non-prescription medication, including paracetamol, Calpol, antihistamines, or similar products.
- If you would like your child to receive paracetamol during the school day, you must provide a **new, sealed box along with a written note explaining the reason it may need to be administered. Please provide the students name and date of birth on this note.**
- Please ensure you have read the safety information on the packaging, and note **we cannot accept paracetamol capsules** in school as they are for over 16's only.
- Ibuprofen will only be accepted if it has been prescribed by a doctor specifically for your child in accordance with the DFE recommendations.
- In line with our medication policy, we will continue to contact you by phone before administering any non-prescription medication that you have provided and approved.
- You must contact the school office or the Medication Managers if you are sending any non-prescription medication into school.

We appreciate your support in helping us maintain a safe environment for all pupils. If you have any questions or need further clarification regarding this change, please do not hesitate to contact the school office.

Chloe Stait- Chloe.stait@ewd.northumberland.sch.uk

Catherine Dunn- Catherine.Taylor@ewd.northumberland.sch.uk

School admin- admin@ewd.northumberland.sch.uk

Yours sincerely,

Chloe Stait

Pastoral and medication manager

Emily Wilding Davison School

Chloe

Taxi Information



As a rule taxi driver and escorts are not required to knock on your door so please keep an eye out for your taxi arriving.

Your taxi will wait to your address for 3 minutes, if you do not acknowledge the taxi they will leave without the student.

All taxis have trackers on them and can be traced to ensure they are collecting students daily.

If a student does not get onto the allocated taxi, parents/carers are then responsible for transporting the student to school.

Here are some useful numbers should you have taxi concerns:

Northumberland Council Transport - 01670 624839

sen.transport@northumberland.gov.uk

Phoenix 01670 540222

schools@phoenixtaxisbl.co.uk

Darras Hall - 01661 610184

darrashallprivate@hotmail.co.uk

Borderline - 0191 2501476

borderlinetaxis@hotmail.co.uk

Luna - 07878175998

tracybow22@virginmedia.com

S&A Travel - 01670 851320

[sandatravel@hotmail.co.uk](mailto:sandattravel@hotmail.co.uk)

Diamond - 01670 353535

joanburt27@gmail.com

Magpie - 07598852226

magpieprivatehire@gmail.com

If you have any other questions or queries, please get in touch

Information from our Safeguarding Lead (DSL) – Elizabeth Airey

elizabeth.airey@ewd.northumberland.sch.uk

Fight Flight Freeze: How we respond to threats

The fight-flight-freeze response is your body's natural reaction to danger. It happens through hormonal and physiological changes that allow you to act quickly so you can protect yourself.

During a fight-flight-freeze response, many physiological changes occur.

When you're faced with a perceived threat, your brain thinks you're in danger. That's because it already considers the situation to be life threatening. As a result, your body automatically reacts with the fight-flight-freeze response to keep you safe.

- **Heart rate.** Your heart beats faster to bring oxygen to your major muscles. During freezing, your [heart rate](#) might increase or decrease.
- **Lungs.** Your breathing speeds up to deliver more oxygen to your blood. In the freeze response, you might hold your breath or restrict breathing.
- **Blood.** Blood thickens, which increases clotting factors. This prepares your body for injury.
- **Skin.** Your skin might produce more sweat or get cold. You may look pale or have [goosebumps](#).
- **Hands and feet.** As blood flow increases to your major muscles, your hands and feet might get cold.
- **Pain perception.** Fight-or-flight temporarily reduces your perception of pain.

Racism

What is Racism?

Racism is where someone treats another person differently because their skin colour is not the same as theirs, they speak a different language or have different religious beliefs, for example.

Racism can be most simply understood as someone behaving differently to another person based on the colour of their skin or culture.

Some people are picked on because they look different or speak a different language.

Some people wear certain styles of clothing because of their religion and may get bullied because of this.

The UK is full of people who follow lots of different faiths and religions.

Most of the time they all get along and people are free to live the way they want to.

However, some groups are targeted because of their beliefs, and because of events that people blame them for - even if this is incorrect.

For example, [Islamophobia](#) is when [Muslims](#) are the victims of attacks just because of their religion.

