

APPRECIATION ❤️ BELONGING ❤️ COMPASSION

Whenever you possibly can, do good to those who need it

WELCOME BACK!

It has been lovely to see everyone back to school for the second half of the Spring Term. There is lots to look forward to over the coming weeks, not least the clocks will move forward an hour, giving us some much needed extra daylight, and hopefully some better weather! For the time being, please continue to send your child with a coat as we will go outside as much as possible at break times.

World Book Day will be celebrated in school on Thursday 7th March. Children may come to school dressed as their **favourite book character**, or come 'Ready to Read'. (Think bedtime story, so in a onesie or their pyjamas!) Please ensure that your child is warmly dressed with clothes and shoes that allow them to run around at playtime and with a coat to wear! All classes will be celebrating books and the joy of reading. **World Book Day vouchers** will be sent down to class next week. Please look out for them in your child's book bag. **There will be a special menu on World Book Day too! Please see page 3 for more details.**



FROGS BACK TO SCHOOL QUIZ

This was held on 2nd February, and was a very enjoyable evening with a full house along with some excellent fancy dress! It was great to get together for a social and even better to raise a whopping **£1091** towards school equipment and outings! Huge thanks to the **Tichborne Arms and Susie Czopor** who catered the event, our quizmaster **Matt Armstrong and his glamorous assistant Tamsin** and **house. Partnership** for some very generous prizes. Watch this space for details of the next social!



PARENT CONSULTATIONS

13th & 14th March, 3.30pm-6.30pm

This year, we will once again be holding a hybrid parent's evening where we will offer to meet with you face to face or via a video Teams call to discuss your child's progress in the core subjects of English, Maths and Science as well as how your child is achieving generally.

For the evenings to run smoothly, each meeting must be time limited to 10 minutes only. It is essential the meetings end promptly as the next parent will be waiting for their scheduled slot either face to face or on a video call.

For children in **Key Stage 1** (Yrs R, 1 and 2) your appointment will be with your child's class teacher.

For children in **Key Stage 2** (Yrs 3, 4, 5 & 6) you will see the teacher who teaches them for English, Maths and Science.

Year 3 – Miss Richards

Year 4 – Mrs Gaunt

Year 5 – Mrs Chattell

Year 6 – Mrs Noott

Appointments will be available to book from **Thursday 29th February at 8am**. Please log into your **Arbor App** to make your booking. **It is essential that you say if you would like a face-to-face meeting or a video call by Teams.** Please tell us which email address you would like the Teams invite sent to. You can do this in the notes section.

You may also leave comments for the class teacher when making the booking such as any specific questions you may have so that the class teacher is prepared in advance and able to make best use of the 10 minute slot.

The appointment system will close on **Sunday 10th March at 11pm** to allow time for the teachers to set up the meetings. You must have booked your slot by this time.

If you are unable to log into Arbor please call the office who will be able to book your appointment for you.

BEE RECOGNISED

In our Bee Book and in Celebration Worship this week the following children were recognised:

Bumblebees: *Lulu M, Bessie B, Evie DB and Oran C* for great handwriting in English this week.

Piper M for her excellent creativity skills. Piper applies her arts and crafts knowledge to make wonderful pictures and models.

Honey Bees: *All of you!* You were all fantastic this week when Miss Kirby was poorly. You were adaptable, resilient and super kind to each other. Miss Kirby is so proud of all of you and so happy to see you all on her return!

Carpenter Bees: *Arthur T* for some amazing independent maths. He has worked really hard at making the same amount of money in different ways and he's really pushed himself into his challenge zone. Well done Arthur!

Year 3: *Ottillie H and Holly B* for working so hard on their times tables learning. They have practised multiplying and dividing to always try their best and succeeding in moving up several levels!

Bernie B for always thinking outside the box. He works thoughtfully through different tasks and is always happy to share his ideas, thinking about the questions and coming up with interesting and thought provoking suggestions.

Year 4: *Fraser M* for excellent engagement in our Geography work this week. He has done extra learning and shows great understanding of technical geographical terms.

Scott C for super learning this week in all lessons. He worked especially hard in maths showing excellent understanding in our perimeter work.

Alfred DH and Samuel P for their outstanding creativity in English this week. They worked so thoughtfully, choosing ideas for effect, entertainment and humour - we loved it!

Year 5: *Ray G, Ivy B, Lucy W* for excellent classroom behaviour and learning and for bee-ing great role models.

George PK for fantastic improvements all round and putting in so much effort. Well done.

Year 6: *Henry P* for his excellent arithmetic skills, he has mastered fractions, with all four operations, and has become much more accurate and consistent when calculating.

Evan G for his excellent, positive attitude to learning this week in all areas. It has made a big difference, especially in maths.

Ewan C and Freddie L for writing powerful, thought provoking speeches in English, campaigning for the rights of the match stick girls.

DIARY DATES

New dates or changes in bold

Thur 29th Feb	Last Teacher Led Club Session
Fri 1st Mar	House Cross Country, 2pm
Wed 6th Mar	Yr 1 & 2 Royal Victoria Country Park
Thur 7th Mar	World Book Day
Tue 12th Mar	Listen2Me Concert to Parents, 11am Carpenter Bee Class Only
Wed 13th Mar	Parents Evening 3.30pm-6.30pm
Thur 14th Mar	Parents Evening 3.30pm-6.30pm
Fri 15th Mar	Comic Relief Day
Wed 20th Mar	Full Governing Body Meeting
Tue 26th Mar	Dramabeasts Performance to Parents And children, 2.30pm
Thur 28th Mar	Easter Performance to Parents at St Peter's, 9.30am Open Afternoon for parents to view Children's books, 2pm
Thur 28th Mar	Break for Easter
Mon 15th Apr	Return to School Summer 1
Tues 7th May	Yr R Summer born - School Nurse Height, Weight and Vision
Wed 22nd May	Year 4 & 5 Dress Rehearsal
Thur 23rd May	Founders Day Year 4 & 5 Performance, 6.15pm
Fri 24th May	INSET Day Break for Half Term
Mon 3rd June	Return to School Summer 2



HAPPY BIRTHDAY

Happy Birthday to all the children who have their birthday in this week:

Rafferty H

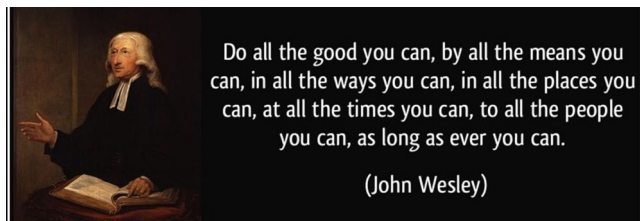
Sophie S

Thank you to Rafferty H for the fabulous book he has donated to the library for his birthday. Mrs Howling will put sticker in the front of the books with his name on.

If you would like to donate a book, or something else, for your child's birthday, the link to our wishlist is:

<https://amzn.eu/bXvpSme>

This week's theme in Worship has been 'Lent'. The children have learnt that Christians partake in the season of Lent, which lasts 40 days. This symbolises the time Jesus went into the desert for 40 days and fasted from food. Christians use this time to pray and sometimes fast or give money to those in need. They considered what they could do to set



Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as ever you can.

(John Wesley)

challenges for themselves and our school community during this year's Lent, and how they can help others in times of need.

Living in ways which help Christians to draw nearer to God during Lent can be hard work. As human beings, we often find it easier to think about ourselves. Christians believe that we can learn from the life and teaching of Jesus. Christians believe Jesus set the example and challenge.



A vibrant yellow and orange poster for World Book Day. At the top, an orange banner reads 'Share A Story On'. Below it, the words 'WORLD BOOK' are written in large, dark blue, hand-drawn letters. Underneath, the word 'DAY' is written in a stylized, red and white font with radiating lines. The background is decorated with various book illustrations in blue, green, red, and orange, along with white swirls and small colored dots. At the bottom, an open book is shown with three banners: 'Thursday 7th March' on the left, 'Menu' in the center, and 'FOOD TO FLOURISH' on the right.

Share A Story On

WORLD BOOK

= DAY =

Thursday 7th March

Menu

FOOD TO FLOURISH

Peter Rabbit's Vegetable Lasagne

BFG Fingers (Chicken Goujons)

Jacket Potato with Whizzpopper Beans

Supertato Wedges

Evil Peas or Whizzpopper Baked Beans or Gangsta Granny Salad

Willy Wonka's Iced Chocolate or Vanilla Sponge Cake



Hampshire
County Council



YOUR SCHOOL'S

RED NOSE DAY

**15th March
2024**

THEME DAY

Menu

Somerset Cheddar Cheese & Potato Frittata

or

Battered Fish with Chipped Potatoes

Both served with vegetables of the day

Red Nose Iced Bun



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

2024 PACE Events

Free health & wellbeing events for all parents, carers & professionals who support or work with young people

DATE	LOCATION
Friday 26 th January 2024	Gosport St Vincent College, Mill Lane, Gosport, PO12 4QA
Thursday 22 nd February 2024	Basingstoke Queen Mary's College, Cliddesden Rd, Basingstoke, RG21 3HF
Monday 11 th March 2024	Andover Testbourne School, Micheldever Rd, Whitchurch, RG28 7JF
Friday 19 th July 2024	Waterlooville Oaklands Catholic School, Stakes Hill Rd, Waterlooville, PO7 7BW
Wednesday 25 th September 2024	Winchester Winchester United Reform Church, Jewry ST, Winchester, SO23 8RZ
Monday 7 th October 2024	Havant Trosnant Infant School, Stockheath Lane, Havant, Hampshire, PO9 3BD
Thursday 21 st November 2024	New Forest Lyndhurst Community Centre, Main Car Park, Lyndhurst, SO43 7NY

BOOK YOUR WORKSHOP SPACE AT:

hampshirecamhs.nhs.uk/events

PACE ITINERARY

WORKSHOP 1

WORKSHOP 2

TIME	WORKSHOP 1	WORKSHOP 2
9:30	Supporting a child with eating difficulties including ARFID This workshop solely focuses on eating disorders as a mental health disorder for young people. This will cover Avoidant Restrictive Food Intake Disorder is a feeding and eating disorder. People with ARFID find it hard to eat enough for healthy growth, development and functioning.	Supporting trauma recovery Understanding the impact of trauma on children and young people and how together we can help them to recover.
10:30		
10:45	Introduction to managing ADHD - ADHD Team What is ADHD? Spotting the signs and symptoms from 5 years to 18 years. How to support a young person with symptoms of inattention, hyperactivity and impulsivity with or without an ADHD diagnosis.	Supporting a young person in crisis & managing self-harm Supporting a young person in crisis & managing self-harm.
11:45		
12:00	Coping and resilience strategies to support children & young people Exploring the terms coping and resilience - what are they and how might we build coping and resilience into our lives. This workshop uses easy to understand metaphors that can be shared with children to help them to explore their own coping and resilience.	Introduction to autism What is Autistic Spectrum Condition? Spotting the signs and symptoms Diagnosis: the process and things to know about the diagnostic assessment How to support a young person with ASC.
13:00	New Understanding and supporting a young person with Obsessive Compulsive Disorder (OCD) This workshop aims to give an introduction for parents and carers supporting a young person with Obsessive Compulsive Disorder (OCD). It will provide information regarding what OCD is, how this develops and what keeps it going. It will give an overview of the treatment options for OCD and ways family members can support a young person at home.	Looking after yourself to support your child This workshop will focus on the needs and challenges for parents and carers, as well as provide a range of practical advice and strategies around how to look after yourself in order to better support the wellbeing of your child.
13:30		
14:30	New Disability, difficulty, SEND & mental health An awareness session to offer a space for Q&A around Learning needs and how Mental Health issues can present; difficulty with language used when children and young people have varying learning needs with or without formal diagnosis.	Understanding & managing anxiety What anxiety is and how to spot the signs and symptoms of anxiety in children and young people. How to support a child and young person who experiences anxiety with practical strategies.
15:45	Coping and resilience strategies to support children & young people Exploring the terms coping and resilience - what are they and how might we build coping and resilience into our lives. This workshop uses easy to understand metaphors that can be shared with children to help them to explore their own coping and resilience.	Supporting a young person in crisis & managing self-harm How to recognise crisis and how crisis develops. How emotional regulation difficulties can lead to mental health crises such as becoming suicidal or self-harming.
16:00		
17:00	New Introduction to managing & supporting a young person with Tics and Tourette's This workshop aims to give an introduction for parents and carers supporting a young person with Tics & Tourette's. It will provide information regarding what Tourette's is, how this develops and what keeps it going. It will give an overview of the treatment options and ways family members can support a young person at home.	New Supporting your autistic child to thrive This two-hour workshop will consider what areas of life can be challenging for autistic young people. We will think about how we can adapt our communication and the environment around the young person to make life easier and more suited to their needs. We will discuss practical changes that can be made in all the areas and give example of what these look like in real life. We will support you to think about the specific needs of your child and develop the beginnings of an individualised plan, providing the opportunity for discussion with other group members and the facilitators.
17:15		
18:15		
18:30	Introduction to managing ADHD What is ADHD? Spotting the signs and symptoms from 5 years to 18 years. How to support a young person with symptoms of inattention, hyperactivity and impulsivity with or without an ADHD diagnosis.	
19:30		



PUPIL PREMIUM FUNDING

Every year, the Government allocates funding to schools to help address the national trend that disadvantaged students do not attain as highly as non-disadvantaged students. This valuable extra money is allocated to schools to provide additional or enhanced provision, so that no child is left behind in their education as a result of financial circumstances. This can include subsidising after school clubs and trips as well as providing additional learning support or resources in class, for example.

Eligibility criteria

Your child may be able to get free school meals if you get any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for four weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Parents and carers can check eligibility simply and easily by visiting:

<https://www.cloudforedu.org.uk/ofsm/hants/>

and clicking on 'New Application'. Once you have input your details it will return an instant result and notify the school office electronically of your eligibility. If you would prefer us to check on your behalf, please email Mrs Burr with YOUR name, YOUR date of birth and YOUR national insurance number. We would like to reassure you that all applications made are confidential and no child is identified as a Pupil Premium child in any way in their day to day school life. Equally being entitled to free school meals does not mean your child has to eat a meal every day!

Even if your child is in Year R, 1 or 2 and already entitled to Universal Free School Meals, if you think you might be entitled to this benefit please complete the form. This valuable extra funding ensures that we can offer many different types of support throughout the years your child is at our school and will ensure they continue to receive free school meals as they move into KS2.

**Just one day of qualifying entitlement = 6 years of funding!
Current funding = £1455 per child per academic year**