



# St. Joseph's Catholic Primary School



## NEWSLETTER: 23rd February 2024

Dear Families

Welcome back. We hope you had a restful and enjoyable half term break.

### **KS2 Swimming Gala**

Huge congratulations, to our Year 4 and Year 6 pupils who competed in the Derwentside swimming gala before half term. There were brilliant performances in individual and team races and St Joseph's finished in first place overall. This means that they are now through to the district swimming gala on 1<sup>st</sup> March. Good luck, to all those competing in the next round.

### **Y1 Phonics Workshop for parents/carers**

A reminder that there will be a Phonics workshop for Year 1 parents on Monday 26<sup>th</sup> February at either 8:50 am or 3:00 pm. The workshop will last for approximately 20 minutes.

### **Careers Week**

This year, National Careers Week takes place between 4<sup>th</sup> and 8<sup>th</sup> March. The week is a one-week celebration of the variety of jobs that people in our community do. The aim is to help children develop an awareness and excitement about their possible future pathways.

If you feel you could spare some time during the week beginning 4<sup>th</sup> March, please complete the form below to let us know. We would love to hear about what you do, and you might be able to inspire others to follow in your line of work too!

<https://forms.office.com/e/E5jj8XME0Z>

### **Parent/Teacher Meetings**

A reminder that Parent/Teacher meetings will take place on Monday 4<sup>th</sup> March between 1:15 pm and 5:30 pm. If you have not already booked an appointment, this can be done via our ARBOR app.

### **World Book Day**

To celebrate World Book Day, on Thursday 7<sup>th</sup> March, children can come to school dressed as their favourite character, or non-uniform. The school council would like to run a book stall to raise funds to purchase new books for school. Donation of good quality books for the book stall would be gratefully received and can be sent into school on Monday 26<sup>th</sup> February. Children can bring 50p to school on Thursday 7<sup>th</sup> & Friday 8<sup>th</sup> March to purchase books. We look forward to a wonderful day of reading related activities.

### **P.E. Days**

Please find below a list of the days that the children will be participating in PE sessions. On PE days, children should come to school in their PE uniform. This also applies when swimming. PE uniform consists of:

T shirt in their team colour, black shorts, black jogging bottoms (no logos), trainers and school jumper/cardigan.

<b>Class</b>	<b>P.E. Day</b>
Rec	Wednesday
Y1	Thursday & Friday
Y2	Monday & Friday
Y3	Tuesday & Thursday
Y4	Monday Thursday (swimming)
Y5	Monday & Friday
Y6	Monday & Wednesday

### **After School Clubs**

After school clubs will begin week commencing 26<sup>th</sup> February and run until Thursday 28<sup>th</sup> March. If you have not booked your child into a club, and they would like to attend, please contact the school office and we will confirm if a place is available.

### **Star of the Week**

The following children have received a Star of the Week certificate this week:



Nursery	Freddy	For making good choices and trying hard to follow the Nursery rules
Reception	Hugo	For super sound recognition and blending to read words in his reading book
Year 1	Harriet	For making good choices which help her be a good friend and work hard
Year 2	Felicity	For working so hard in her PE dance routine.
Year 3	Rio	For being a good, kind friend and always looking out for his peers.
Year 4	Ollie	For some excellent work in maths this week, dividing 2 and 3 digit numbers
Year 5	Noah	For excellent work in DT and computing
Year 6	Adam	For some excellent writing about South American mythical creatures

### House Points

Children can earn house points from all staff during the week.

Congratulations to St Oswald's who earned the most house points this week.

### Times Table Rock Star

This week's 'Rockstar of the Week' is Louie! Well done, for your amazing multiplication and fantastic studio speed! Children can see all our TTRS winners on our 'Times Table Rockstars' display board in school.

The winners of this week's KS2 tournament are **Year 3!** This is their first victory this term and puts them level at the top of the table with Year 6, Year 5 and Year 4.

St Joseph's have climbed up to 8<sup>th</sup> on the TTRS leaderboard for schools in our area. Well done, everyone!

### Attendance

**This week's attendance is 94.3%**

**Our target is 97%**

Nursery	Reception	Year1	Year2	Year 3	Year 4	Year 5	Year 6
89.3%	95.2%	92.3%	95.2%	97.1%	95.1%	95.5%	94.5%

# Online Safety

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 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

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# Parenting Together

NEW 2.5 hour  
friendly and  
informal  
workshop

Helping parents and/or friends and family who help bring up your child to:

- Think about how you deal with disagreements in relationships
- Manage family stress and improve communication
- Enjoy parenting together

To find out more or to  
book your place  
call/text/whatsapp  
07917 474 856 or email  
EPEC@durham.gov.uk

## Workshop dates

Monday 4 March, 6-8.30pm  
Wednesday 6 March, 9.30-12noon  
Monday 18 March, 6-8.30pm  
Tuesday 19 March 12-2.30pm

Venue TBC



Monday 12 <sup>th</sup> February – Friday 16 <sup>th</sup> February - Half Term		
Friday 23 <sup>rd</sup> February	Whole School	Anti-Bullying Day
Monday 26 <sup>th</sup> February	Year 1	Phonics Parents' Workshop Session 8.50am 3.00pm Repeated session
Wednesday 28 <sup>th</sup> – Thursday 29 <sup>th</sup> February – change of date 26 <sup>th</sup> & 27 <sup>th</sup> March	Pupils with SEN	More information to follow
Friday 1 <sup>st</sup> March	Y5 & Y2	Centre for Life
Monday 4 <sup>th</sup> March	Whole School	Parent/Teacher Meetings 1.15pm – 5.30pm Booking via ARBOR
Week beginning 4 <sup>th</sup> March	Whole School	National Careers Week
Monday 11 <sup>th</sup> -Friday 15 <sup>th</sup> March	Whole School	British Science Week
Monday 11 <sup>th</sup> – Tuesday 19 <sup>th</sup> March	Reception – Year 6	Wilderness Workshop. More information to follow
Monday 18 <sup>th</sup> - Friday 22 <sup>nd</sup> March	Whole school	Assessment Week
Tuesday 19 <sup>th</sup> March	Whole School	St Joseph's Feast day 9.30am Mass - all welcome
Thursday 21 <sup>st</sup> March	Whole School	World Maths Day
Friday 22 <sup>nd</sup> March	Years 1 & 2	Palm Sunday Liturgy 9:15am - all welcome 2:30pm School only
Monday 25 <sup>th</sup> March	Years 3 & 4	Maundy Thursday Liturgy 9:15am - all welcome 2:30pm School only
Tuesday 26 <sup>th</sup> March	Year 5	Good Friday Liturgy 9:15am - all welcome 2:30pm School only
Wednesday 27 <sup>th</sup> March	Year 6	Easter Sunday Liturgy 9:15am - all welcome 2:30pm School only
Thursday 28 <sup>th</sup> March	Whole School	Egg Decorating in School More information to follow (pm)
School closes on Friday 29 <sup>th</sup> March and re-opens on Monday 15 <sup>th</sup> April Easter Holidays		