



Queen's Park Post

23rd February 2024

... keeping school and parents in touch

Our value this half-term is

Forgiveness

“Do not judge, and you will not be judged. Do not condemn, and you will not be condemned. Forgive, and you will be forgiven.

Luke 6:37

Dear Parents,

Welcome back after the half term break. I hope you all managed to have a lovely rest and recharge ready for the run up to Easter. We have had another action packed week at school. This week our children have been Computer Scientists. We have been focusing on digital wellbeing and programming. From Bee bots to Micro-bits to Scratch - the 'computing buzz' has well and truly been active in the classrooms. Ask your child what they have been learning about this week and I am certain they will astound you with their knowledge.

Parental Engagement Dates for next term.

Our first 'Celebrating our Crown' sessions happened this week and we have had really positive feedback. Dates for the next sessions are below.

- **Wednesday 28th February—Year 4**
- **Wednesday 6th March—Year 3**
- **Wednesday 13th March—EYFS**
- **Wednesday 20th March—Year 2**
- **Wednesday 27th March—Year 1**

Invest in Play

Mrs Leadbetter has secured a parenting course to be delivered at our school. This is a wonderful opportunity to work with other parents and learn from each other. **If you are interested in taking part, please contact Mrs Leadbetter via the school office or via dojo.** The Invest in Play (IIP) parent programme is a 12 session course for parents of children age 2-12 years. The course has been shown to build children's social skills and helps with important transitions like preparing for Nursery or school, self-confidence and learning ways to regulate their emotions. It also helps children struggling with low self-esteem, behavioural difficulties, ADHD and Autism.

Parking

We are so very lucky to have access to the car park at the side of school. I completely understand that we are all busy and in a rush to get to work or on with our day, but can I please ask that you park responsibly? Parents are also using the Nursery car park by the shop. This is for Nursery parents only. Thank you for your co-operation.

PTFA Dates

Included in this newsletter is the dates for the non-uniform days in preparation for our Easter bingo.

Conduct on the Playground

Just a reminder that we are school and inappropriate language on site is completely unacceptable. Can you please refrain from using inappropriate language during pick up or drop off?



Well done Jessica Rose who has achieved her badge awards at brownies

Well done Connor (Y5) for achieving level one at swimming

Well done Isla Grace. 1st and 2nd place for show jumping and dressage



Well done Joe—player of the week at half term club



www.queenspark.st-helens.sch.uk

Reading Plus Level Awards— Stefan T (Y2) Aster W, Philip J (Y4) Isla D (Y5) Tyler S (Y6)

Dojo Winners



QR	George H	PR	Alfie M
Q1	Finley C	P1	Gishelle D
Q2	Oliver G	P2	Isla R
Q3	Anya K	P3	Freya C
Q4	Lewis D	P4	Daisy M
Q5	Kai Jon S	P5	Cara C
Q6	Lola Rose P	P6	Eva B

Star Badge Winners



QR	Odin H	PR	Lana R
Q1	Alfie M	P1	Noah M
Q2	Phoebe C	P2	Madeline M
Q3	Rory M	P3	Jacob A
Q4	Amelia T	P4	Luke G
Q5	Reuben C	P5	Lexie BB
Q6	Amelia H	P6	Bobby B

Important Dates for Spring 2:

- Wednesday 6th March Y4 Parents Meeting—Multiplication Check
- Wednesday 6th March Y6 Parents' Evening
- Thursday 28th March School closes for Easter
- Monday 15th April School re-opens for the Summer



23rd Feb **2019** Argentine soccer star Lionel Messi scores the 50th hat-trick of his career as Barcelona beats Sevilla, 4-2 in the Spanish La Liga



Safeguarding tip of the week

Children need to learn to recognise and understand their emotions, while finding healthy ways to process them. Emotional self-regulation however, depends heavily on age and development. While young children and children with special educational needs may find it challenging to self regulate, nurturing these important skills can be hugely beneficial. Please see the top ten tips attached to this newsletter.

Keeping children safe is everyone's responsibility



"Jesus said, "I am the light of the world.""

Qu'il est bon, qu'il est doux pour des freres de vivre ensemble et d'être unis

How good and how pleasant for us to live together in unity Psalm 133

Attendance Matters

...every school day counts!

Whole School Attendance			
PR	88.3%	QR	92.1%
P1	89.5%	Q1	89.6%
P2	93.3%	Q2	91.7%
P3	94.1%	Q3	93.7%
P4	93.3%	Q4	91.7%
P5	97.6%	Q5	93.2%
P6	95.6%	Q6	92.4%

309 children had perfect attendance last week! Can we beat this next week?

We can do it!

Attendance Update

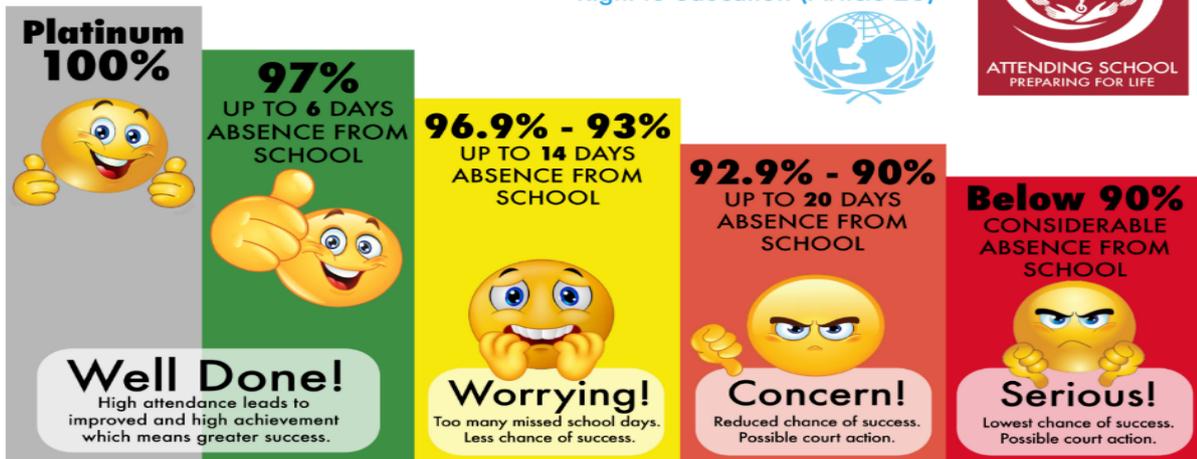
We work really hard each and every week to make sure every class beats our **school target of 97.5%** - this will help us to success

Our attendance last week
92.7%

Our attendance this year so far
94.6%

WHAT IS YOUR ATTENDANCE?

Right to education (Article 28)



There are 175 non school days a year. That's plenty of time to go on visits, holidays, shopping and other appointments.

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QUEENS PARK PTFA PRESENT

NON-UNIFORM DAYS

READY FOR OUR EASTER BINGO
EVENT!

1st
March

Chocolate Items
(Whole School)



8th
March

Easter Eggs
(Whole School)



15th
March

Easter Eggs
(EYFS + KS1)

Refreshments
(KS2)



PLEASE REMEMBER WE ARE A
NUT-FREE SCHOOL! THANK YOU!

Qu'il est bon, qu'il est doux pour des freres de vivre ensemble et d'être unis

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Experience Lent

Thank you so much to our friends from St Lukes that came to school on Monday to work with our children. Thank you for all your hard work providing such a wonderful event for our school community, it really does show the fantastic relationship we have with our Churches.

Thank you for always supporting us!



Qu'il est bon, qu'il est doux pour des freres de vivre ensemble et d'être unis

How good and how pleasant for us to live together in unity Psalm 133

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

Georgia Dumort 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 SEN.



#WakeUpWednesday

The National College