

NEWSLETTER

Flushing C of E Primary School



WEEK ENDING: 17th October 2025

Read for Good Readathon! - AMAZING TOTAL so far of £505.20- Thank You

Thank you so much to everyone who has been avidly reading over the last three weeks to raise money to support this wonderful charity. If your child has kept a list of the books they have read, please bring them into school as we would love to see them!

Please could any sponsorship money raised either be paid online on the Read for Good website: https://readathon.my.salesforce-sites.com/sponsor/R4G_SponsorPupilFindSchool1 or if you wish to donate in cash, please bring it into the school office and we will pay it in for you.

Many thanks for your support of your child's reading and this important charity. Alison Eva

Dear Families,



This week, it has been lovely to hear how our lovely little school is influencing things in our local area and at national level. Firstly, as you will know from previous newsletters, the children have been very passionate about the reopening of the Ships and Castles pool. They spoke to MP Jayne Kirkham when she visited the school and the Pendennis Leisure group heard about us. We are very proud that Flushing children's writing and art work will be displayed at the Open Day at the leisure centre this weekend for the whole local community to see.

Secondly, when Jayne visited, she was very interested to hear of our plans to create a library in the Back Room at school. She was so inspired by our

project that she mentioned it and Flushing School in a debate in the Houses of Parliament this week! Work is beginning on the library over half term so look out for more updates.

Well Done Team Flushing!

Next week we will be celebrating Harvest with our annual service at St Peter's and distributing food boxes to members of the Flushing community which are always well received. Please could we have donations of non-perishable foods on Monday ready to pack the boxes. Any surplus items will be donated to the food bank.

Looking forward to seeing you at the church on Thursday.

With best wishes for the weekend,

Mrs Power

Reminder if you have misplaced a letter sent from the school you can find copies on the school website [Flushing School - Copies of Letters to Parents](#).



23rd October—Harvest festival at the church 14:15—15:15

24th School closed—Inset Training Day.

27th October—31st October—half Term

10th November—Class Meetings—Dolphins 2.15

11th November - 8.30 am - Individual and siblings' photos NEW

11th November—Flu Injections

11th November—Class Meetings Seals and Dolphins

12th November—Class Meetings— Starfish

12th November - Seals Trip NEW

12th December—Starfish Nativity—Church

16th December—Key Stage 2 Carol Service

17th December - Cinema Trip

18th December - Last day of term

19th December—Inservice Training Day.

Last Wednesday, we held an informal meet up for parents/carers involved with the school to discuss how we can support fundraising going forward.

Xmas Term Activities:

- Wreath Making Evening : Flushing village Club - 1st week Dec (Date TBC) Some helpers to help forage for materials a few days before and help with refreshments/set up . Also anyone with wreath making skills welcome!
- Flushing Xmas Fayre - After Christingle Service at Village Club. Evening of Mulled wine/mince pies/fresh pizza and games/stalls for children. Run largely by the Dolphin class and aimed at a community event/get together.

Other Possibilities - If we could get some helpers..

- Possible Xmas Film afternoon/evening - Xmas film, onesies & teddies! A couple of people to run would be great.
- Sponsored event e.g. Santa Walk to Mylor
- Xmas Cards

Spring Term

- Quiz & curry night in Flushing - end of Jan

Summer Term

- Sports Day refreshments and BBQ

Other ideas:

- Cake/Craft sales/Preloved sales - kids clothes/toys
- Larger sponsored event to raise specific funds for a school project
- Class Reps to get the word out and rally volunteers for events - Looking for 3 to help spread messages, bring back class ideas and help look for helpers for any events - Looking for volunteers!

Lisa Beverley Jones



Listed below are the fun activities Sophie and Elle will be running for your child's place through Parent Pay at the cost of £6. There is no club on a Friday now.

Please can we ask that you are on time to collect your child as any collection after 4.30 will incur the late charge of £1.00 per minute. This was in place last year as well.

• Monday 20th—Marshmallow Tower



ase book your
o Thursday.

PRAISE AWARDS

Well done to the following children who received their Praise award Certificate in assembly today.

Starfish -

Seals -

Dolphins -

Pictures from the last sailing session on Tuesday where the children all achieved their RYA Stage 1 sailing since starting in May this year.





Managing School Morning Anxiety:

A Guide for Parents & Carers

When your child is struggling with school attendance, mornings can feel impossible. This resource offers practical strategies you can use the night before and on the morning itself to help your child manage anxiety and make it through the door. These approaches work because they reduce uncertainty, give your child a sense of control, and break overwhelming feelings into manageable steps. They won't eliminate anxiety overnight, but they create conditions where your child can cope better.

An Important Note Before You Start

These strategies work best when your child feels safe and supported at school. If you have concerns that your child's needs aren't being met during the school day, whether that's around friendships, learning, sensory needs, or something else, it's worth having that conversation with school first. Pushing through morning anxiety when school itself feels unsafe can make things worse rather than better. Most schools will welcome an open conversation about how to support your child more effectively.

The strategies below expand on each of these approaches, with specific scripts and examples to help you implement them. Read through all seven to get the full picture, then choose one or two to focus on this week. This might feel like a lot when you're already exhausted and mornings feel impossible. You don't need to do all of this perfectly. Even one small change - waking them more gently, or preparing clothes the night before - can shift the whole morning. Start where you can, and be kind to yourself in the process.

1. Build the night before runway

The morning doesn't start when your child wakes up, it starts the evening before. Creating calm the night before gives anxiety less room to take hold.

Pack bags together, lay out uniform or clothes, and prepare breakfast choices before bed. This isn't about being controlling - it's about removing decision points that feel enormous when anxiety is high. A Year 3 child who knows their PE kit is ready won't lie awake worrying about it. A Year 10 student who's chosen their clothes won't spiral about what to wear when they're already feeling shaky. Keep the evening routine predictable and end it positively. If your child goes to bed after conflict about tomorrow, that anxiety marinates overnight. A simple "Tomorrow we'll take it one step at a time, and I'll be right there with you" gives them something steadier to hold onto.

What helps: Creating a visual checklist they can tick off (bag packed ✓, uniform ready ✓, water bottle filled ✓)

What doesn't help: Lengthy conversations about school worries right before bed - this activates anxiety when they need to wind down

Script to try: "Let's get tomorrow ready now so morning-you has an easier time to me. What shall we sort first?"

2. Wake them with connection, not urgency

How the morning starts sets the tone for everything that follows. Anxious children are already braced for difficulty, waking them gently gives them a chance to regulate before

demands begin. Build in time for a calm wake-up. This might mean setting your alarm 15 minutes earlier. Sit on their bed, use a soft voice, perhaps a gentle hand on their shoulder. For younger children, you might bring a favourite teddy to "wake them up too." For teenagers, this might look like opening curtains quietly and giving them a few minutes before you come back. Avoid launching straight into the morning timeline. "It's 7:15, you need to be dressed by 7.30" immediately cranks up pressure. Instead, help them transition into the day: "Morning love, I've put your clothes on the radiator so they're warm."

What helps: Predictable wake-up routines (same time, same person if possible, same gentle approach)

What doesn't help: Surprise wake-ups, bright lights suddenly on, or immediately listing everything they need to do

Script to try: "Good morning. Take a minute to wake up properly, then come down when

3. Offer small, manageable first steps

When anxiety is high, the whole morning feels like an insurmountable mountain. Break it down into the smallest possible steps and celebrate each one. Don't think about getting them to school - think about getting them to the next achievable thing. Can they sit up? Brilliant. Can they put on one sock? Amazing. Can they come downstairs? You're doing it. Each tiny step completed is evidence they can cope, which makes the next step feel more possible. This matters across all ages. A Year 1 child might need "Can you bring teddy downstairs?" A Year 7 student might need "Can you just sit at the table, even if you don't eat yet?" The principle is the same - make success achievable. Acknowledge the difficulty without dwelling on it. "I know

this is really hard right now, and you're doing it anyway" is more powerful than "Come on, it's not that bad."

What helps: Breaking tasks into micro-steps ("Let's put our feet on the floor" rather than "Get dressed")

What doesn't help: Focusing on the end point ("You've got to be in school by 8:45") when they're struggling with step one

Script to try: "You don't have to think about school yet. Right now, we're getting downstairs that's all."

4. Create a pressure-release moment

Build in one predictable moment each morning where your child doesn't have to perform or push through - they can just exist for a few minutes. This might be sitting together with a hot chocolate before anyone speaks about the day ahead. It might be five minutes stroking the dog. For older children, it might be listening to a particular song in the car before you set off. The specific activity matters less than the consistency - this becomes their anchor point, the bit of morning they can trust won't be hard. This isn't avoidance or reward for anxiety - it's strategic regulation. You're giving their nervous system a chance to settle before asking them to do something difficult. A Year 4 child who's had five calm minutes colouring while you make toast has more capacity to face getting ready than one who's been hurried and pressured from the moment they opened their eyes. Protect this time fiercely. Don't use it for negotiations about school or checking if they're "feeling better yet."

What helps: The same activity in the same place at roughly the same time each morning

What doesn't help: Skipping it when you're running late, or using it to talk about feelings and worries

Script to try: "This is our calm-down time. We're not sorting anything out right now, we're just sitting together."

5. Name the anxiety without amplifying it

Acknowledging that your child is anxious validates their experience. But asking repeatedly "Are you feeling anxious?" or "How anxious are you?" can accidentally make them focus more intensely on the feeling. Use simple, matter-of-fact acknowledgment. "I can see this is tough right now" or "Your body is feeling a bit wobbly this morning" describes what you observe without requiring them to analyse or defend how they feel. For younger children, you might say "Your worry is being loud today." For teenagers, "I know this feels rubbish." Then gently redirect toward action. Not "Don't worry" or "Calm down" - both are impossible when someone is anxious - but toward the next small thing they can do. If your child wants to talk about their worries, listen briefly but don't get pulled into problem-solving mode during the morning rush. "That sounds hard. Let's get through this morning, and we can talk about that properly after school when we have time to sort it."

What helps: Brief validation followed by gentle redirection to action

What doesn't help: Lengthy reassurance, repeated checking of anxiety levels, or trying to logic them out of feelings

Script to try: "I hear you. And I know you can do hard things. What's one small thing we can do right now?"

6. Have a "bare minimum" plan for really tough mornings

Some mornings will be worse than others. On days when anxiety is overwhelming, having a pre-agreed "Plan B" stops you both from spiralling into conflict or defeat. Decide in advance what constitutes success on a difficult day. Maybe it's getting to school but going straight to the office instead of class. Maybe it's arriving late but arriving. Maybe it's doing a shortened day. This needs to be agreed with school beforehand so you're not making it up under pressure. Frame this clearly to your child: "Today feels like a Plan B day. That means we're aiming for [specific adjusted goal] instead of the full morning. We're still going, just differently." This removes the binary of "go to school or don't" and replaces it with "how can we make this manageable today?" For younger children, Plan B might be "You can take your comfort toy today even though it usually stays home." For older students, it might be "We'll drive instead of the bus" or "You can message me at break >me."

What helps: Having this plan written down and agreed when everyone is calm, not negotiated in the moment

What doesn't help: Making it up differently every >me, or using it as a threat ("If you don't get ready now, we're doing Plan B")

Script to try: "This is a Plan B morning. We talked about this. Here's what we're doing instead."

7. Maintain the direction of travel

The hardest part of parenting an anxious child through difficult mornings is holding the boundary that school is where we're going, while being compassionate about how hard that is. This doesn't mean dragging a screaming child out the door. It means maintaining a calm, consistent message: "I know this is horrible. And we're s>ll going. I'm going to help you do this." Then you follow through by breaking it into smaller steps, offering the support they need, and staying alongside them. Avoid getting into debates about whether school is necessary or fair. "I'm not going" needs a response like "I understand you feel that way. Let's get your shoes on" rather than reasons why they should go. Keep instructions simple and repeat them calmly: "Shoes, coat, car. That's all we're doing right now." Be prepared that you might need to drive them while they're still upset, walk them in while they're still wobbly, or hand them over to staff while they're still resistant. That's not failing - that's helping them do something their anxiety is telling them they can't.

What helps: Calm, repetitive instructions and staying physically close to guide them through

What doesn't help: Reasoning, pleading, or getting emotionally activated yourself

Script to try: "I can see how hard this is. I'm not going to make you do this alone, but we are doing it."

This Week, Try This

Pick one strategy from the list above that feels most doable for your family. Implement it consistently for five days before deciding if it helps.

When It's Not Getting Better

If mornings remain significantly difficult for more than two weeks despite trying these approaches, contact your child's school. They may be able to offer staggered starts, a key person to meet your child, or involvement from pastoral support. These approaches work best when home and school are working together. If anxiety is persisting or worsening, it's worth having an open conversation with school about whether there's anything happening during the school day that needs additional support - whether that's friendships, learning, sensory needs, or something else. Most schools will welcome this conversation as a chance to problem-solve together. Persistent morning anxiety around school attendance sometimes signals underlying issues that need a team approach.

Questions to reflect on:

- Which part of the morning feels hardest for my child right now?
- What's one thing I could prepare the night before that would help?
- Do we have a Plan B agreed with school for overwhelming mornings?

You know your child best. Some of these strategies will fit your family, others won't. The goal isn't perfect mornings; it's manageable ones where your child gets through the door with their dignity intact and your relationship protected. Small improvements count.



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October Half Term: 9am- 3pm
22nd, 23rd, 24th
29th 30th & 31st

LET'S GO

ADVENTURE

Expect

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- Shelter Building
- Mindful Activities
- Cooking
- Woodland Walks
- Creative activities
- Campfire Stories
- Learning
- Whittling

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