

Monday Memo

Monday 19th January

Spring Term

Issue #16

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	Courageous Advocate
Reception	Albie S	Freya G & Daida R	Jaxon C
Year 1	Oliver R	Milly O'M & Summer S	Charlie H
Year 2	Amber B	Vincent J & Iris L	Mia R
Year 3	Grace I	Ella-Rose B & Bobby S	Pippa L
Year 4	Ellis N	Jacob T & Harry B	Ernie O's
Year 5	Esme C	Myles T & Isabelle B	Kian F
Year 6	Connie H	Emily H & Harry D	Connelly S



Diary Dates



Monday 19th January
Year 6 Bike Fix
Reception Tots on Tyres

Tuesday 20th January
Year 2/Year 6 ChildSafe Fire
Safety Session

Wednesday 21st January
Year 3 Trip

Thursday 22nd January
Eco Warriors Trip

Friday 30th January
Year 1 Reading Breakfast
09:10am

Monday 2nd February
Year 6 Bikeability

Thursday 5th & Friday 6th
February
Word Guerilla Poetry and Spoken
Word Workshops

Thursday 12th February
Year 3 Class Worship 09:05am

Friday 13th February
Finish for half term 3:20pm from
school



Worship Values



Our worship value this half term is Courage

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 'Courageous Advocates'

Attendance w/b 12/01

Reception: 96%

Year 1: 96%

Year 2: 97%

Year 3: 98%

Year 4: 96%

Year 5: 99%

Year 6: 95%

Whole School Overall: 97%

Target: 97%

House Points w/b 12/01

Bowland: 260

Parlick: 265

Pendle: 317

Longridge: 232



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



COURAGE



**‘Be strong and courageous;
do not be frightened
or dismayed, for the Lord
your God is with you
wherever you go.’**

Joshua 1.9



www.stpaulsprimaryschoolfarington.co.uk



www.instagram.com/faringtonmosstpauls/



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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