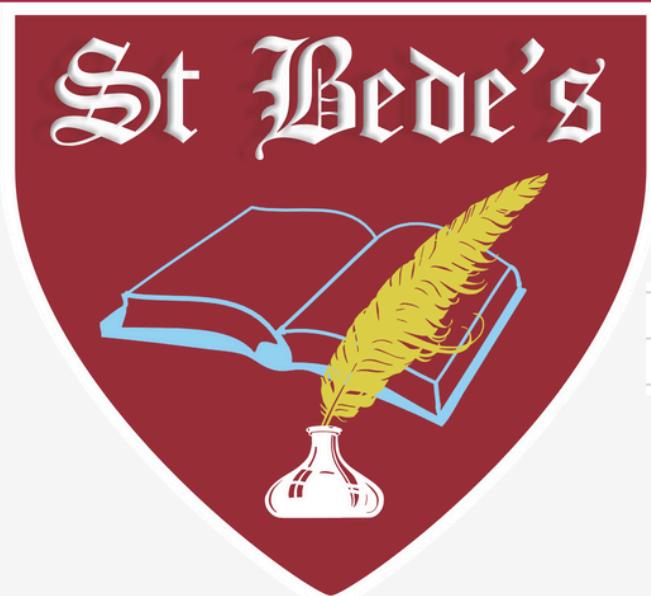


St Bede's Newsletter

Welcome to St Bede's...



This week...

Tuesday 13th Jan
Mr Morgan Y5 Class
Assembly 9.15am

Wednesday 14th Jan

- Y5 Mini Police session
- Y6 SATS Booster 3.10pm-4.15pm

Attendance up to 09/01/26

Y1	Y1/2	Y2	Y3	Y3/4	Y4	Y5	Y5/6	Y6
94.89	94.08	94.64	95.35	95.55	97.27	96.75	95.87	97.28

Coming up...

Tuesday 20th Jan
~~Mrs Derbyshire Y4~~
~~Class Assembly 9.15am~~
Rescheduled Tue 3rd March

Wednesday 21st Jan
Y6 SATS Booster
3.10pm-4.15pm

Don't forget to keep up to date with upcoming events via our school calendar

<https://stbedesdarlington.bhcet.org.uk/calendar>

Hit **SUBSCRIBE** to sync the school calendar with your personal devices

Our Safeguarding Focus This Week...

10 Top Tips for Parents and Educators

RECOGNISING & MANAGING STRESS

According to recent studies, over 60% of young people report feeling regularly overwhelmed – with stress impacting their learning, emotional wellbeing and social connections. If left unaddressed, stress can lead to more serious concerns such as anxiety, depression or disengagement. This guide offers ten practical, evidence-based strategies to help children and young people recognise, manage and recover from stress in healthy ways.

- 1 SPOT THE SUBTLE SIGNS**

Look out for changes in mood, behaviour, or energy levels, such as irritability, withdrawal, clinginess, or frequent headaches. These may indicate that a child is feeling overwhelmed. By tuning into these cues early and offering a calm, non-judgemental space to talk, adults can help children feel heard and supported before issues escalate.
- 2 KEEP CONVERSATIONS FLOWING**

Make time for open, informal check-ins – whether it's during car journeys, over dinner, or in quiet classroom moments. Let children know it's okay to talk about what's bothering them. Regular, low-pressure conversations create a safe space where emotions are validated, not dismissed.
- 3 MAKE MOVEMENT PART OF THE DAY**

Physical activity can dramatically reduce stress hormones while improving mood and focus. Encourage movement through activities children genuinely enjoy – from team sports to dancing around the kitchen. Even light activity like stretching or walking the dog can help us all unwind.
- 4 SUPPORT HEALTHY SLEEP PATTERNS**

Poor sleep makes stress harder to manage. Establish a calming evening routine that avoids screens before bedtime and promotes winding down, such as reading, listening to music, or chatting quietly. Good sleep hygiene helps reset mood, enhances concentration, and boosts emotional resilience.
- 5 PRACTISE MINDFULNESS**

Mindfulness doesn't have to mean long periods of meditation. A few slow breaths before lessons or short family meditation sessions before bed can make a real difference. These simple habits help children ground themselves, reduce emotional reactivity, and build inner calm over time.
- 6 SET DIGITAL BOUNDARIES**

Excessive screen time, especially before bed or on social media, is linked with higher stress levels. Set clear expectations for when and where devices can be used and suggest screen-free alternatives like crafts, nature walks, or board games to promote digital balance and reduce overstimulation.
- 7 NURTURE SOCIAL CONNECTIONS**

Strong relationships act as a buffer against stress. Whether it's a trusted adult, a sibling, or a good friend, ensure children have people around them they can talk to and spend quality time with. Help them build those bonds through shared activities and meaningful interaction.
- 8 PROGRESS OVER PERFECTION**

Set realistic goals and praise effort, not just outcomes. When children feel pressured to be perfect, stress naturally follows. Celebrate small wins and help them reframe setbacks as learning opportunities. This helps build confidence and reduces the fear of failure.
- 9 TEACH EVERYDAY PROBLEM-SOLVING**

Use real-life scenarios to build resilience. Encourage children to identify problems, consider possible solutions, and choose a plan of action. Practising these steps builds a sense of control and reduces the helplessness that often accompanies stress.
- 10 BE THE MODEL THEY NEED**

Children notice how adults respond to challenges. Model healthy coping strategies such as taking breaks, asking for help, or calmly expressing frustration. By showing how you manage stress constructively, you help normalize these behaviours and encourage children to do the same.

Meet Our Expert

Anna Bosman is Director of Holcyon Education Ltd, Director for Wellbeing and Family Services at Leigh Trust, and lead expert for mental health at The National College. Anna specialises in strategic mental health solutions for schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.

#WakeUpWednesday

The National College



Welcome

We are delighted to share the wonderful news that Miss Wilson welcomed a beautiful baby boy, Luca, on Saturday. He arrived a little earlier than expected, but both mum and baby are doing brilliantly. We send Miss Wilson and her family our heartfelt congratulations as they enjoy this special time together.



SEND Newsletter

You can now view our Spring SEND newsletter on our school website. We also have regular SEND parental drop in sessions on Mondays after school throughout the year. Contact the school office any time to book an appointment

<https://stbedesdarlington.bhcet.org.uk/information/sen>

SEND NEWSLETTER SPRING TERM 25-26

Welcome back to the Spring term! We hope you and your families enjoyed a restful and enjoyable Christmas break. We're looking forward to continuing to work in partnership with you to support our children's individual needs and celebrate their progress in the months ahead.

Key Dates:

- January**: DPC Forum Wednesday 28th January 2-3pm
- February**: DPC Forum Wednesday 18th February 2-3pm
- March**: DPC Forum Wednesday 25th March 2-3pm
- April**: DPC Forum Wednesday 29th April 2-3pm

SEND CONSULTATIONS

SEND consultations will run throughout the school year between 3:30 and 4:30. This will consist of 3 x 20 minute meetings. The following dates will have appointments at:

- January**: Monday 12th, Monday 19th, Monday 26th
- February**: Monday 2nd, Monday 9th, Monday 16th
- March**: Monday 2nd, Monday 9th, Monday 16th
- April**: Monday 20th (first day back), Monday 27th

HALF TERM: W/C 23.2.23

SEND NEWSLETTER SPRING TERM 25-26

Working Together

To help your child have the best day possible, please share any information that may affect them with the class teacher.

- This might include a poor night's sleep, changes to their usual routine, skipping breakfast, illness or medication, worries or anxieties, or any other personal issues.
- Significant changes at home (for example, family changes or bereavement) can also have an impact and are helpful for us to know about.

Information can be shared by emailing the school office, who will pass it on to the class teacher.

Pupil Voice

What makes me feel confident?
"When I caught a ball"
"When I read 15 pages to Mrs Kiloran"

Adults help me ...
"My teacher helps me all the time in maths so I never struggle on a question."
"My teachers help me when I'm sad. She talks to me and it helps me be confident."

I am proud of...
"My work"
"Getting stickers"
"Helping my best friend when they are down in the dumps."

Pupil Voice - Quiet Lunch Club

"I can bring my friend in a quiet area and I can chat to my friend about stuff. I have my own space to breath."
"I come to lunch club to have my food and I eat it and I'm not distracted and it gives me half an hour to play with my friends."

SPEECH AND LANGUAGE

When we say communicate, we mean anything your child says or does to tell or show you something. Children communicate in lots of different ways. They might:

- use actions, like pointing or showing you things;
- use their eyes and/or facial expressions;
- make sounds or noises;
- use pictures or signing;
- talk in words or sentences.

Some of these ways of communicating are important. We should never force or tell children to say particular words or sentences – this can make some children anxious and can have the opposite effect. It's important to respond to any way your child communicates – whether this is through actions, sounds, facial expressions, pictures, signing or words. Here are some ways to help:

How to support your child:

- Ask your child what they like to do and what they are good at. Encourage them to talk about it.
- Encourage your child to use different ways to communicate, such as signing or pointing.
- Use simple language and gestures to help your child understand what you are saying.
- Use visual aids, such as pictures or symbols, to help your child communicate.
- Encourage your child to play with other children and to interact with them.
- Provide opportunities for your child to practice their speech and language skills, such as reading books or playing games.