

DEEDS

NOT

WORDS

HONESTY TRUST

EWD WEEKLY NEWSLETTER



6th March 2026

A message from Leadership

This week we celebrated world book day on Thursday 5th March with some brilliant costumes inspired by everyone's favourite books and characters!! This year's main theme was Willy Wonka and the Chocolate factory as it aligns closely with our school values, **RICH-T**. Willy wonka shows **compassion** to Charlie. He tests the children to see who truly deserves the factory (**integrity**). Charlie remains truthful (**honesty**) and humble. Charlie earns Wonka's **trust**. Wonka **respects** Charlie as an equal when he offers him the factory. The story teaches that success is not about luck or talent alone, it's about character. Charlie succeeded because he lived by these values. We hope that this week has filled us all with enjoyment for reading and renewed our commitment to our RICH-T values.

Diary Dates

Online Emotional Regulation Session for parents / carers:

Online 18th March 3 - 4pm

In school 26th March 3 - 4pm

HPD Spring Term

26th March



Attendance

This week, our top three attending tutor groups were:

1st Davison 100%

2nd Johnson - 92%

3rd Grant 87.5%



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 been updated for our second Autumn Term. We are so excited this year to fill up our tree with all of our student's amazing achievements.

Important Messages



Parent / Carer Workshops at EWDS

Delivered by Northumberland's
Psychological Services Team

Join online by Zoom on 18th March 3 - 4pm
or

Come along 26th March 3 - 4pm in school (same
day as Home Partnership Day)

Emotion Coaching

Emotion Coaching is an approach that parents/carers can use with children and young people to support their emotional development.

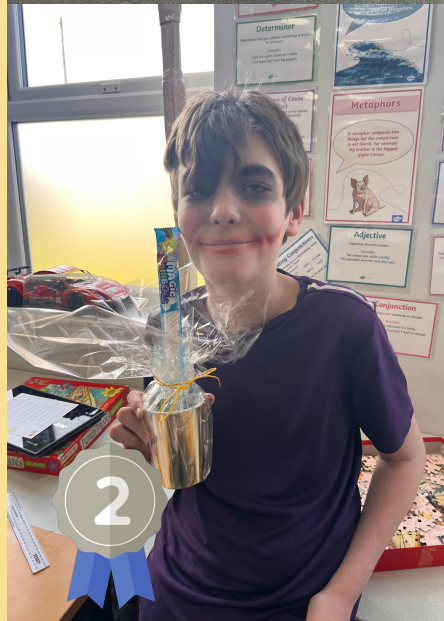
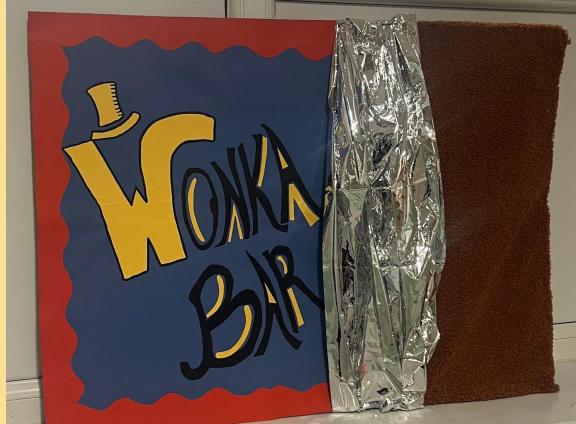
Research suggests that Emotion Coached children and young people:

- Are more emotionally stable
- Are more resilient
- Achieve more academically in school
- Have fewer behavioural problems

This session will introduce the steps of Emotion Coaching and its scientific basis, and will involve practical activities and resource-sharing so that parents can begin to use this increasingly popular approach straight after the session.

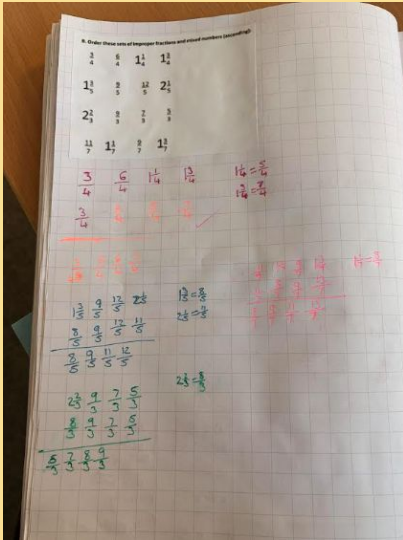
To register interest, please email
cath.taylor@ewd.northumberland.sch.uk. Zoom link to follow.

World Book Day



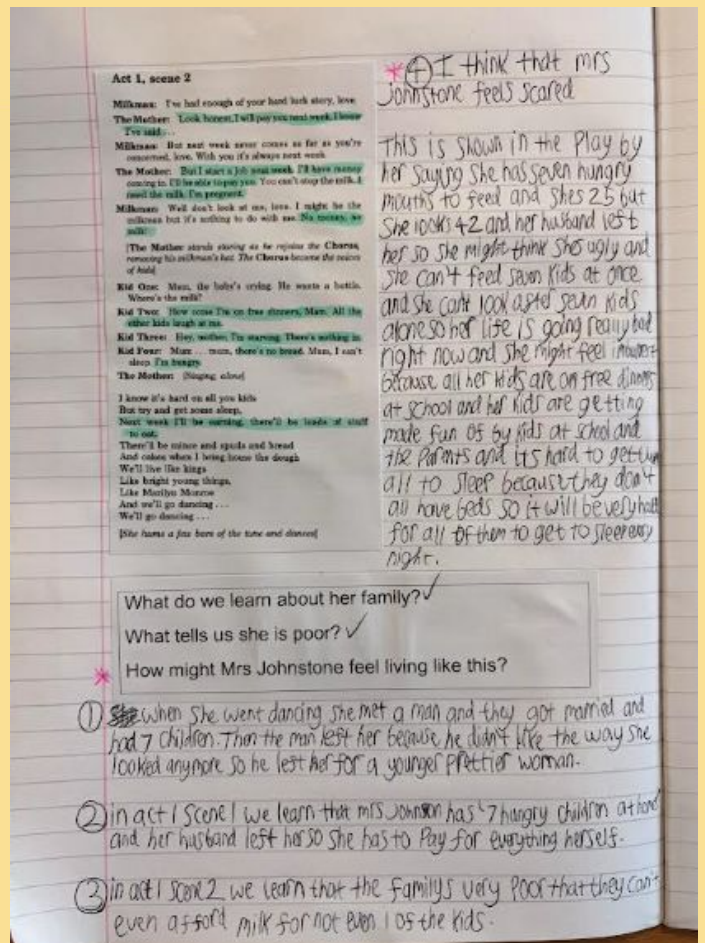
Base have celebrated World Book Day. We even won 1st and 2nd place in the costume contest!! We loved all of the chocolate bars we have created!

What's been happening this week in Key Stage 3



This week in Maths McManus have been working hard simplifying, ordering, converting and finding equivalent fractions.

In English, McManus class has begun studying Blood Brothers, using inference to explore the characters' feelings and finding evidence in the text to support their answers, while also learning about what life was like in the 1960s and 1970s.



McManus

What's been happening this week in Key Stage 4



Tuesday 3rd March 2026

Dear Diary,

Today was our first proper day out together as the merged Jackman and Hughes class, and I don't think any of us will forget it.

You could feel the nerves first thing this morning — new seating plans, different faces mixing, that awkward “do I sit here?” energy. But it didn't take long before fist bumps were flying and laughter started cutting through the tension. Billy was already joking, Rhoani was smiling at everyone, Cole acting cool as usual, and Lelan just steady and calm. Liam was quietly keeping an eye on everything like he always does. Jayden and Ethan were chatting non-stop.

We headed to Tynemouth and stood near the Priory with the sea wind nearly knocking us sideways. Lord Collingwoods Monument looked huge against the sky. It felt like we were standing somewhere important — like history was watching us figure ourselves out.

On the beach, Poppy chased a stick straight into the sea without a second thought. Deborah needed a bit of help getting off the sand, and Liam and Billy were straight there, no fuss, just kindness. That's the thing about today — nobody made a show of caring. They just did.

We walked along Shields quayside talking about local fish, the coastline, Blyth, and bits of local history. It didn't feel like a lesson. It felt like belonging somewhere.

Lunch was chaos in the best way. Ashley's and Debs' chip butties, Nikki's cheesy chips, Kirsty's fish finger sandwich. Liam and Cole somehow managed triple ice creams. Billy had a creamy milkshake pop and wouldn't stop saying how good it was. We all sat together for dinner — properly together — not old groups, not new groups. Just us.

Later on, things got a bit quieter. Liam noticed Deborah was mumbling. “Check your bloods,” he said gently. They were low and dropping. There was no panic. Just action. Lelan popped into the barbers nearby and came back with a lollipop. Liam stayed right beside Deborah until she felt better. No drama, no attention-seeking. Just compassion. Real integrity.

It made me realise something about our school — Emily Wilding Davison — we carry that strength with us. Courage doesn't always look loud. Sometimes it looks like staying beside someone. Sometimes it's noticing small changes. Sometimes it's honesty.

By the end of the day, the nerves from this morning felt silly. We're not Jackman and Hughes anymore.

We're just one class.

Jackman & Hughes

What's been happening this week in Key Stage 4



Jackman & Hughes

What's been happening this week in Base



It has been a fantastic week in Allen Class this week. We are tackling fractions and researching Yellowstone National Park in English.

This week has seen a big change, a new Rec Room and outdoor break times! Both were very welcomed by all.



Allen

Student Report



As part of our celebrations for Chinese New Year we visited Fortune Cookie in Morpeth for our KS4 rewards.

We all enjoyed our lunch and went for a walk along the river.

This Chinese New Year in the year of the horse. (Abbie, Archie and Warren)



McHale

WOW Work this week



Challenge =

$\frac{27}{100} + \frac{38}{100} - \frac{16}{100} = \frac{49}{100}$ ✓

$1\frac{2}{5} + 2\frac{3}{5} = 4$ ✓

WOW!
work

Ryan complaining about cadets.

Without warning, some lady stole my rank, Headly is her name. Headly is a leech. I did not enjoy myself on what was meant to be a fun camp. She got to do training to do on the camp. She passed her three star drill. She left an important person having a seizure on the floor, never follows the rules, and thinks she knows everything. I don't even care about it anymore I'm just sick of it.

(Paragraph)

There has been multiple times in cadets where she should have been kicked out of cadets and she hasn't. The only reason she is still here is because she is a kiss arse. She is being nice to people who have a high rank but behind the scenes to other children she is horrible. Any inch of power she gets she abuses, for example, she was in command of our group and she bosses everyone around saying "you need to run here". Everyone thinks she does not deserve the rank she has, everyone thinks she has more power than what she should.

Great colour coding of your work!
WOW*

IMAGE

Students in Base have also achieved WOW work for their amazing discussion in Tutor time about the Iran conflict! They also discussed the future of technological advancements!

05.03.20 10's Can I simplify fractions?

(a) $\frac{2}{4}$ (b) $\frac{6}{9}$ (c) $\frac{6}{8}$ (d) $\frac{5}{15}$ (e) $\frac{4}{6}$ (f) $\frac{9}{12}$

(g) $\frac{10}{15}$ (h) $\frac{9}{15}$ (i) $\frac{8}{12}$ (j) $\frac{10}{14}$ (k) $\frac{15}{35}$ (l) $\frac{6}{21}$

Which fractions below are equivalent to $\frac{2}{3}$?

$\frac{4}{6}$ $\frac{6}{8}$ $\frac{8}{12}$ $\frac{9}{12}$ $\frac{10}{15}$

b $\frac{2}{3}$ c $\frac{3}{4}$ d $\frac{1}{3}$ f $\frac{3}{4}$

06/03/2026

Fractions Recap

Question 1: Change these improper fractions into mixed numbers

(a) $7\frac{2}{3}$ (b) $7\frac{1}{5}$ (c) $5\frac{4}{5}$ (d) $8\frac{1}{7}$ (e) $5\frac{3}{7}$

(a) $\frac{1}{2}$ of 10 = 5 (b) $\frac{1}{3}$ of 18 = 6 (c) $\frac{1}{5}$ of 20 = 4 (d) $\frac{1}{7}$ of 24

(a) $\frac{2}{3}$ of 15 = 10 (b) $\frac{7}{10}$ of 20 = 14 (c) $\frac{2}{5}$ of 30 = 12 (d) $\frac{3}{4}$ of 32 = 24

(a) $\frac{1}{5} + \frac{1}{5} = \frac{2}{5}$ (b) $\frac{3}{11} + \frac{2}{11} = \frac{5}{11}$ (c) $\frac{1}{9} + \frac{7}{9} = \frac{8}{9}$ (d) $\frac{3}{7} + \frac{3}{7} = \frac{6}{7}$

(a) $\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$ (b) $\frac{5}{6} - \frac{1}{6} = \frac{4}{6}$ (c) $\frac{3}{8} + \frac{3}{8} = \frac{6}{8}$ (d) $\frac{7}{10} - \frac{3}{10} = \frac{4}{10}$

Question 2: Change these mixed numbers into improper fractions

(a) $2\frac{1}{2}$ (b) $3\frac{1}{2}$ (c) $1\frac{3}{4}$ (d) $3\frac{2}{3}$ (e) $1\frac{2}{5}$

Question 3: Simplify fully

(a) $\frac{2}{4}$ (b) $\frac{6}{9}$ (c) $\frac{6}{8}$ (d) $\frac{5}{15}$ (e) $\frac{4}{6}$ (f) $\frac{9}{12}$

Total Marks: 32 32

WOW!
work

C. $2\frac{1}{3}$

What's been happening this week in school



On Thursday, our KS3 pupils represented the school at the Wanderers Basketball tournament hosted at the Newcastle Eagles Vertu Arena. The team comprising of Alfie, Archie, Jake, Liam, Karl and Finlay played 8 games across the day and scored an impressive 23 goals.

The pupils represented the school excellently, showing respect to the opposition and amazing sportsmanship. One more than one occasion, our students volunteered to join the opposition team to help them out!

Alongside the tournament, the Newcastle Eagles men's team were training for their upcoming game against Cheshire Phoenix. The players posed for pictures with our pupils, which was exciting!



Teaching and Learning



This week, our teaching and learning has been rooted in a love of reading and our RICH-T values, as we celebrated World Book Day on Thursday 5th March. With *Willy Wonka and the Chocolate Factory* as our theme, students embraced the spirit of the story through fantastic costumes and thoughtful reflection on its message. Through Charlie's journey, pupils explored how compassion, integrity, honesty, humility, respect and trust shape true success. Like Charlie, we were reminded that achievement is not simply about talent or luck, but about character and living out our values each day. We hope the celebrations have reignited a joy for reading across the school community.

In lessons, students have shown excellent focus and determination. In Maths students have been strengthening their understanding of fractions by simplifying, ordering, converting and finding equivalents, while others have also been tackling fractions with resilience and growing confidence. In English, Some KS3 have begun studying *Blood Brothers*, using inference skills to explore characters' feelings and selecting evidence to support their ideas, alongside learning about life in the 1960s and 1970s to deepen contextual understanding. Meanwhile, Allen Class have been researching Yellowstone National Park, developing their non-fiction reading and writing skills through engaging geographical study.

Beyond the classroom, exciting developments have enriched students' experiences, including the introduction of a new Rec Room and outdoor break times, both warmly welcomed. During outdoor learning, students visited Carlisle Park, where they explored the grounds and discovered the statue of Emily Wilding Davison, learning about her historical significance. We were also delighted to welcome Alfie to Base this week, who has already brought positivity and calm through walks, adventures and classroom support. It has been a fantastic week filled with fresh air, new opportunities and meaningful learning experiences for all.

Teaching and Learning



STAFF SHOUT OUT!

A huge shout out to **Grace** for the amazing job she has been doing capturing our pupils' learning journeys across the curriculum through photographs. Her dedication to showcasing these special moments does not go unnoticed - she ensures that achievements, experiences and progress are celebrated and shared with our school community.



We also have to mention her brilliantly organised folders (we see you! 😊). Thank you, Grace, for your care, attention to detail and commitment to highlighting the fantastic learning that takes place every day.

A huge shout out to **The World Book Day Team**. Thank you for a fantastic theme day. You are all wonderful. Our Wonka Themed day and range of costumes across the school were fabulous. Well done and Thank you!

Some shout outs from Deb -

A few personal shout outs from me. Nikki B, thank you I know I've kept you on your toes this week it's was greatly appreciated. Lesley C, Ash, Kirsty, Megan and Olivia, Derren and Lily for constantly turning up your support has been much appreciated and the art work for the displays looked amazing . Mel for our WBD themed lunch , the Oompa Loompas and queen of hearts for your support as always . Just a huge thank-you to you all.

And thank you to you Deb!!!!

A huge shout out to **Claire and Beth**. We had our termly School Improvement Visit from the Local Authority this week to look at assessment practices across school and our inspector was blown away with the work of both. Claire has developed assessment across school and presented the changes and how they are working and Beth demonstrated this living and breathing in her teaching practice. Well done and Thank you.



Pastoral Message



This week in Base, we have had a special visitor. Alfie joined the staff team at EWD and has thoroughly enjoyed lots of walks and adventures with the students. He has loved going into lessons and supporting the students throughout the day.

During our outdoor learning sessions, we visited Carlisle Park in Morpeth. The students had a fantastic time playing in the park and exploring the area. They particularly enjoyed adventuring to find the statue of Emily Wilding Davison and learning more about her significance.

It has been a wonderful week filled with fresh air, learning, and new experiences for everyone involved!



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

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

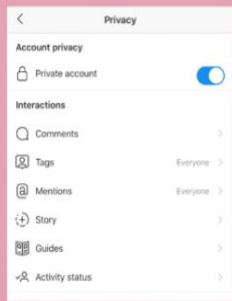
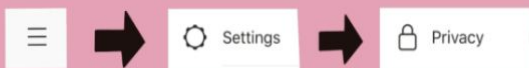
Social Media Settings



Most social media apps are 13+ (WhatsApp is 16+) but - as we are aware some children are using them regularly - we wanted to share some important settings to keep children safe online.



Instagram



PRIVATE ACCOUNT: when this is on, only followers can see your posts and stories and you have to approve followers **(recommended: on)**

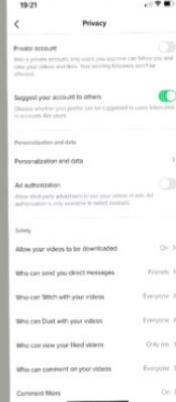
COMMENTS, TAGS, MENTIONS, STORY: allows you to control who can tag you, comment on your posts, mention you in their story and control your story audience

You can also restrict, block or report a user by clicking on their profile and selecting the three dots in the top right.

You can also remove a follower using this method.



TikTok



PRIVATE ACCOUNT: when this is on, only followers can see your posts and you have to approve followers **(recommended: on)**

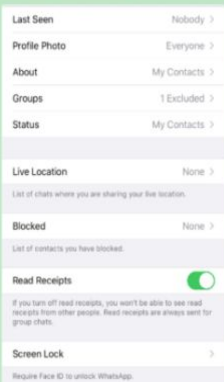
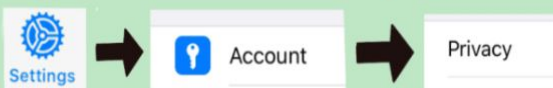
SAFETY: Tiktok has lots of options to restrict contact and interaction with video posts **(recommended: friends)**

COMMENT FILTERS: you can automatically hide comments that may have offensive words in **(recommended: on)**

You can also block, report or remove a follower by clicking on their profile and clicking the three dots in the top right hand corner.



WhatsApp



PROFILE PHOTO AND STATUS: You can change who can see a profile photo and status **(recommended: my contacts)**

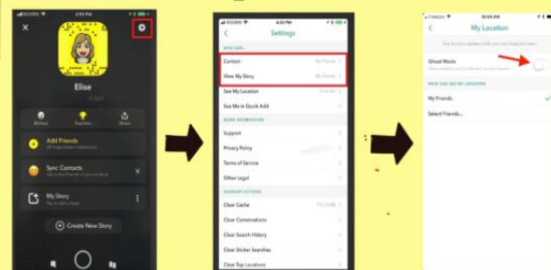
GROUPS: allows you to stop a contact being able to add you to groups **(recommended for when a friend adds you without permission)**

BLOCKED: can add a contact to a blocked list so they can't message you.

You can also block or report a contact/number by clicking on the chat with them, clicking on their number/name at the top then scrolling down!



Snapchat



CONTACT: decide who can message you and send you snaps **(recommended: my friends)**

VIEW MY STORY: restrict who can see your story **(recommended: my friends)**

GHOST MODE: if this isn't on, contacts can see your location on a map **(recommended: on)**

You can also block or report a user by locating their contact, tapping and holding their name and clicking more

Behaviour

Control

Controlling behavior is a pattern of acts designed to make someone subordinate and dependent through manipulation, intimidation, isolation, or coercion, robbing them of independence and self-esteem

Key Characteristics of controlling behaviour

- **Isolation:** Cutting someone off from friends, family, or support networks.
- **Financial Abuse:** Controlling access to money, bank accounts, or benefits.
- **Monitoring & Surveillance:** Tracking movements, checking phones, or using spyware.
- **Dictating Daily Life:** Setting rules on what to wear, eat, where to go, or who to see.
- **Gaslighting:** Making the victim doubt their own memory or sanity.
- **Threats & Intimidation:** Using threats of violence, self-harm, or revealing private info.
- **Humiliation:** Belittling or degrading the person.
- **Economic Abuse:** Controlling work, education, or forcing criminal activity.

We're here to help!

Safeguarding A-Z

Domestic Abuse

We define domestic abuse as an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in the majority of cases by a partner or ex-partner, but also by a family member or carer. It is very common. In the vast majority of cases it is experienced by, women and is perpetrated by men. But domestic abuse can also be experiences by men and is perpetrated by men.

Domestic abuse can include, but is not limited to, the following:

- Coercive control (a pattern of intimidation, degradation, isolation and control with the use or threat of physical or sexual violence)
- Psychological and/or emotional abuse [2].
- Physical or sexual abuse.
- Financial or economic abuse.
- Harassment and stalking.
- Online or digital abuse.

What is Domestic Abuse?

An incident or pattern of behaviour intended to control someone by a current/ex partner or family member.

Get Help

In an emergency always call 999
For non-emergency specialist support:
Kent 0808 16 89 111
Medway 0800 917 9948
www.domesticabuseservices.org.uk



