

St Anne's Weekly Newsletter - 23-24 - Spring term week 8



Our weekly newsletter is sent out at the start of each week with all the important updates from school with all the information to keep our parents and families up to date.

Overview of updates for this week: 26.02.24

Our news for this week:

- Dates
- Art Week
- World Book Day - Wednesday 6th March
- Class assemblies
- Picture News
- Religious Education
- Attendance
- Safeguarding and Health
- Free School Meals
- Updating contact details
- Contact us

Dates:

Week beg 12.02.24 & 26.02.24 - Bikeability - Y6 pupils

26.02.24 - Art Week

28.02.24 - GIFT team - Our Lady's visit

01.03.24 - Art Gallery show for parents and the community

06.03.24 - World Book Day

07.03.24 - Y4 Camp Curiosity

11.03.24 - Islam week linked with Our World Religions for RE - children will be visiting a local Mosque

15.03.24 - British Science week - celebration day

25.03.24 - Holy Week

28.03.24 - Finish for Easter Holidays - 1pm close



Art Week:

At St Anne's we do Art & Design all year round, this is embedded in our long term plans.

As Art is part of our school improvement plan this year we're celebrating our drawing and design skills with a Art Week - this week.

We welcome Dave this week we is doing a mural in KS2, using a doodle technique. We can't wait to show this off at the end of the week when parents join us for the Art Gallery. Children in specific classes will be working with Dave later in the week on their own technique.

<https://davedraws.co.uk/>



World Book Day - Wednesday 6th March:

<iframe
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Class assemblies:

This term we're inviting parents to come to class assemblies. The below dates have been organised for Spring 2 half term.

This week assemblies are on Friday:

Friday 1st March:

Y4WD - 9.05-9.30am

Y2O - 9.30-9.55am

The Tuesday assemblies in the weeks following:

Tuesday 5th March

Y3C - 2.40-3.05pm

Y4J - 9.05-9.30am

Tuesday 12th March

Y1S - 2.40-3.05pm

Y5CK - 9.05-9.30am

Tuesday 19th March

Y3K - 2.40-3.05pm

Y6B - 9.05-9.30am

Each child is allowed up to two parents for their assembly. Please arrive before the time above as assemblies will start promptly.

Please use the link to sign up to your child's assembly: <https://forms.gle/fvyN6E8y7BWT5h4SA>



Picture News:

<iframe
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Attendance:



Our Attendance team are more than happy to discuss your child's attendance and how we can continue to work together on attendance. If you have any questions please speak to Miss Garside or Mrs Shakespeare-Regan

Well Done to 4J on achieving the best attendance.

Nursery - 87.8%

Reception H - 83.7%

Reception MC - 82.6%

Y 1C - 93.4%

Y 1S - 85.4%

Y 2O - 93.8%

Y 2HR - 92.7%

Y 3C - 97.1%

Y 3K - 86.9%

Y 4J - 98%

Y 4WD - 94.1%

Y 5WO - 87%

Y 5CK - 85.9%

Y 6B - 89%

Y 6WI - 92.1%

If your child is not going to be able to come to school for any reason it is important that you let us know.

There are a number of ways to do this

- 1. Report your child's absence using the Parentsapps**
- 2. Telephone school**

We may require evidence of the reasons for your child being absent (such as an appointment card / letter from your doctor) but please speak to a member of staff about your child's absence and we can let you know if we require any further evidence.

Punctuality

Please ensure that children are on time for school. The gates close at 8.50am and all children are expected to be in class and registered by 8.55am. If your child is later than 8.50am they will receive a L (late) mark. If your child is later than 9.20am they will receive a U (unauthorised) mark.

Latecomers cause disruption for pupils and teachers, and learning time is lost. All latecomers are recorded in a 'Late register' in the main entrance. Children should be collected punctually by a responsible adult (over the age of 16) at the time their class finishes. When children are not collected on time, they will wait in after school club and you will be charged for the session.

Safeguarding:

At The National College, our **WakeUpWednesday** guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit nationalcollege.com.

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 aren't, it's difficult to expect them for the child to develop a relationship with the person. It's difficult through play and games – allowing them to grow into knowing 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, they're 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 can't fix this 'gap' without further than offering strategies for self-regulation. It could be better to start re-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, do need to have their basic needs met before they can focus on self-regulation. 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 should investigate potential triggers by observing the child and talking to their family. When the child becomes like this, what they're doing and who they're with – the trigger may be someone that all eyes are on or a sensory or something else entirely. Once you identify some triggers, we can help to avoid or overcome these.
- 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 feel, why they feel 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 in every classroom. For example, positive sensory input can help calm them down, the resources such as weighted blankets and blue-light lights. Of course, what works for one child might not work for another – so it's important to offer a range 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 be too tired when they're feeling stressed, for example, or they could be too busy with their worries or busy with something to represent how they feel. Give them time to be what is left to do, so they can practice. Encourage them to share only helpful strategies with a trusted adult.
- 9. MODEL GENUINE FEELINGS**
Children learn a lot just from observing grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you're obviously want to avoid throwing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, 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 one to have an appropriate way to deal with it when it happens. 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 really important to know in advance what might help and what could worsen the situation.

Meet Our Expert
Georgia Dornett is an author, former teacher, Special Educational Needs Coordinator and Behaviour Specialist working for National College. She has experience of working with children with SEND.

WakeUp Wednesday
The National College

Twitter: @nationalonsafety Facebook: /NationalOnlineSafety Instagram: @nationalonsafety TikTok: @national_online_safety

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Free School Meals:



Eligibility is based on one of the following benefits :

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support
- Income-based Jobseeker's Allowance

- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for four weeks after you stop qualifying for Working Tax Credit

Click on the link to see if you're eligible:

<https://www.cloudforedu.org.uk/ofsm/sims/apply>

Updating Contact details:



It is really important that we have the most up to date details for us to be able to contact you - this makes sure that if there is an emergency or your child is not too well then we can get in touch with you or with someone that you have nominated to be able to care for your child in an emergency.

This also makes sure that we are sending out any letters / updates / newsletters to the correct email address.

Please make contact with the office if you feel your details need changing.

Contact us:



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