School Office Friday Update

REMINDERS FOR THE WEEKS AHEAD	
Monday 11th March	• Stay and Play – Class 1 and 2 – 2.45pm – 3.15pm • Qualitas Club after school – KS2 Cricket - *use ParentPay to book*
Tuesday 12th March	• School football team training • Qualitas Club after school – KS1 Bench Ball - *use ParentPay to book*
Wednesday 13th March	• Book Look – Class 3 and 4 – 3.15pm-3.45pm • Qualitas Club after school – KS2 Netball - *use ParentPay to book*
Thursday 14th March	• Little Smiles Parent and Toddler Group 9-10.30am • Class 3 Swimming • Choir after school
Friday 15th March	• **Comic Relief – Children can come to school in their own clothes and crazy hair in return for a donation to the charity**
Monday 18th March	• • Qualitas Club after school – KS2 Cricket - *use ParentPay to book*
Tuesday 19th March	• Class 1 to Matlock Farm Park • Qualitas Club after school – KS1 Bench Ball - *use ParentPay to book*
Wednesday 20th March	• • Qualitas Club after school – KS2 Netball - *use ParentPay to book*
Thursday 21st March	• Little Smiles Parent and Toddler Group 9-10.30am • Class 3 Swimming • Choir after school
Friday 22nd March	•

Other News

Confirmation of school INSET DAYS for the next academic year 2024-2025

Wednesday 4th September 2024
Thursday 5th September 2024
Monday 4th November 2024 **Monday**
24th February 2025
Monday 2nd June 2025

- **Parent Pay – Please check your Parent Pay accounts and ensure all are up to date.**

- Class 1 – Please Use ParentPay to provide your consent for your child to attend the trip on Tuesday 19th March to Matlock Farm Park and to make payment.

Please do not hesitate to contact us on 01629 56813 or by email enquiries@st-giles-matlock.derbyshire.sch.uk with any questions or queries.

Friday updates can be found in the Newsletters section of our school website.

FURTHER DATES FOR YOUR DIARY	
Monday 11th March	STAY AND PLAY - CLASS 1 AND 2 - 2.45PM-3.15PM
Wednesday 13th March	BOOK LOOK - CLASS 3 AND 4 - 3.15PM-3.45PM
Friday 15th March	**COMIC RELIEF – children can come to school in own clothes and crazy hair for a donation to the charity**
Tuesday 19th March	CLASS 1 TRIP TO MATLOCK FARM PARK – AVAILABLE ON PARENTPAY TO PAY AND CONSENT.
Wednesday 27th March	CLASS 2 TRIP TO CRICH TRAMWAY MUSEUM – details soon
Thursday 28th March	LAST DAY OF SCHOOL BEFORE SCHOOL CLOSES FOR EASTER LAST SWIMMING FOR CLASS 3
Monday 15th April	SCHOOL REOPENS FOR THE SUMMER TERM
Thursday 18th April	NO SWIMMING THIS WEEK
Thursday 25th April	SWIMMING FOR YEARS 5 AND 6
Monday 6th May	Bank Holiday
Monday 13th May	KS2 SATS – English Grammar and Spelling Papers 1 and 2
Tuesday 14th May	KS2 SATS – English Reading
Wednesday 15th May	KS2 SATS – Maths Paper 1 and 2
Thursday 16th May	KS2 SATS – Maths Paper 3
Friday 24th May	LAST DAY OF SCHOOL BEFORE SCHOOL CLOSES FOR HALF TERM
Monday 3rd June	SCHOOL REOPENS
Monday 17th June	**INSET DAY SCHOOL CLOSED**
Wednesday 3rd July	Y6 – Transition Day to Highfields for pupils joining in September
Thursday 4th July	Y6 – Transition Day to Lady Manners for pupils joining in September
Tuesday 23rd July	LAST DAY OF SCHOOL BEFORE SUMMER BREAK NO AFTER SCHOOL CLUB
Wednesday 4th September	**INSET DAY**
Thursday 5th September	**INSET DAY**
Friday 6th September	**First Day of Term**

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.

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 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



Georgina 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

The National College

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March 2024

Dear Parents and Carers

Did you know that as well as free school meals during term time, you are also entitled to access FREE holiday clubs this spring?

The Holiday Activity and Food Programme, known throughout Derbyshire as 'It's About Me' is funded by the Department for Education and gives eligible young people access to FREE places at holiday clubs across the county.

If your child is aged between 4-16 and is eligible for benefits-related free school meals, then they are entitled to access It's About Me holiday clubs for free! There are a huge range of activities available including sports and games, arts and crafts, cookery, dance and music. All clubs include a nutritious meal too! Programmes vary depending on the type and location of each club.

If your child is not eligible for the It's About Me programme, many clubs also offer paid places which you can book with them directly.

To book your holiday club you will need your unique IAM code which will be distributed via your child's school. If you have not received your code, but believe your child is eligible for the programme, please contact your school office.

To book your activities and to find out more information go to www.itsaboutmederbyshire.co.uk or speak to your school office. To receive programme information and updates directly to your inbox, Sign-Up to It's About Me updates.

The Spring 2024 holiday clubs will take place from **Tuesday 2nd to Friday 12th April.** Excluding bank holidays and weekends. **Bookings open on Monday 11th March.**

Kind regards,

The Admin Team
St Giles CE Primary School

Lady Manners School

