



Friday 28th March 2025

Topic – Tried and Tested!

Value of the Term – Cooperation



Dear Parents and Carers,

We have had another great week in school, finished off with a fabulous afternoon tea to celebrate our wonderful mothers' and female carers. It was fabulous to see so many of you enjoying your afternoon with your children and some lovely smiling faces too!

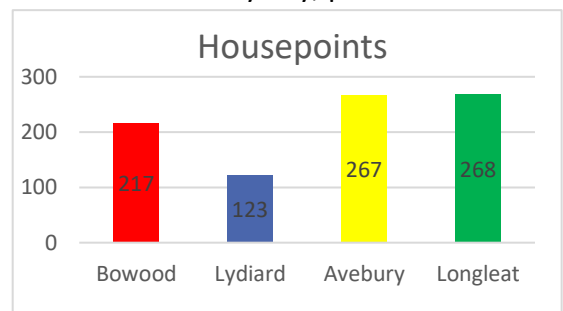
Year 3 and Year 4 have enjoyed trips out this week to enhance their learning experiences and the staff enjoyed an autism reality experience earlier in the week as part of our continuous professional development. We are always striving to do more and learn more in order to be as inclusive and accessible to all learners as possible.

We have celebrated these children in assembly today for achieving the certificate of excellence or the values award for their class:



Our attendance winners this week are Year 1 with 97.7%. A much-improved attendance level across the school this week – thank you all. Please keep sending your children to school every day, poor attendance impacts on all aspects of your child's development not just their academic achievements. If they are really not well enough to be in school, we will let you know.

Our housepoint winners of the week, as shown in the graph, are Longleat. We have one more week before we find out who will be the house winners for Term 4 – it is going to be another close contest!



Mountford Manor Primary School, Bothwell Road, Swindon, SN3 3EZ

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Wishing all our wonderful mums, carers, aunts, grans, nans, grandmas and anyone else who deserves to be celebrated this Sunday, a lovely day, hopefully with some Spring sunshine to enjoy.

Wishing you all a lovely, and safe weekend.

With best wishes,
Mrs Helen Wollington
 Headteacher

Attendance Ladder



Upcoming diary dates:

Monday 31st March – Marvellous Monday
 8:40am Early Years
 2pm Year 1, 3, 4, 5, 6

Tuesday 1st April – Marvellous Tuesday
 2pm for Year 2

Wednesday 2nd April – Year 5 Photography Workshop on The Ridgeway

Friday 4th April – End of Term 4
 Easter Movie Afternoon

Tuesday 22nd April – back to school, start of Term 5.

Forest School days
 Children should come to school in school uniform. They should bring with them a change of clothes for going into the forest including warm and waterproof clothing and old trainers or wellies.

UNIFORM REMINDERS

Red polo shirt
 Navy blue jumper or Cardigan. Black or grey trousers, skirt or pinafore dress. Black shoes or trainers



PE days
 Children can come to school in their PE kit on PE days. Plain coloured t-shirt (no football tops) of their house colour. Dark shorts or tracksuit bottoms and trainers.



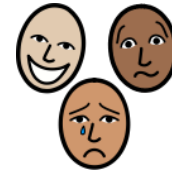
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PINS Update 5: Emotions and Behaviour

What do we mean by emotions? When we talk about emotions, response inside us that we experience in reaction to events and Examples are anger, happiness, frustration, sadness.



we mean the situations.

Neurodivergent children may find it hard to express emotions in a typical way.

What do we mean by behaviour? The word behaviour...

- Is often used when talking about negative behaviour
- Describes how your child responds to the situations they find themselves in or what is going on inside themselves
- Can refer to actions that challenge you as a parent
- Describes actions that put children in an unsafe position and/or actions that might hurt others
- Describes actions that might make you perceive that others are thinking negatively about your child (e.g. meltdowns in public).

Behaviour is a form of communication – it can tell us our child is stressed and not coping.

Strategies to support:

Scan the QR code to watch the 20 minute video for more information on emotions and behaviour and about a variety of strategies that can be used to support with this.



Sometimes we need to be a detective to find out more about what causes behaviours. The video shows how to do this. One way is to use the idea of an iceberg. We see the behaviours above the water line (such as shouting/ hitting)



The things we **can't** necessarily see might be causing what we **can** see. Some areas to think about....

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Area of need/strength	Possible causes of behaviour	Possible strategies to try
Communication	Does the child understand what they are being told? Can they express how they feel and what they want?	Use simple language Tell the child what to do (not what not to do). E.g. 'walk', instead of 'don't run'
Social Situations	Is the child feeling socially overwhelmed?	Buddy system Support for turn taking in a game
The Environment	We can think about the child's surroundings and what their senses could be experiencing (hunger/ noise/ tiredness)	Turn background noise off (e.g. TV) Comfort toys e.g. sensory blanket
Control and Need for a Routine	Does the child know what is happening next or do they feel out of control?	Write down/ draw a picture what is happening next on a piece of paper Draw a choice of next activities to choose from


PINS PARENT STORIES

Supporting emotions and behaviour:

Parents have told us the following helps:

- Write/ draw where you are going next
- Use a shopping list when out and about for the child to tick off
- Use a free online timer to help your child know when the activity will finish
- Try strawberry flavoured toothpaste
- Ask your child what helps them

Speak to your school and other parents to share strategies that might help your child with their emotions and behaviour.




Please complete the survey using this QR code regarding the PINS project that we have been involved with – thank you.

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