



School News

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No. 21

22nd February 2024

DATES FOR YOUR DIARY

Friday, 23rd February - Fledglings Class Worship

Parents, carers, family and friends of children in Fledglings are warmly invited to join us for their class worship.

Friday, 23rd February - Cross Country Event at the Duke of York's

PTFA News

Monday, 26th February - PTFA AGM at 5pm in the School Hall

Parents, carers, family and friends are warmly invited to our AGM on Monday, 26th February. We are a small and friendly group of parents who would welcome you to our AGM, to share with you all our achievements this past year and exciting plans for the year ahead.

We hope to see you there!

Week Commencing 4th March - Mother's Day Gift Shop

We will again be holding our Mother's Day gift shop during lunchtimes in the library week commencing 4th March. Children will be able to purchase small gifts for loved ones costing between 50p to £3.00. Please can we ask that children bring money in a purse labelled with their name. **We would welcome volunteers to help for a short while at this fun event. We need help from 11.50am until 1.00pm any week day commencing 4th March. If you can help please contact the PTFA on Facebook, or via the school office.**



Thank you Mr Rogers and Mr Evans!

A big thank you to Mr Rogers and Mr Evans who erected the new shelter outside Year 1 which was paid for by the PTFA. The school are very grateful for the donation which is a great asset to the children in Year 1 enabling them to make more use of their outdoor space.

OTHER SCHOOL NEWS

Thank you!

Thank you for your support at this year's NSPCC Numbers Day. The children had great fun and we raised £173.62 in the process.

Top Tips to Help Your Child with Self-Regulation

Please see the attached leaflet you may find useful in helping your child understand, recognise and act on self-regulation. Self-regulation can be difficult for all children and in particular the very young and those with SEND. We hope the attached leaflet will give some tips that you may find useful to support your child .

SCHOOL WEBSITE

What's on the Menu!

Not sure what's on the menu for the week ahead? The school menu can be viewed on the school website so you know exactly what is being served that day, or for the days and weeks ahead. This can be found on our 'School Meals' page under the 'Parent' tab on the website.

Kind regards



Mr Neil Garvey
Interim Headteacher

AFTER SCHOOL CLUBS	
Week commencing 26.2.24	
MONDAY	
Cheerleading & Dance (3.30-4.15pm)	YES
Creative Station (3.30-4.30pm)	YES
TUESDAY	
Ballet (3.30-4.10pm)	YES
WEDNESDAY	
Singing Club (8.00 to 8.35am)	YES
Multi-Sports Club (3.30 to 4.30pm)	YES
THURSDAY	
Football Club (3.30-4.30pm)	YES
FRIDAY	

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

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