

Parent Bulletin

13th February 2026

Welcome to this week's parent bulletin. Yesterday, it was a pleasure to see so many of you online for Year 8 Parents' Evening. These conversations are a vital part of the partnership between school and home, helping us to work together to support students' progress, wellbeing and future aspirations. Your time, engagement and honest dialogue are truly appreciated.

As you will have seen in the recent letter, Mrs Copeland has made the difficult decision to leave Trafalgar School at the end of this term. Team Trafalgar are now beginning to think about appropriate ways to express our gratitude for all she has done for the school over the last nine years, and we would warmly welcome any suggestions from parents and carers who would like to contribute ideas.

In this week's bulletin, you'll find highlights from a range of recent careers-focused trips and opportunities that our students have taken part in. These experiences have tied in brilliantly with National Apprenticeship Week, giving our young people valuable insight into the many different routes into further education, training and employment.

We would also like to gently remind parents and carers to park considerately on Oakwood Road at the start and end of the school day. Please avoid blocking residents' driveways and be mindful of how your actions may affect those living nearby. We have unfortunately received a few reports of inconsiderate and, on occasion, abusive behaviour towards local residents. Our local area is an important part of our wider school community, and we ask everyone to model the kindness, respect and consideration that we expect from our students and staff.

We wish all our students and families a restful and enjoyable half term.

Team Trafalgar

Brilliant Club

Earlier this week, a group of our students visited the University of Southampton for their Scholars Programme Graduation with The Brilliant Club!

Over the past term, these students have worked closely with a PhD tutor on a "super-curricular" course, developing their academic skills and experiencing what university-style learning is like. Each scholar completed an extended assignment that challenged them to think beyond their current key stage.

The graduation day was a wonderful opportunity to celebrate their achievements, explore the university campus, and speak with current students about their journeys into higher education.



We are so proud of their curiosity, determination, and hard work throughout the programme. A huge well done to all our brilliant Scholars!

Key Dates

Monday 16th - Friday 20th February - Half Term

Monday 23rd February - Students start back

Monday 2nd - Friday 13th March - Year 11 Mock Exams

Thursday 5th March - Year 7 Parents' Evening (remote)

Uniform & Equipment

Please ensure your children have the correct uniform & equipment with them each day. If you require any support, contact your child's form tutor. Please ensure students have a bag. You can find full details of what they need [here](https://www.trafalgarschool.org.uk).



@TrafalgarSch

[trafalgarschool.org.uk](https://www.trafalgarschool.org.uk)

National Apprenticeship Week 2026 - Apprenticeship Bus visits Trafalgar



On Wednesday, our Year 10 students took part in our annual Apprenticeship Bus visit as part of National Apprenticeship Week. This fantastic opportunity allowed students to meet with a wide range of local apprenticeship providers and learn more about what apprenticeships involve, the pathways available, and how to apply.

It was also a real pleasure to see our former Head Boy, Jake, return to Trafalgar as one of the apprentices speaking to students. Hearing directly from a familiar face who has successfully taken the apprenticeship route gave our students a powerful, real-life example of where hard work and determination can lead.

Students represented the school brilliantly. Their behaviour was exemplary, and we were extremely impressed with the mature approach they demonstrated—particularly through the thoughtful questions they asked and the genuine interest they showed in considering their post-16 prospects.

We were also very proud to have members of our Student Leadership Team involved in the panel for the new bus design. They were excited to see their design choices brought to life on the bus in person—and it looked fantastic!

The event gave students plenty to reflect on, as well as valuable opportunities to discuss future pathways and work experience options. It was a highly worthwhile experience, and we look forward to continuing to support our students as they explore their next steps.



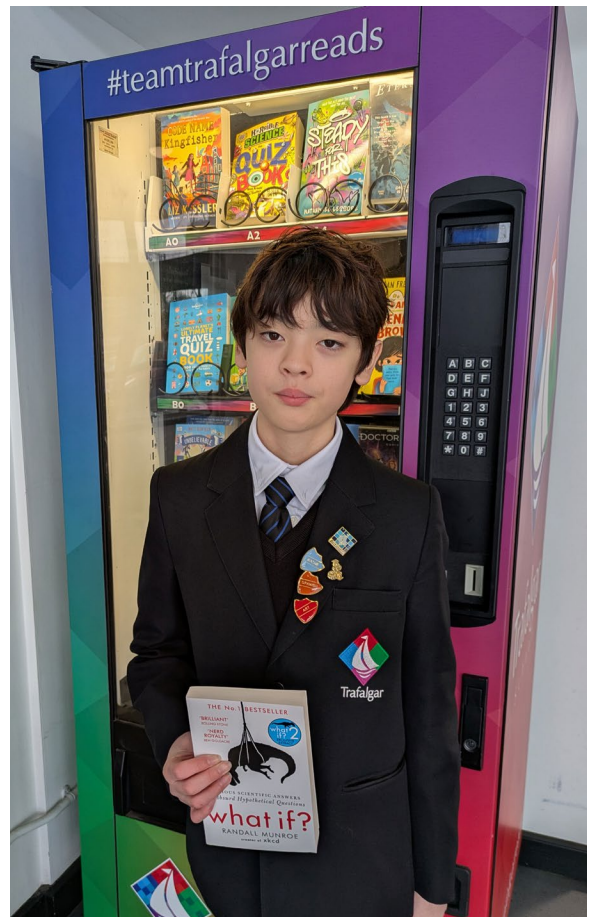
Reading Plus Winner

Congratulations Percy in Year 7, our Reading Plus winner of the week!

Percy chose 'What If?: Serious Scientific Answers to Absurd Hypothetical Questions' by Randall Munroe. Percy loves science and is fascinated by the natural world especially insects and arachnids. Happy Reading!

By keeping up with your Reading Plus you stand the chance to win one of our new books from the book vending machine! Which book would you choose?

Also, well done 7G3 for topping our reading leaderboard! Don't forget to help your class climb the table by keeping up with your English home learning.

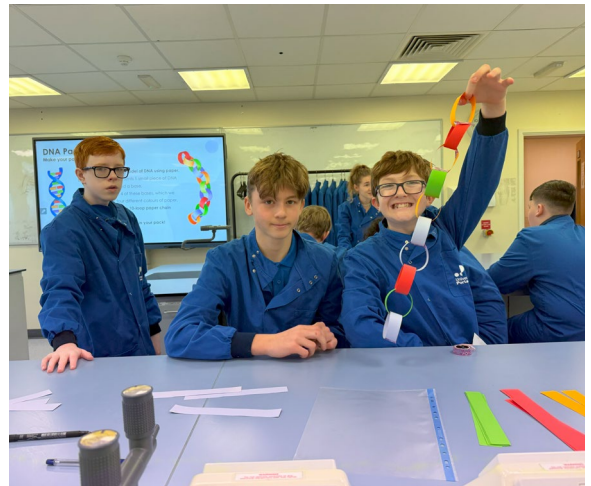


| Leaderboard | |
|---|------|
| Top Classes - Total Avg. Reading Lessons (SR) | |
| 1. 7G3/En 25/26 | 62.6 |
| 2. 7G1/En 25/26 | 47.3 |
| 3. 7R2/En 25/26 | 46.7 |
| 4. 8R1 25/26 | 46.0 |
| 5. 7R1/En 25/26 | 42.7 |

Blue Skies Trip to University of Portsmouth

On Tuesday, our Blue Skies Year 8 cohort had an exciting opportunity to visit the University of Portsmouth, where they took part in two engaging and inspiring workshops.

The first session involved working with live satellite imagery to view Portsmouth from above, tracking geographical changes from 1999 to the present day. Students analysed how the landscape has evolved over time and explored the processes behind these changes. Working in teams, they presented their findings with confidence and clarity. We were blown away by the depth of knowledge they demonstrated, particularly their understanding of land use change and geographical processes. They also showed impressive digital skills when working with the satellite technology.



The second workshop gave students the chance to step inside an active laboratory, where they explored genes and DNA. They used specialist equipment to analyse DNA strands and learned more about what makes each of us unique. This hands-on experience brought science to life and sparked great curiosity and discussion.



As always, our students were a credit to the school. Their enthusiasm, maturity and engagement made the day a truly insightful educational visit that opened their eyes to future opportunities in higher education and beyond.



SUPPORTING CHILDREN'S MENTAL HEALTH

10 Conversation Starters for Parents

Talking about mental health to children is sometimes hard. To the point that we can put off raising the subject, not wanting to unearth problems or raise overwhelming subjects that we perceive our child is too young or not ready for. But rather than keeping children in the dark, this guide is designed to help you confidently talk about mental health, so they feel comfortable talking about their own worries and end any stigma before it begins.

 **National Online Safety**
#WakeUpWednesday

1 LISTEN

This sounds obvious, but it is not something we are always great at. Active listening is where we listen without interrupting or making judgements and shows interest in what is being said. If your child feels listened to in the 'smallest of problems' they will become confident that you will listen when the 'biggest of problems' arise.

2 ASK TWICE

The campaign from time to change is great. <https://www.time-to-change.org.uk/support-ask-twice-campaign>. Be tenacious about your child's wellbeing. Children instinctively know when your questions and support come from a place of wanting to help and care.

Are you sure?

3 THERE IS NO SUCH THING AS A STUPID QUESTION

This advice also relates to the first point. If your child can ask you any questions about the smallest of things and you listen and answer without shaming or belittling, then they will have more confidence to ask the biggest of questions.

6 TALK ABOUT MENTAL HEALTH NATURALLY

Speak about mental health as part of everyday life, so that talking about our feelings and those of others is normalised. If the usual 'are you ok?' is not creating an opportunity for dialogue then say something like 'I know when something like that has happened to me I felt like this... is that how you are feeling or are you feeling something else?'

7 EMPATHISE

'It makes sense that you would feel this way, it is understandable'. Children often worry about things that we, as adults, might see as trivial or silly. However, for them at their age and stage it is a big concern and they need our kindness and care when they show their vulnerability and share their worries.

8 HELP YOUR CHILD FEEL SAFE

Teens particularly feel that by talking about their worries or concerns that this will make things worse. Reassure your child that you will discuss a plan of action together and what may or may not need to happen next. If they are a younger child, it is likely you will need to lead the conversation and explain next steps.

4 BE OPEN AND HONEST

Children appreciate honesty, particularly if you are having to share information or talk about a difficult subject. For example, you may be talking about death or loss; 'It's very sad that Nana has died' or 'I feel sad that Nana has died'. How you talk about a subject will differ depending on their age and developmental maturity. Talking about death to a younger child for example will be different to that of an older teen, as their experience and understanding of death is different.

9 MIND YOUR LANGUAGE

Be mindful of the language you use at home to describe and talk about mental health. Stigma often arises from misconceptions and a choice of language which is harmful. Using the word 'mental', 'man-up' or other such words in a derogatory way won't encourage your child to talk about their mental health for fear of being belittled.

5 KNOW WHEN TO SEEK HELP

Assess the severity of the mental health difficulty you are noticing. Is the difficulty making it hard for your child to function regularly throughout everyday life? How frequently is your child affected, how long does it last and how persistent is it? Are they having problems controlling the difficulty? Talk to your child about your concerns and that it is likely they will need further support beyond family and friends.

10 IT IS OK TO SAY 'I DON'T KNOW WHAT TO DO NEXT'

Adults do not have all the answers but often children think they do. It is ok to acknowledge that what your child is experiencing is not something you have come across before or know anything about, but that you will work it out together and seek help together.

Meet our expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health green paper.



Sources of Information and Support

Your GP
Young Minds <https://youngminds.org.uk/>
<https://www.nhs.uk/conditions/stress-anxiety-depression/>
<https://www.actionforchildren.org.uk/news-and-blogs/parenting-tips/2016/november/a-simple-guide-to-active-listening-for-parents/>
<https://www.themix.org.uk/mental-health>