

# Matthew's C.E (Aided) Primary School and Nursery Centre



*'I can do all things because Christ gives me strength' Philippians 4:13*

## Friday Feature: 5th September 2025

This half-term we are focusing on the Christian Value of Generosity



*'God loves a cheerful giver' 2 Corinthians 9.7*

### Dear Parents and Carers

Welcome back! We have had a great first few days. The children have settled back into school life really well and are focussed with a great positive attitude to learn.

### Uniform

The majority of children are looking smart and wearing the correct uniform. Just a reminder that we will be continuing to monitor uniform and advising parents if children are wearing the incorrect uniform. We do have a uniform swap shop that is available to all parents from 3.30 til 4pm every Friday in the school hall.

Just a reminder that on PE days children should come to school in their PE kits and wear them all day.

These are a couple of examples of the correct uniform :



### Phonics

There is a phonics workshop for parents of children in years 1 and 2 on Wednesday 10th September, one at 9.30am and one at 2.30pm.



### Considerate Parking

Please can everyone be considerate of our neighbours and refrain from blocking driveways and parking on grass verges.



### Weekly prayer



Lord Jesus,

I ask for Your help as I begin this new school year. Allow me to experience Your presence in the many blessings You put before me. Open my eyes to the new challenges and exciting opportunities that this new school year brings. Open my heart and mind to new friends and new teachers.

Amen

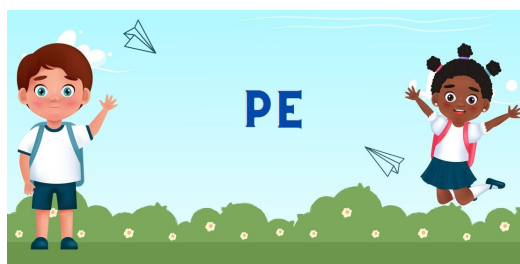
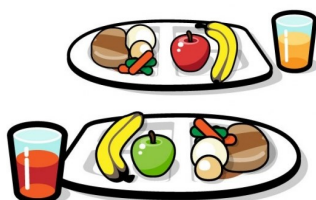
### Before and After School Club and Dinner Money

A reminder about costs :

Breakfast club—£2.50

After School Club—£3.50 to 3.15 to 4.15pm  
£7.00 to 3.15 to 5.15pm

Dinner money—£2.90 a day



### Evacuations, Invacuations and Lock Downs

As part of our Health and Safety and Safeguarding responsibilities, we are required to practice not only our evacuation procedures but also our invacuation and lock down procedures. We will be practising these over the next few weeks.

**The evacuation procedure remains the same,** once a term all children practice a fire drill.

The invacuation procedure is in the event of an incident when the children are outside and need to get into the building as quickly as possible.

#### In the event of an invacuation:

The outside bell will be rung continuously by a member of staff.

Children and staff on hearing the bell are to return to their classroom immediately in a speedy but calm manner.

#### Serious incident lockdowns

Lockdown procedures will be followed when the threat is within the school .

In the event of a Lockdown:

A continuous ear-piercing high-pitched siren will alarm.

On hearing the alarm, staff should commence a lockdown.

The serious incident lockdown will only be practiced once a year upon the advice of our Health and Safety advisors.

In the event that there was a genuine incident parents would be advised by text message.

### Future Dates

<b>Wed 10 September</b>	Yr 1 and 2 Parents Phonics Workshop 9.30am and 2.3pm
<b>Thurs 18 September</b>	Individual and sibling school photographs
<b>Tues 23 September</b>	Yr 3 and 4 Parents Multiplication Workshop
<b>Fri 26 September</b>	Macmillan Cake Day
<b>6—10 October</b>	Year 6 Bikeability
<b>Thurs 23 October</b>	Wear Pink for Breast Cancer day
<b>Fri 24 October</b>	<b>PD Day</b>
<b>Mon 3 November</b>	Back to school

	Monday	Tuesday	Wednesday	Thursday	Friday
Indoor	Mrs Barfield 3/4 Mr Skelton 4	Mrs Jones 1 Mrs Hulme 1/2	Mr Doughty 5 Mrs Armstrong N	Mr Bailey Yr6 Miss Booles - R	Miss Blocksidge 2 Mrs Wyre 3
Outdoor	Miss Blocksidge 2 Mr Bailey 6	Miss Booles R	Mrs Wyre 3 Mrs Hulme 1/2	Mr Skelton 4 Mrs Jones 1	Mr Doughty 5 Mrs Barfield 3/4

# 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.



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