



Thursday 29<sup>th</sup> February 2024

## LETTER FROM THE HEADTEACHER

Dear Parents and Carers,

### BORE PLACE

The Bore Place residential trip was a big success. The children enjoyed all the activities, especially lighting a campfire and artwork around the farm. Mrs Moss said everyone's behaviour was excellent and they made the school proud. Photos from the trip can be found on the next page.

### RED NOSE DAY

Don't forget that red noses are on sale each morning at a cost of £2. Get your nose before they sell out!

### WORLD BOOK DAY

World Book Day is on 7<sup>th</sup> March. Children are encouraged to dress as their favourite book character for school. There is no charge for this event.

### YEAR 6 SECONDARY SCHOOL OFFERS

Year 6 pupils will receive their secondary school offers on 1<sup>st</sup> March via email from Kent admissions. This email is usually delivered after 4pm, but keep your eyes peeled throughout the day in case it arrives early.

### YEAR 2 – RAF TRIP

Cedar class will be visiting the RAF museum on 5<sup>th</sup> March. Children must wear their school uniform for easy identification. The trip costs £16.50 per child which must be paid via horizons asap. I look forward to updating you on how the trip goes next week.

Have a lovely weekend!

Yours Sincerely,

Mrs A Wilson  
Headteacher



## BORE PLACE RESIDENTIAL







## LET'S TEAM



## ONLINE GUIDANCE

### 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 Durant 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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## SECOND HAND UNIFORM



To help with the current cost of living crisis,  
we will be selling affordable school uniform  
from the main office.

These items will be second hand.

We welcome any donations from  
parent/carers of pre-worn  
uniform/ PE kits/ school shoes/ etc to be  
kindly handed into the school office.

Items with logos will be £2.  
Items without logos will be £1.

Stock will be dependent on donations,  
Please speak to the office for more  
information or email

[office@lawnprimary.co.uk](mailto:office@lawnprimary.co.uk)



## SPACE COMPETITION – ALL YEARS



Herovisits - Spaceman / Book Author / Superhero visits in Kent

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\*\*\* DRAW an ALIEN competition \*\*\*

We are looking for 1 new alien to be part of our new 'I want to go to space' books that will be released in May 2024. The winner will get their alien drawing published in our book. They will also receive an author signed copy (given in person or sent to them in the post).

**RULES:**

A) We only ask that those that enter are ok to be photographed with their winning book. If you do not want your photo on social media please don't enter.

🤓 ONE Alien drawing per entry.

C) Name / Age / location is on the drawing.

D) Alien drawing to be sent to : [herovisits@yahoo.com](mailto:herovisits@yahoo.com)

E) Judging will be carried out by the author & illustrator.

F) Please LIKE our page: [Herovisits - Spaceman / Book Author / Superhero visits in Kent](#) as this is where information and results will be announced)

G) Entry ends 30th April.