

# St Martin's Newsletter



SPRING TERM - Friday 23<sup>rd</sup> February

## Request From EYFS

We now have access to the outdoor area but it is **very muddy** at the moment. If anyone has any **old wellies** that they could donate to Reception class we would really appreciate it. We are after any sizes from **size 7 – size 12** please.

Thanks

## Assembly

Assembly next week will be led by **Year 1**. Parent's and carers are invited to join us.

## Attendance

Whole school attendance keeps climbing and this week it is up to **93.6%**. 😊



## St Martin's Stars

**Well done to everyone who got a certificate this week.**

Purple Tie certificates are given for children who embody our rules of being Kind Respectful and Responsible.

**Pre-School – Albie C**

**Year R – Ava-Grace C**

**Amelia-Rose R**

**Year 1 – Anthony A & Alice W**

**Ruby-Rae C**

**Year 2 – Kasi N & Abigael M**

**Aviana BK**

**Year 3 – Chimmy I & Reggie W**

**Fyona M**

**Year 4 – Laurence J & Penelope G**

**Ella H**

**Year 5 – Alfie S & Freya F**

**Logan J**

**Year 6 – Briea M & Matilda R**

**Daisy J**

## Family Learning Workshops

We have **two family learning workshops** coming up

**Family fun** for **Pre-school, Reception and KS1** on **Wednesday 13th March 2024** at 1.30-3.00pm.

**Online wellbeing** for **Year 4, 5& 6** on **Wednesday 27th March 2024** at 1.30 – 3.00 pm.

You will be able to book on using the school spider app.

## World Book Week

The year **world book week** is during **week beginning 4<sup>th</sup> March**.

During this week we will be taking part in many activities to support our love of books and reading  
A reminder of what each class should dress up as.

EYFS (preschool and reception) can come in their pyjamas with their favourite bedtime story and teddy

Y1 & Y2 - Fairytales

Y3 - Egyptians / Stone age

Y4 - A character from the book 'Leon and The Place Between'

Y5 – Dress up as their 'hero' remembering not all heros wear capes

Y6 - Baddies i.e. Miss Trunchbull, Medusa

## Jewellery

We have had a few occasions of lost and broken jewellery and accidents caused by wearing jewellery in school. Children should not wear **any** Jewellery to school – the only exception to this is small stud earrings. If your child is unable to remove these for PE then they should be taped up in the morning on their PE days. This is a health and safety requirement.

## Attendance

*Year R - 92% 2 Lates*

*Year 1 - 97% 7 Lates*

*\*Year 2 - 94%\**

*Year 3 - 94% 4 Lates*

*Year 4 - 90%*

*\*Year 5 - 96% 6 Lates\**

*Year 6 - 92%*

4 Classes with less than 10 lates

**\*Well done to year 2 & 5, this weeks Dojo Champs\***

Anyone who comes into school after 8:50am is marked as late. Please try to be an attendance



## Packed Lunch

We have noticed an increasing amount of high sugar foods making their way into packed lunches. We appreciate that it is parental choice what a child eats but children will not be allowed to eat sweets such as haribo at lunch times. We recommend that only one item of food is sugary e.g. a chocolate biscuit. The school lunches are an excellent way for children to get a healthy balanced lunch and are free for every child in YR-Y2. For ideas for healthy packed lunches visit [Lunchbox ideas and recipes – Healthier Families - NHS \(www.nhs.uk\)](#).

This week's guide examines how you can support your child's self-regulation. Click the link or see the attached guide for more information.

At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit [nationalcollege.com](https://nationalcollege.com).

## 10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

### 1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person - ideally through play and games - allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

### 2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

### 3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on - as well as those who have experienced adverse childhood experiences - may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

### 4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

### 5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with - the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

### 6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

### 7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another - so it's important to offer a choice of resources to discover which they prefer.

### 8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

### 9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

### 10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it *does* happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

### Meet Our Expert

Georgia Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



#WakeUpWednesday

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