

Monday Memo



Monday 24th November

Autumn Term

Issue #11

Celebration Assembly

Congratulations to the recipients of last week's awards in Celebration Assembly.

These moments remind us why learning is such an adventure. Keep reaching for those stars - there's so much more magic to come! ✨

	Star of The Week	Good Work	Compassion Champion
Reception	Freddie F	Hazel M & Ivy D	Emily A
Year 1	Charlie H	Poppy K & Scarlett B	Bibi-A G
Year 2	River K	Isabelle S & Pippa W	Lucas C-C
Year 3	Harry S	Theo S & Pippa L	Louie B
Year 4	Laila-R A	Jodie W & Matiullah G	Henry S
Year 5	Charlie F	Ayda E & Isabella G	Jackson L
Year 6	Megan T	Jaxon S & Katie W	Connie H

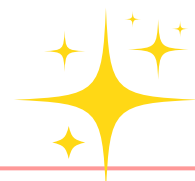
Diary Dates

Thursday 27th November
09:05am

Year 4 Class Worship

Sunday 30th November 11:00am

Toy & Carol Service at St. Paul's
Church



Diary Dates

Thursday 4th December 6:00pm - 7:00pm

Key Stage 2 Advent Service

(Available to book via School Money w/e 21/11)

Friday 5th December

Year 5 Reading Breakfast

Monday 8th December 2:00-3:00pm

Key Stage 1 Nativity
(Available to book via School Money w/e 28/11)

Tuesday 9th December 6:00pm - 7:00pm

Key Stage 1 Nativity
(Available to book via School Money w/e 28/11)

Thursday 11th December 2:30pm

Reception Christmas Carol Concert

Ticket to be sent home to Admit 4 persons w/e 28/11

Friday 12th December

Christmas Jumper Day

Friday 12th December

Christmas Dinner Day (Available to book via School Money as you would normally book a dinner)

Tuesday 16th December

FOSPS Key Stage 2 Disco

Wednesday 17th December

FOSPS Key Stage 1 Disco

Wednesday 17th December

School Reports Emailed Out

Thursday 18th December

Year 5 Class Trip

Friday 19th December

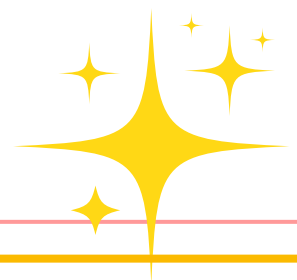
Christmas Service at St. Paul's Church 1:30-2:00pm

Friday 19th December 2:00pm

Finish for half term
Collect from St. Paul's Church

Monday 5th January 2026

Re-open for Spring Term



Worship Values

Our worship value this half term is Compassion

In our Celebration Assembly, we will celebrate 1 pupil from each class who has shown the term's value. 🏆

This term we will celebrate our 'Compassion Champion'



Attendance w/b 17/11

Reception: 98%

Year 1: 97%%

Year 2: 97%

Year 3: 98%

Year 4: 98%

Year 5: 98%

Year 6: 94%

Whole School Overall: 97%

Target: 97%

House Points w/b 17/11

Bowland: 147

Parlick: 178

Pendle: 179



Longridge: 194



St. Pauls' Parish News & Events

Tuesdays 09:00am—11:30am

Warm Space (coffee and bacon butties)

supported by members of our

Children's Chaplain from

10:00-10:30am

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

[@natonlinesafety](https://twitter.com/natonlinesafety)

[/NationalOnlineSafety](https://facebook.com/NationalOnlineSafety)

[@nationalonlinesafety](https://instagram.com/nationalonlinesafety)

[@national_online_safety](https://tiktok.com/@national_online_safety)

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 21.02.2024



www.stpaulsprimaryschoolfarington.co.uk



www.instagram.com/faringtonmossstpauls/



01772 336166

**SCHOOL
ADMISSIONS
PRIMARY**

APPLY NOW!

at lancashire.gov.uk/schools

School and Academy places September 2026

You must apply if your child has a 4th birthday between 1 September 2025 and 31 August 2026.

You must apply even if an older brother or sister is already at the school, or the school is linked to your child's nursery.

If you're a non-Lancashire resident apply through your own local authority.

Please read the admission criteria for your chosen schools on the website or get a copy from them.

School transport



If travel cost is an important factor in your school preference, search 'school transport' at lancashire.gov.uk or scan the QR code.



CLOSING DATE
15 January 2026

lancashire.gov.uk



Lancashire
County Council



www.stpaulsprimaryschoolfarington.co.uk



www.instagram.com/faringtonmossstpauls/



01772 336166

ST PAUL'S CHURCH
FARINGTON MOSS

Toy & Carol Service

Sunday **30th** November, **11am**

- Please bring new unwrapped toys
- Support children less fortunate than you are

Thank you
for your
generosity



www.stpaulsprimaryschoolfarington.co.uk



www.instagram.com/faringtonmossstpauls/



01772 336166