

St Bede's Newsletter

Welcome to St Bede's...



Attendance up to 26/09/25

Y1	Y1/2	Y2	Y3	Y3/4	Y4	Y5	Y5/6	Y6
98.40	98.66	97.63	98.53	94.35	97.39	98.28	93	93.59

This week's events...

Tuesday 30th Sep

Y6 Class Assembly 9.15am

Thursday 2nd October

SEND Parental Drop-ins
(bookable)

Other Important things
coming up in October to be
aware of...



Coming soon...

Tuesday 7th October

Reception 26' Parent's Open
Evening 3.30pm

Wednesday 8th October

SENDIASS Parental Support
Meeting 2-3pm

Thursday 9th October

-Tempest Class Photographs
-KS1 Multi-skills @ Eastbourne
Sports Complex

17th Harvest Mass (in church)

21st Y5 Miss Wilson's class assembly

21st -22nd Parental consultations

23rd Autumn Discos

Our Safeguarding Focus This Week...

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 Durnford 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

Please remember to check our school calendar regularly for important dates

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





WE'VE

RAISED

£582.80

Thank you to everyone who supported our Macmillan coffee morning. We are thrilled we were able to support such a worthy cause.

DON'T FORGET

Census Day lunch **this Thursday!**

In order to help us to do the best for your children we are asking for your support. This term's census is on **Thursday 2nd October 2025** and it is really important that as many children as possible in Reception, Year 1 and Year 2 have the free school lunch that they are entitled to.

We will also be running a '**Golden Ticket Raffle**' this day, where all children who have eaten a hot school lunch will have the chance of winning a prize!

CENSUS DAY

**THURSDAY
2ND OCT 2025**

Menu
HAM OR CHEESE PIZZA
CHICKEN GOUJONS
SAUSAGE ROLLS
JACKET POTATO
SANDWICHES

CHIPS
BEANS/SWEETCORN

ICE CREAM

'GOLDEN TICKET RAFFLE'
ALL CHILDREN WHO HAVE
A HOT SCHOOL LUNCH WILL
HAVE THE CHANCE TO WIN A PRIZE!

THE MENUS HAVE BEEN CHECKED
BY OUR COOK AND ALL CHILDREN
WITH ALLERGIES CAN BE CATERED
FOR SO THAT ALL CHILDREN CAN
JOIN IN THE FUN! HOWEVER, IF
YOU HAVE ANY CONCERNS, PLEASE
DO NOT HESITATE TO CONTACT
THE SCHOOL OFFICE.