

NEWSLETTER SPRING 2024



Whimble Primary School

Issue 7

23.02.24

Well, we have all managed to get soaked at some point this week. Despite this, the children have settled back into school and all of our Year 5 children have enjoyed spending three days exploring Bristol and Bath. I am sure they will be full of their adventures when they return home to their families. We are extremely proud of them and I would like to thank Miss Clarke and Miss Vicary for accompanying them.

World Book Day

Whimble's World Book Day is on Friday 8th March. The costumes do not have to be spectacular, and we really love the home made ones. You can even just dress up as a child, for example, Charlie from Charlie and the Chocolate Factory or Matilda from Matilda!

The chosen authors are: (any book can be chosen these are just suggestions)

Eric Carle: The Hungry Caterpillar, Brown Bear, From Head to Toe, The Very Busy Spider

Roald Dahl: Charlie and the Chocolate Factory, The BFG, Fantastic Mr Fox

Michael Rosen: We're Going on a Bear Hunt, Rabbit Foo Foo, lots of poems!

Michael Morpurgo: Kensuke's Kingdom, Born to Run, Running Wild

Simon Mugford: Messi, Renaldo, Kane, etc

J K Rowling: Harry Potter series



Dance and Craft Club

For those who have signed up to these two clubs, a confirmation email should have been received today with details on how to make a payment.

Federation News from Mr Jolliffe

The Year 5 visit to Bristol and Bath has taken place over the last three days and I have enjoyed getting to know the children in this year group from across the federation, especially those children from Whimble School who joined us for the first time. The children had the opportunity to visit Aerospace Bristol and go on Concorde, saw a fantastic performance of 'Wicked' at the Hippodrome and learned about the importance of the Roman Baths to the development of the city since the hot springs were first discovered. Today, we have been to SS Great Britain, Brunel's famous iron-clad ship, in Bristol docks before travelling home. The children received a number of compliments from the guides at the different venues and worked really well together. I hope some new friendships have been formed as a result of their time together. Huge thanks as always to Mr Holding for organising the visit and for all the staff who gave up two nights of sleep to come too. Particular thanks to Miss Clarke and Miss Vicary from Whimble who joined the team for the first time.

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 is 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 them 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 bigger the picture you have at hand, the easier it may be to identify any patterns or 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 and ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to read books to support the child's books or 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 busy 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 settle 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.

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Wake Up Wednesday (attached with this newsletter)

Learning to deal with everyday difficulties. 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 our [#WakeUpWednesday](#) guide this week, 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 - figure in our collection of practical tips on helping young ones on their journey towards self-regulation.

Dates for your diary

February

27th Street Jazz Club starts

28th Craft Club starts

March

8th Whimble World Book Day

18th Year 5 Showdown at Barnfield Theatre

w/c 18th Reception Parent Consultations (more info next week)

w/c 18th Report go home to parents

w/c 25th Parent consultations Year 1 to Year 6 if required

April

18th - 19th Year 3 and 4 residential to Okehampton

Key assessment dates for 2024

Year 6 SATs w/c 13th May

Phonics Screening (Year 1) w/c 10th June

Times Tables Check (Year 4) w/c 3rd June

Term dates for pupils - 2023/24:

SPRING TERM 2024

4th January to 28th March 2024

SUMMER TERM 2024

15th April to 25th July 2024

May Day holiday - 6th May 2024 Half term - 27th May to 31st May 2024

Non-pupil days (i.e. staff only): 3rd June and 28th June 2024

Term dates for pupils - 2024/25:

AUTUMN TERM 2024

5th September to 18th December 2024

Half term - 28th to 1st November 2024

SPRING TERM 2025

7th January to 4th April 2025

Half term - 17th to 21st February 2025

SUMMER TERM 2025

22nd April to 25th July 2025

May Day holiday - 5th May 2025

Half term - May 26th to 30th May 2025

Non-pupil days (i.e. staff only): 3rd and 4th September, 29th November 2024, 6th January, 27th June 2025

Headteacher: Mrs. Carole Shilston

Telephone/fax: 01404 822584

Email: admin@whimbleprimary.co.uk

Website: www.whimble-primary.devon.sch.uk