

Broadhempston Primary School

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NEWSLETTER Thursday 29th February 2024

Dear Parents/Carers,

I hope you had a good half term. I am sure that the next few weeks will fly by ~ it'll be Easter before we know it! We have a fairly busy time ahead, so please check the dates at the end of this letter.

BROADHEMPSTON LEARNERS

Birch Class Reception: It was wonderful to watch our youngest children share their learning and singing in their first ever class assembly – what confidence they all had! I think it was particularly brave of Miss Tarsky to set off the rockets in the hall...thank goodness they all worked!



Birch class are so excited to have set up their own Book Club! Parents are invited into class each Monday (just before home time) to share our favourite stories with us.

Do come along - we'd love to see you!

Sycamore class Music is back for another half-term, and we have been diving into Chinese culture and learning about the symbolic dragon dance. We have been looking at pentatonic melodies and their place in the Chinese New Year celebrations. Sycamore have been listening to a variety of clips and noting down what they hear on mini whiteboards this week. By the end of the unit, we will have prepared our very own soundtrack - Gong xi fa cai!



In computing **Oak Class** created their own paper database cards with an animal theme. Sorting their own cards alphabetically wasn't too time consuming but sorting everyone's cards into one central database proved a little more challenging ... 😊

In PE this half term, Oak Class are learning how to play hockey and this week's lessons were all about dribbling with control and evading (some very keen) defenders.



SAFEGUARDING & ATTENDANCE

Attendance: (Our school target is 97%)	
Whole school	96.8%
Birch Class	96.5%
Sycamore Class	96.9%
Oak Class	97.1%

If you are concerned about a child's wellbeing, please contact the school or in non-school hours contact MASH on 0345 155 1071.

Our designated safeguarding lead is Mrs. Ryder and the deputy safeguarding officers are Miss Barlow & Mrs Carwithen.

The ability to manage our feelings, thoughts and behaviours in effective ways – known as self-regulation – is gained gradually through childhood and into adolescence. It's acknowledged as a pivotal element in young people's development but can prove trickier for some children to master than others. In this guide, you'll find expert suggestions on ways of supporting children as they build their ability to self-regulate. Demonstrating how you process your own emotions – and selecting appropriate literature and other resources – are just some of the practical tips on helping young ones on their journey towards self-regulation.

<https://nationalcollege.com/guides/self-regulation>

At The National College, our **WakeUp/Wednesday** 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, facts and tips please visit 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 assuring 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 bigger they are someone they are near, an unmet sensory need or something else entirely. Once you identify some triggers, we can help to avoid or overcome them.
- 6. USE SUITABLE LITERATURE**
There are some wonderful books that can help 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 for 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. When you're 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 Resource Blog, where she shares child-led educational recommendations for parents and teachers of children with SEND.

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The National College

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PARENT CONSULTATIONS

Thank you to all the parents and carers who attended their Child's parents evening this week. I hope you have found them informative and that you have a good idea about the progress your child is making and their next steps. Sometimes, a ten-minute chat isn't enough with the teacher, and you may have more that you would like to discuss, if this is the case, please make contact via Therese and she will book some additional time for you to have a further discussion with your child's class teacher.

PARENT VIEW QUESTIONNAIRE

If you haven't already done so, could you please take a look at Parent View which gives you the chance to tell us what you think about our school. Parent View asks for your opinion on aspects of our school, from the quality of teaching, to dealing with poor behaviour.

<https://parentview.ofsted.gov.uk/>

We value your responses as we need your thoughts to help us conduct our school reviews and improvement plans with thoroughness. Thank you!

ETHOS & VALUES

What a fabulous example of living out our values and supporting our Eco Group. Well done to Fleur and Elin for completing a litter pick with mum after school last week. The girls did an amazing job of litter picking in 2 different places in Newton Abbot and were shocked and disappointed at how much litter they found, but very happy to be doing their part in the clear up. They filled half the bag! 😊



COMING UP- DATES FOR YOUR DIARY

5 th March	Sycamore Class Mosque educational visit
13 th March	Oak Class educational visit: Occombe Farm
13 th March	Sycamore class assembly for parents 3pm village hall
20 th March	Oak class assembly for parents 3pm village hall
25 th March	Y5/6 Hockey tournament
28 th March	Break up – 3.30pm finish

That's all the news for now. Have a good weekend.

Jill Ryder.