



The Stotty School News 22.03.2024 (Website version)



[Stottesdon CofE Primary School](#)

Part of [The Shropshire Gateway Educational Trust](#)

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If viewing on a phone and you can't see all the text just swipe up on the writing.

Diary dates for the week ahead



To support parents we have now included another section in the diary dates - we have listed important upcoming event dates, please see below:

Diary Dates for next week	
	The SGN Easter holiday club will be open on the following dates: Tuesday 26 th March / Wednesday 27 th March Tuesday 2 nd April / Wednesday 3 rd April
Monday 8 th April 2024	Start of Summer Term 2024 - Welcome back ELW Private Music Lessons Monday Yr 6 SATs Club 3.15pm - 4pm
Tuesday 9 th April 2024	ELW Private Music Lessons Tuesday Yr 6 SATs Club 3.15pm - 4pm.
Wednesday 10 th April 2024	ELW Private Music Lessons.
Thursday 11 th April 2024	
Friday 12 th April 2024	Corve Class Residential meeting @ 3.20pm
Upcoming Diary Dates	
3 rd - 6 th June 2024	Severn Class London Residential
10 th July 2024	Severn Class Adventure Day @ Top Adventures
11 th /12 th July 2024	Corve Class 2 Day Residential @ Top Adventures

Wishing everyone a Happy Easter:

Lovely to see everyone at the Easter service, hope you all enjoyed it and agree the children were wonderful.

Just a reminder that if you took any photographs / videos please keep them for personal use only (not for sharing on social media).

   	<p>Stottesdon C. Of E. Primary School Easter Celebration Friday 22nd March 1.30pm</p>
	<p>Welcome and Introduction</p> <p>Whole School Song: Easter Celebration</p> <p>Severn Class: Daffodils by William Wordsworth</p> <p>School Choir: Find a little seed Aint gonna let nobody turn me around</p> <p>Rea Class: Easter Cross Poem</p> <p>Ocarina performance—4 part round 'Music is Fun'</p> <p>Corve Class: The Life of Easter by Sydney Stephens</p> <p>Teme Class: Easter Bunny Song</p> <p>Whole School Song: Chocolate Song</p> <p>FOSPS prize draws for adult hampers (children's done in class)</p>
	<p>Best Wishes for a Happy Easter from all at Stottesdon C. Of E. Primary</p>





Scavenger Hunt



All pupils will be coming home with a 'Scavenger Hunt' sheet tonight. The School Council felt this was a fun activity for everyone to participate in over the Easter break. We hope the children will enjoy 'scavenging' for these items and filling in the sheet.

After School Clubs

Club	Club Tutor	Start Date	No. Wks	No. Places	For Year groups:	Cost €
Multi Sport	Mrs Tracey Wood	Monday 15 th April 2024	5	16	Yr R/1/2	10.00
SATS Club 3.15pm to 4pm	Mrs Caroline McKay	Monday 8 th April 2024	4	16	Yr 6	0
Football Club	Kidderminster Harriers	Tuesday 16 th April 2024	5	16	Yr 3/4/5/6	10.00
SATS Club 3.15 to 4pm	Mrs Caroline McKay	Tuesday 9 th April 2024	5	16	Yr 6	0
Lunchtime Choir	Mrs Esther Leverett Williams	Wednesday 17 th April 2024	5		Yr 1/2/3/4/5/6	0
Gymnastics	Annie Wain from Momentum Gymnastics	Wednesday 17 th April 2024	5	16	Yr R/1/2	10.00
Lunchtime Chess Club	Mr Chris Simpson	Thursday 18 th April 2024	5	16	Yr 3/4/5/6	0
Netball 3.15pm to 4.30pm	Mrs Jackie Walker	Thursday 25 th April 2024	5	16	Yr 3/4/5/6	10.00

Please see attached the schedule of after school clubs for April / May 2024. If you would like your child to take part in any of these clubs please sign them up via Arbor. (Please check dates as some of the clubs do not run on consecutive dates).

FoSPS

FOSPS NEWS

Welcome back, we hope you all had a lovely half term break. We are now back in fundraising mode following, some down time during the first ½ of the spring term.

Dates for your Diary-

Non-Uniform day - in return for Easter Hamper/Children's Raffle donations. - 15th March 2024

Movie night - 15th March 2024 - see poster/ FB for more info.

Easter Raffle - 22nd March 2024 - see poster/FB for more info.

Rock and Roll Bingo FUN for all the family - more info and date to follow - keep an eye on our FB page.

Summer Fete - 21st June 2024

We have set up a new "open" Friends of Stottesdon CofE primary school ([FoSPS](#)) Facebook page where you'll find, General [FoSPS](#) info and accurate information on upcoming events & Fundraisers. Please do give us a like & follow! link below: -

<https://www.facebook.com/FoSPS96>

If you have any fundraising suggestions, please do let us know - either jot them down and hand into the school office, find one of us on the playground or join us at our next [FoSPS](#) meeting- date will be on our FB page soon.

Chair - Richard Gough

Secretary - Ginny Allen

Treasurer - France ~~Plotter~~

Other key members

Natalie Underhill

Lauren & David Walker

Lilly Roberts

Jessica Ralph

Claire James

Emma Giles

Cat Middleton

Alastair & Jane McNaughton

Katie Jones

SUPPORT OUR LOTTERY TODAY

£1 per
week

Weekly
cash prizes

£25,000
jackpot



YOUR
SCHOOL
LOTTERY



Splitting the £1.00

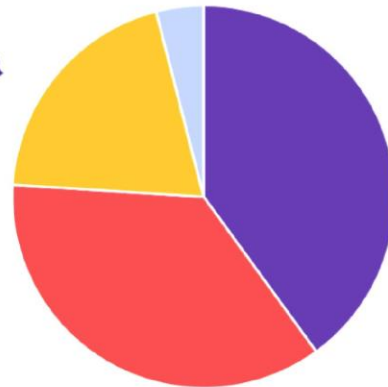
How it works...

It's simple—choose 6 numbers between 0-9 and if they match the weekly lottery draw, you win great prizes. One of our players will win a cash prize every week, maybe even the £25k jackpot! Tickets cost just £1 per week and the proceeds are donated to Stottesdon Primary School

Every Saturday at 8pm the numbers are drawn and posted online. Winners are notified by email and winnings paid into the account of your choice.

The easiest way to join our lottery is online by direct debit or debit card.

It's so easy to join and will make a real difference to Stottesdon Primary School



- 40p goes to our school
- 36p goes to cash prizes
- 20p goes to admin costs
- 4p goes to VAT

The Maths... 100 tickets sold a week means
= £30 weekly cash prize
= £2,080 a year for our school



[Buy A Ticket](#)

GambleAware



Active Lives Survey



Stottesdon CofE Primary School have been asked to participate in the 'Active Lives survey' run by Sport England.

The Active Lives Children and Young People survey provides a world-leading approach to gathering data on how children engage with sport and physical activity. This will help to give an in-depth picture of how many people take part in sport and physical activity by demographic group, location and activity type.

They would like parents of Yr 2 children to complete the survey in the link below:

<https://ipsos.uk/EFJZKBO>

By completing this survey you will help us to claim vouchers to spend on a range of sports, wellbeing and healthy eating equipment or materials for the school, which will ultimately benefit our pupils - every response really does count.

SGN Easter Holiday club



IMPORTANT - THESE ARE REVISED DATES - WE HAVE HAD TO WITHDRAW SOME OF THE DATES ORIGINALLY ADVERTISED DUE TO LACK OF BOOKINGS.

SGN Easter Holiday Club will now be open on the following dates:

Tuesday 26th March 2024 - 8am to 5.30pm - Pool Meadow (Children to be aged 3yrs old and above)

Wednesday 27th March 2024 - 8am to 3.15pm - Outdoor sports fun

BANK HOLIDAY MONDAY - CLOSED

Tuesday 2nd April 2024 - 8am to 5.30pm - Junk Modelling

Wednesday 3rd April 2024 - 8am to 3.15pm - Easter Craft

If you would like your child to attend any of the above sessions please book via Arbor.

Easter HAF Programme 2024



Please find attached to the newsletter a leaflet containing details of events during the Easter holidays.

These are available FOC to children eligible for benefit related free school meals (Code sent out in email earlier this week). Paid places are available to those children who are not eligible. These places are generally heavily subsidised and have been highlighted in the What's on Guide.

<https://next.shropshire.gov.uk/holiday-activities-and-food-programme-haf/haf-holiday-clubs/>

Lacon Easter Holiday Activities



Easter 2024

**Monday 25th March -
Thursday 28th March**

**HOLIDAY
ACTIVITIES**

*Kurling, Archery, Hockey, Ultimate
Frisbee, Football, Art, Craft, Music,
and Much More!*

Reception - Year 8

9.45am - 3.00pm

£15 per day

At Lacon Childe School

Please find attached leaflet from Lacon Childe School regarding their Easter holiday provision.

These are available FOC to children eligible for benefit related free school meals (Code sent out in email earlier this week). Paid places are available to those children who are not eligible.

Celebrating Reading



Reading

Well done for those that are reading 4 x or more a week and logging it in reading diaries. Please keep regular reading and enjoyment of books a high priority.

Teme: 89%

Rea: 77%

Corve: 76%
















Severn: 100%

EYFS (Nursery and Reception) News

Nursery News 22.03.2024

Down on the Farm This week the nursery children have been investigating signs of spring and Easter celebrations.	
	
Little Wandle Foundation for Reading: Where's Lenny? Lenny and Daddy have great fun playing hide-and-seek in this delightful picture book. While Daddy covers his eyes and sings a counting song, Lenny races off to find somewhere to hide. Daddy follows the clues and searches everywhere for Lenny - in the cupboard, by the window, in the bathroom - but he is nowhere to be found. Eventually, Daddy enlists Mummy's help to find Lenny, and they investigate a giggly bump under his bedclothes, resulting in plenty of tickles, hugs and laughter. The nursery children have enjoyed the repetition of the phrase "Where's Lenny?" on each page.	
 Makaton Sign of the Week:  CHICKEN	Concept Word of the Week: SOME
Nursery Rhyme of the Week: Five Little Chicks <small>(Sing to the tune of 'Five Little Ducks')</small> Five little chicks went walking one day, Into the barn and around the hay. Mother hen says, "Cluck, cluck, cluck, CLACK!" And four little chicks came wandering back. Four little chicks... Three little chicks... Two little chicks... One little chick went walking one day, Into the barn and around the hay. Mother hen says, "Cluck, cluck, cluck, CLACK!" And five little chicks came wandering back. 	 On Thursday afternoon, we had two little woolly visitors, now named Daisy and Greg. Daisy and Greg enjoyed listening to the children sing 'Baa Baa Woolly Sheep' and even joined in with story time.
Phonics This week the children have begun to identify objects beginning with 'h' sound. Put your lips together and say b as you open them b	
	

Reception News

 <p>Please watch the Phase 3 sounds video over on the Little Wandle's Parent page to support pronouncing the next set of 'pure' sounds.</p> <p>https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/</p>	<p>Concept Word of the Week:</p> <h1>SECOND</h1>																																
<p style="text-align: center;">Down on the Farm</p> <p>We had an amazing day at Home Farm, Attingham on Monday. We saw a lot of different animals, their babies and where they lived or sheltered. We got to feed a lamb, sheep and cows, along with looking at some different crops, farm machinery and equipment.</p> <p>Back in the classroom, we have looked at, compared and recorded how things have changed over time, particularly ploughing and milking.</p>																																	
<p>Nursery Rhyme of the Week:</p> <p style="text-align: center;">Five Little Chicks <small>(Sing to the tune of 'Five Little Ducks')</small></p> <p>Five little chicks went walking one day, Into the barn and around the hay. Mother hen says, "Cluck, cluck, cluck, CLACK!" And four little chicks came wandering back.</p> <p>Four little chicks... Three little chicks... Two little chicks...</p> <p>One little chick went walking one day, Into the barn and around the hay. Mother hen says, "Cluck, cluck, cluck, CLACK!" And five little chicks came wandering back.</p> 	<p style="text-align: center;">Reviewing the following sounds:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td> ai</td> <td> ee</td> <td> ur</td> <td> ow</td> </tr> <tr> <td> igh</td> <td> oa</td> <td> oi</td> <td> ear</td> </tr> <tr> <td> oo</td> <td> oo</td> <td> air</td> <td> er</td> </tr> <tr> <td> ar</td> <td> or</td> <td></td> <td></td> </tr> </table> <p style="text-align: center;">Spotting digraphs in the following words:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>lightning</td> <td>mammoth</td> <td>earring</td> <td>poison</td> </tr> <tr> <td>queens</td> <td>chains</td> <td>chairs</td> <td>cars</td> </tr> <tr> <td>boots</td> <td>surfs</td> <td>cooks</td> <td>cheeps</td> </tr> <tr> <td>torches</td> <td>boxes</td> <td>fizzes</td> <td>fishes</td> </tr> </table>	 ai	 ee	 ur	 ow	 igh	 oa	 oi	 ear	 oo	 oo	 air	 er	 ar	 or			lightning	mammoth	earring	poison	queens	chains	chairs	cars	boots	surfs	cooks	cheeps	torches	boxes	fizzes	fishes
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boots	surfs	cooks	cheeps																														
torches	boxes	fizzes	fishes																														
<p>In maths this week, the children have used practical contexts to sort objects according to different criteria. They were encouraged to notice different attributes in groups of objects - such as colour, size, or function - and to describe what they noticed. The children have enjoyed playing 'How am I sorting?' game, then going on to develop their own criteria for sorting. Sorting and classifying are important early years' skills that encourage children to identify similarities and differences. These skills also support problem solving and the development of data analysis.</p>																																	
<div style="display: flex; align-items: center;">  <p>Maths Challenge: Play Numbots for 10 minutes this week. Login details are on the back of your child's yellow reading record.</p> </div>																																	

1 - [1] <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Teme Class Trip to Home Farm, Attingham.



On Monday, Teme Class went on a trip to Home Farm, Attingham. There we met Farmer Sam who took us on a guided tour around the farm looking at the different animals, machinery and jobs that get done at this time of year.





Rea Class

Rea Class Visit to Shrewsbury Museum & Art Gallery

SM&AG
SHREWSBURY MUSEUM & ART GALLERY







Primary Sport Festivals @ Lacon

We are looking forward to participating in the sport festivals in the grid below, which are due to take place at Lacon during the Summer term. Our intent is to enjoy, feel confident and come away with a sense of achievement for taking part.

COMPETITION	DAY	STAFF	DATE	VENUE	LOCATION & TIME	INFORMATION
5/6 Multisport	Thurs	LS/SA	18/4/24	Lacon	Field 1.00-2.30	
Rec/Yr1/2 Multisport	Thurs	LS/SA	25/4/24	Lacon	Field 1.00-2.30	
5/6 Rounders	Thurs	LS/SA	2/5/24	Lacon	Field 1.00-2.30	
3/4 Summer sports	Thurs	LS/SA	9/5/24	Lacon	Field 1.00-2.30	
Rec/Yr1/2 Tennis	Thurs	LS/SA	16/5/24	Lacon	Courts 1.00-2.30	
3/4 Sports Day Preparation	Thurs	LS/SA	23/5/24	Lacon	Field 1.00-2.30	
5/6 Sports Day Preparation	Thurs	LS/SA	6/6/24	Lacon	Field 1.00-2.30	
3/4 Rounders	Thurs	LS/SA	13/6/24	Lacon	Field 1.00-2.30	
AREA ATHLETICS	Thurs	LS/SA	27/6/24	Lacon	Field 10AM-1PM	Please note morning Festival start time.

Activity Day & Residential @ Top Adventures



Following the recent surveys sent out to Severn and Corve class, we are pleased to report that the majority of parents responded positively with regard to the proposed adventure day for Severn Class and the 2 day residential for Corve Class.

We have therefore decided to go ahead with these events on the following dates:

Wednesday 10th July - Severn Class Activity Day @ £26 per pupil

Thursday / Friday 11th & 12th July - Corve Class residential @ £116 per pupil

Those pupils who are eligible for benefit related free school meals will have a 50% reduction on the above costs.

These events are now available on Arbor, contributions for the residential can be made in instalments.

 Shropshire Council

- Would you like to know more about why sleep is important for our health and emotional well-being?
 - Does your child struggle with their sleep?
- Would you like to access help and support to improve sleep and bedtime routines?
 - Would you like to meet other parents/carers to share and discuss experiences?

SLEEP TIGHT WORKSHOP

Starts on Monday 15th April 2024 from 9.30am to 11.30am
at Whitchurch Infants School, Station Road, SY13 1RJ

Starts Wednesday 17th April 2024 from 9.30am to 11.30am
Virtually via MS Teams

Starts Monday 10th June 2024 from 12.30pm to 2.30pm
at Bridgnorth Youth Centre

Starts Wednesday 12th June 2024 from 9.30am to 11.30am
Virtually via MS Teams

The workshops are delivered virtually via MS Teams or face to face at a venue in Shropshire
Our workshops run for 5 weeks from the start date excluding the School Holidays.

To book a place on one of our workshops or for further information on the workshops we run please contact the Parenting Team by:
Emailing Parenting_team@shropshire.gov.uk
Or call us on 01743 250950

All our Workshops are free to Shropshire Council residents.

www.shropshire.gov.uk
General Enquiries: 0345 678 9000

Parenting Support Line Poster Summer 2024

 Shropshire Council

If you would like to find out about further help and support the Parenting Team offer please email Parenting_team@shropshire.gov.uk or call us on 01743 250950
All our services are free of charge to Shropshire Council residents.

UNDERSTANDING YOUR CHILD

SOLIHULL APPROACH

PARENTING HELP AND SUPPORT LINE
available
Monday to Thursday from 9.30am to 4.30pm
and
Friday 9.30am to 3.30pm
You can contact the Parenting Help and Support Line by calling
01743 250950

Parenthood can be extremely rewarding and enjoyable. It can also be demanding, frustrating and exhausting. The Parenting Team is here to help and support parents and carers to raise healthy, well-rounded children in a loving and stable environment.

Do you have any questions around your child's development and parenting?

Why not call our Parenting Help and Support Line where one of our trained Parenting Practitioners will be ready to listen.

(Please note the Parenting Help and Support Line will not operate on Bank Holidays)

If you have concerns about a child's safety or well-being, please call
First Point of Contact 0345 678 9021

www.shropshire.gov.uk
General Enquiries: 0345 678 9000

Shropshire Family Information Service



Hello from the **Family Information Service (FIS for short)**.
Our job is to give you the info and resources you need to help your family life run a little smoother. We can help with:

- Childcare - finding it and advice on paying for it
- Local baby and toddler groups
- Events, clubs, activities, and fun things to do in the school holidays, for all ages
- Getting parenting and family support
- Finding health and wellbeing support

We cover everything and anything to do with family life, so if you have a question, chances are we'll be able to help, or if we can't, we'll point you in the direction of someone who can.



Follow us on social media for all the latest news and info.

www.shropshire.gov.uk/fis

Solihull Approach - Understanding Your Child

ONLINE COURSES FOR PARENTS, GRANDPARENTS, CARERS AND TEENS

Discover the Solihull Approach series → **Understanding...**

English more languages available powered by Google Translate

Enjoy a fresh new look on mobiles

- ...pregnancy, labour, birth and your baby
- ...your baby
- ...your child
- ...your child with additional needs
- ...your teenager's brain
- ...your feelings (for teenagers only!)
- ...your relationships

and much more!

optional voice-over where available

Do you live in the Shropshire or Telford & Wrekin area? **Locally funded**

1. Scan QR or visit www.inourplace.co.uk
2. Enter the Access Code*
3. Begin learning

*Sign in or registration required

Access Code: **DARWIN18**

PREPAID

Cleobury Community Information Drop In

Cleobury Community

Free information, advice and support



The Cleobury Country Centre
Love Lane, DY14 8PE

Friday, 9am–11 am on:
15 March 2024 19 April 2024
17 May 2024 21 June 2024
19 July 2024



You can chat, have a coffee and see how we can help you with:

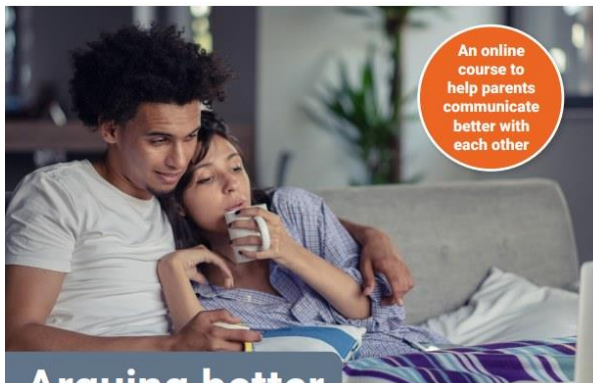
- Housing support
- Children's health and wellbeing
- Healthy living advice
- Dementia support
- Family life
- Home fire safety
- Domestic abuse support
- Drug & alcohol support
- Financial advice
- Getting older

and lots more!



Shropshire Council

OneplusOne




An online course to help parents communicate better with each other

Arguing better

Disagreements are a normal part of life, and most couples argue from time to time. How you deal with disagreements can make a big difference to you, your partner, and your children.

This free online course can help you learn to manage difficult conversations, avoid conflict, and improve things for your whole family.

Create your free account at www.oneplusone.org.uk/parents or scan the QR code



To access the course, you will need a good internet connection and a smartphone, tablet, or computer.

oneplusone.org.uk



An online course for separating parents to help manage conflict and minimise the impact on children

Getting it right for children

When separated parents argue, it's common for children to feel like they are caught in the middle. This free online course is designed to help separated parents communicate better with each other and parent co-operatively after parting.

You will learn positive communication skills like staying calm, seeing things differently, and speaking for yourself so that you can sort out disagreements with your child's other parent and find solutions together. You can do the course on your own, at your own pace.



Create your free account at www.oneplusone.org.uk/parents or scan the QR code

To access the course, you will need a good internet connection and a smartphone, tablet, or computer.



An online course for new and expectant parents

Me, You and Baby too

Tiredness and stress are common when you're caring for a baby. If parenthood is leading to more arguments between you and your partner, this free online course could help.

With tips and advice on how to talk about difficult topics, share stress, and prevent arguments, this short course will help you and your partner navigate challenging times together.



Create your free account at www.oneplusone.org.uk/parents or scan the QR code

To access the course, you will need a good internet connection and a smartphone, tablet, or computer.

Tips on supporting children with self-regulation

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 those 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 Barrett is an author, former teacher, Special Educational Needs Coordinator and the author of the award-winning SEN Resource blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



#WakeUpWednesday

The National College

Healthy Sleeping Habits

At The National College, our [WakeUpWednesday](#) guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Territory delivered by National Digital Health. These guides now address wider topics and themes. For further guides, 14th and 15th, please visit [nationalcollege.com](#).

10 Top Tips for Parents and Educators DEVELOPING HEALTHY SLEEP PATTERNS

Quality sleep is paramount for wellbeing as it impacts our cognitive function, emotional balance and overall health. A World Health Organisation study highlighted that 44% of young people reported difficulty sleeping – potentially affecting their mood, concentration and immune system. Our guide offers expert tips for helping children to sleep more healthily.

- MINDFUL TECH USE**
Encourage a balanced approach to screen time. While games, videos, books and so on can be a bright, creative and fun world, it's important to ensure that our digital devices don't take the place of healthy sleep. Encourage children to put their devices away after they've finished school, leaving them nearby, but not used, to prevent over-use.
- EFFECTIVE SLEEP PRACTICES**
Offer practical advice on establishing routines to help ensure a positive bedtime routine. Encourage children to establish a regular bedtime which they need to each evening. For example, if they need to use-up energy by exercising during the day.
- HYDRATION HABITS**
Underline the importance of allowing plenty of time to hydrate in the day, while ensuring children have the right 1% to be further woken up if they're thirsty. Encourage children to drink water during the school day and to have a glass of water before going to bed. Encourage children to drink water in the day and when they're thirsty, without any chemicals being there.
- CONSISTENT BEDTIME SCHEDULE**
Assist children in developing consistent bedtime routines that fit into their life. Encourage children to wind down, prioritising a more relaxed state. Encourage children to avoid stimulating activities before going to bed – such as watching their favourite TV or playing computer games. Encourage children to have a consistent bedtime routine and bedtime.
- OPTIMAL SLEEP ENVIRONMENT**
Encourage that the bedroom is comfortable, dark and free from distractions, having an ideal space for quality rest. The room's temperature should also be suitable for sleeping. Encourage children to have a consistent bedtime routine and bedtime.
- RELAXING EVENING ACTIVITIES**
Recommend activities that have a calming effect on the mind – such as reading or gentle stretching. Encourage children to engage in relaxing activities, such as reading, listening to music or watching a favourite TV show. Encourage children to engage in relaxing activities, such as reading, listening to music or watching a favourite TV show.
- PRIORITISING ADEQUATE SLEEP**
Emphasise the importance of sleep in maintaining physical and mental health. Encourage children to prioritise sleep over other activities, such as watching TV or playing games. Encourage children to prioritise sleep over other activities, such as watching TV or playing games.
- NUTRITIONAL BALANCE**
Highlight the importance of a healthy, balanced diet – and its role in establishing a consistent bedtime routine. Encourage children to eat a healthy, balanced diet, including plenty of fruit and vegetables, and to avoid sugary drinks. Encourage children to eat a healthy, balanced diet, including plenty of fruit and vegetables, and to avoid sugary drinks.
- PARENTAL SUPPORT**
Parents and carers, of course, are uniquely placed to support their children in establishing and maintaining healthy sleeping habits. Encourage parents to review their own sleep habits and to encourage their children to do the same. Encourage parents to review their own sleep habits and to encourage their children to do the same.
- MILITARY SLEEP METHOD**
Look up 'The military sleep method' – it's a technique for falling asleep quickly, which incorporates deep breathing exercises. The technique involves inhaling for 4 seconds, holding for 7 seconds, exhaling for 8 seconds, and repeating. Encourage children to try this technique, and to see how it affects their sleep.

Meet Our Expert
Milly Ahsan design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of the Social Enterprise UK. One of WakeUpWednesday, the charity providing training and support for young people and their families. The guide has been written by Adam Bilton – a wellbeing and development specialist who is also a member of the National Personal Development and a high-achieving athlete.

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Items of this guide are on their own discretion. No liability is entered into. Current as of the date of release 11.03.2024

Health Visiting Information

Every family with children under 5 has access to a health visitor.

Families can access advice and support up until the age of 5 years old by calling **The Single Point of Access on 0333 358 3654**.

If parents don't want to talk to someone they can send a text and one of the team will get back to them on **07520 635212**

This is a Monday to Friday service 09:30am until 4pm where a Health Visitor is on the line to offer the appropriate advice and support and referrals can be made to the appropriate practitioner.

If parents need extra support or support for potty training, behaviour, sleep, eating we have two Healthy Child practitioner who they can be referred to who will come out to their home or to a clinic to support the family with these issues.

This referral can be completed through the single point of access and sent to the appropriate team.

If it is specialised targeted work the family will be seen by a Health visitor for example low mood or complex development issues, safeguarding or specialised referrals.

All children are seen universally at one year and at two years and they are offered a full health growth and development review via a letter with an appointment.

These are now completed at Cleobury Mortimer Health Centre, Ludlow or Bridgnorth depending on where they live.

Celebrating Children's Achievements



The children representing all the hard work and positive attitudes in our school this week.



Spelling Bee:

Bronze - Torrhen



Numbots

Theme Class: Arthur Ralph

Rea Class: James Home



Times Tables Rock Stars

Corve: Carys Read

Severn: Bella Lewis



Sports Stars:

Theme: Enfys, Kai, Boyd, Ophelia & Arthur for the performance of their 'roll' sequence in gymnastics.

Rea: Rosie for fantastic ribbon shapes in gymnastics.

Corve: All of Corve Class for their excellent final Indian dance performance.

Severn: All of Severn Class for the great way they demonstrated TREDs (teamwork/respect/enjoyment/discipline and sportsmanship) during our tri-golf tournament @ Lacon / Jasmin for her determination to be successful during tri-golf.



Great Sentence using words of the week:

Teme: I came second place in the race. **Boyd**

Corve: My brother said he wrote that he was going to see a **popular** band on his **calendar**. **Noah**

Severn: I was **bamboozled** by the artefacts in the museum. **Torrhen**



Class Achievers:

Teme: **All of Teme Class** for their focus, attention, listening and good manners when on our school trip to Home Farm Attingham.

Rea: **Florence** for fantastic focus in phonics / **James** amazing progress in his reading / **Ralph** for great independence in his maths.

Corve: **Gabby** and **Florence** for perseverance and determination with their piano skills / **Teddy** and **Ruby** for using different shades of paint to show light and shadow / **Tabitha** and **Aslan** for their fantastic poems inspired by the Magic Box / **Sofia** for her progress in her writing.

Severn: **Lorelei** for passing her Grade 1 recorder with distinction / **Holly G, Marnie** and **Cameron** for making great progress in maths / **Nate, William, Jasmin, JJ, Ronnie** and **Elliot** for their art work inspired by William Morris and Orla Keily.