



One family, belonging, believing and learning together.
Romans 12v5 'So in Christ we, though many, form one
body, and each member belongs to all the others'.



WORLD BOOK DAY

We are celebrating world book day on **Thursday 7 March**: to keep it simple for parents, we are asking children to bring their favourite book to school and to come to school in comfortable clothes that they can lounge around and read in. These can be pyjamas or other comfortable clothes (remember, the children will be going outside on the day as well). We will be inviting parents in to read to classes, as well as nominating reading ambassadors for the day. Children will also be going to other classes to hear teachers read their favourite book.

During the day, we will also be planning some fun reading activities, which we hope everyone will enjoy.

We would also, on this day, like to hold a pre-loved book sale - please could you send in any books your children have enjoyed but would now be happy to pass on to others. All monies raised would go towards lovely new books - each class will be tasked with the job of selecting some books from the profits for their class libraries.

A small amount of money can be brought in on World Book Day - books will typically be priced at around 50p.

Donated books can be sent to the school office from early next week - we appreciate your support as always with this.

Sporty Stuff

Well done to our Y5/6 football team who qualified for the Champions league by finishing 4th in their group on Tuesday. Good luck to the Y3/4 indoor athletics team who compete in the first round of the Champions league on Thursday.

Diary Dates

Mon 26 Feb – Dogs Trust to visit all classes
Tues 27 Feb – Year 2 Outdoor Ed
Thurs 29 Feb – Year 1 Outdoor Ed
Fri 1 Mar – SportsReach leading family worship
Thurs 7 March – World book day
Fri 8 March – Mothers Day Breakfast
Fri 8 March – Biggest girls football day ever
Fri 8 March – Rev Helen Scammon leading family worship
Thurs 14 March – Dance workshop Alice in Wonderland
Thurs 14 March – 6.15pm-8.30pm KS2 swimming gala
Wed 20 March – 3.30pm-5pm PTA Easter Bingo
Thurs 21 March – Year 2 singing festival
Fri 22 March – NISCU leading family worship
25-28 March – Y5 bikeability
Mon 25 March – Reception Outdoor Ed
Tues 26 March – Y3 Outdoor Ed
Wed 27 March – Y3 Outdoor Ed
Thurs 28 March - Easter lunch
Thurs 28 March – break up

Found



A well loved monkey was found on the KS1 playground just before half term and he is still keeping the office staff company. We would love to return him to his owner.



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Absence from school

A polite reminder if your child is absent from school you must contact school at the earliest opportunity on the first day of illness and if leaving a message must clearly advise what the symptoms are. If your child has sickness or diarrhoea they must not return to school for at least 48 hours from the last episode, this is to help prevent the spread of the bug. Thank you for your cooperation.

Outdoor ed

Next week sees Y2 and Y1 outdoor ed take place. Y2 will be going to Warton Crag on Tuesday (remember, group 2 will return at 4:30pm), with Y1 going to Silverdale on Thursday (group 2 return at 3:30pm). All sessions are fully risk assessed and led by Phil from Big Adventure who we have used for the past 4 years. Children will have lunch in school as usual on both days. Please ensure you have returned your permission slip to allow your child to attend these days.

Caton Gala

Please don't forget to return your entries for the picture competition and application form for The Gala Queen, Page Boy and Attendants. Applications must be in by Friday 1 March. If you require paper copies, please ask at the school office. Thank you.

VIPs

A massive CSP well done to all our super VIPS this week.

Diamond - Myles fantastic effort with his reading and always smiling! Well done Myles!

Ruby – Ellis for being a problem solver and for working hard in phonics and Maths.

Topaz – Sebastian for fantastic enthusiasm and giving very thoughtful answers when the Fire Fighters came to give our fire safety talk.

Emerald - Rose for brilliant maths work on fractions this week.

Sapphire – Joseph for growing in maturity and embracing challenges

Amethyst – Sophia H for having an excellent work ethic and for being a kind and thoughtful person, thank you.

Emails

As mentioned on previous newsletters, please ensure any 'everyday' emails are sent to the office, or Mr Gittins, and not the class teacher – they won't see them during the day and spend the time before school setting up to teach the children! Emails regarding other matters concerning your child, should be sent to the class teacher, with an answer expected within 72 hours. Thank you for your cooperation in this matter.

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

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