



FRIDAY UPDATE



Thank you to you all for attending parents evening appointments this week. It was lovely to share your child's progress with you. We hope you found the meeting useful.

Thank you also for supporting our World Book Day celebrations this week. It was a really fun day and all the children seemed delighted with their new books for their 'at-home' library. Please look out for photos of the various events from the day on our Facebook page. Have a really lovely weekend.

In celebration assembly today we said well done to the following children, who received **Special Awards** and special gold Headteacher's Award sticker:

Aba (Beech class) - for making amazing progress in phonics.

Maya (Hazel class) - for being a superstar every day this week and working hard in all lessons.

Charlotte (Maple class) - for showing confidence in the classroom and sharing her thoughts.

Erryn (Cherry class) - for her efforts with maths and writing independently.

Derrick (Willow class) - for his role as Big Bear when acting out our story 'Can't You Sleep, Little Bear'

Johnny (Oak class) - for trying hard with his reading and writing this week.



Class Accolades

Hazel Class - Miss Morris was proud of how you have all tried to improve your manners.

Beech Class - Mrs McCullough was impressed with your imaginative vocabulary on World Book Day.

Each class was presented with their Class Accolade certificate and earned two class ticks.



LETTERS / EMAILS HOME THIS WEEK:

Reception leaning newsletter

Year 1 learning newsletter

WHAT'S ON NEXT WEEK (Spring 2 Week 3):

Monday 11th -

Tuesday 12th - Year 2 P.E

Wednesday 13th - Play & Perform club 3.15 - 4.15pm

Thursday 7th - Year 1 P.E.

- Singing Club 3.15 - 4.00pm

Friday 8th - **Year 1** Family Reading - 8.50-9.10am

- **RED NOSE DAY** - Wear something red in exchange for a cash donation to Comic Relief (no red noses in school please)

Values tokens
total this week:
148



As part of our commitment to safeguarding, it is important that we ensure that parents/carers are as informed as possible. This week we will be focusing on a wider aspect of safeguarding, Self-regulation.

10 Top Tips on Supporting Children with Self-Regulation

As infants, we all rely completely on adults to help us resolve situations that are causing us to become upset or stressed. This is known as co-regulation. The next phase, once autonomy has begun to develop, is called self-regulation: this is when children start to become capable of exercising more control over their impulses and behaviour, and managing their own emotions.

This vital developmental milestone, however, isn't reached spontaneously. Learning to self-regulate requires sensitive guidance from trusted adults – simply talking with children about their thoughts and feelings, for instance, can ease the route to self-regulation. This useful guide has some expert tips for supporting children to reach this goal.

A larger version of these guides can be downloaded from our school Facebook page. <https://www.facebook.com/TheAvenueInfantSchool/>

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

The National College