

Dear Parents/Carers,

It was lovely to see in Early Years and Year 1 lots of children bring their special person to lunch this week ahead of Mother's Day. The children were thrilled and they enjoyed performing their songs to you.

World Book Day was a resounding success at Hempstalls this week, with both children and staff enthusiastically dressing up as their favourite characters to celebrate the wonderful world of books and authors.

This upcoming Monday, we're excited to host our "Everybody Writes" day with a Jungle Book theme across the entire school. The children always enjoy this event, especially as our staff will perform extracts from the book, including "The Bare Necessities" and "I Wanna Be Like You," featuring some talented children from Years 4 and 6. Afterwards, all children will return to their classrooms to engage in some wonderful writing activities that we cannot wait to share with you.

While Red Nose Day is nationally recognised next Friday, we'll be celebrating it in school on Thursday. Our school council has decided that we should come to school in our pyjamas or onesies and get creative with our hairstyles!

Finally, a big congratulations to our children who were awarded gold passes for their exceptional behaviour, announced in our Champion Assembly this week. These passes will be exchanged for a special golden prize before Easter. Keep aiming for gold, children!

Thank you for your continued support.

Best Regards,  
Miss A Bell

8th March 2024

## Term Dates



Friday 22nd March - Finish for Easter

Monday 8th April - Return to School

## Attendance and Punctuality



Be at school every day and on time!  
Every minute of

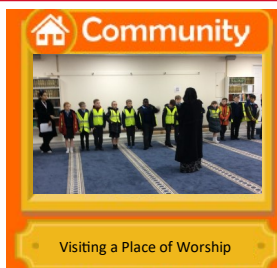
### Champion Moments



World Book Day



Special Person Lunch



Visiting a Place of Worship

Thursday 14th March  
Pyjamas & Crazy Hair



# RED NOSE DAY



Children should come to school wearing pyjamas and a crazy hairstyle. Donation of £1 for Comic Relief.

**COMMUNITY FUND** Dove Service

## Grief Out Loud

We are funded to provide grief support for Parents and Carers, as well as children and young people and professionals across Staffordshire, Cheshire & Wirral.

Contact us on 01782 683155 for more information

## Wellbeing corner

**BEREAVEMENT SUPPORT GROUP** Dove Service

A chance to talk, share, or to sit and listen. In a safe, confidential and non judgmental space.

**When:** Every Wednesday from 1:30pm to 2:45pm

**Where:** Bescura Family Hub, Port Vale F.C, Hamil Road, Stoke-on-Trent, ST6 1AW

### Important Message

As of Monday 11th March, the main office/ pedestrian gate will remain closed until 8:30am. Children accessing the free breakfast club will enter via the KS1 playground and will be met by a member of staff at 8:15am by the castle. For health & safety reasons, an adult must remain with your child until handed over at the gate. Entrance to breakfast club will open at 8:15am and close at 8:20am - if your child arrives after the gate has closed, you must wait until the main gates open at 8:30am.

We will review this half termly. Thanks for

Veget	Curry with Rice (v)	Mashed Potatoes (v)	Roast Potatoes and Gravy (v)	Traybake with Rice (v)	(v)
3rd Options	Jacket Potato with Baked Beans, Cheese, Tuna Mayo or Coleslaw	Jacket Potato with Baked Beans, Cheese, Tuna Mayo or Coleslaw	Jacket Potato with Baked Beans, Cheese, Tuna Mayo or Coleslaw	Jacket Potato with Baked Beans, Cheese, Tuna Mayo or Coleslaw	Jacket Potato with Baked Beans, Cheese, Tuna Mayo or Coleslaw

**Deli**

Deli Option with Ham, Tuna Mayo, Egg Mayo or Cheese

**Vegetables**

Hot Seasonal Vegetables    Hot Seasonal Vegetables    Hot Seasonal Vegetables    Hot Seasonal Vegetables    Hot Seasonal Vegetables

**Dessert (Fresh fruit and yoghurt available daily as an alternative to the dessert of the day.)**

Ginger Cake with Custard    Fruit Shortbread    Berry Crumble Traybake with Custard    Chocolate Brownie    Fruit Jelly

Fresh seasonal salad and bread available daily.



**CHAMPION AWARD**

<b>RB</b>	Caleb	<b>3P</b>	Tayseer
<b>RM</b>	Ruby	<b>4B</b>	Jack
<b>1C</b>	Elsie	<b>4K</b>	Ocearna/Isaac
<b>1E</b>	Sarah	<b>5T</b>	Jack
<b>2C</b>	Olivia	<b>5P</b>	Ivan
<b>2M</b>	Lucas	<b>6M</b>	Keanu
<b>3Mc</b>	Brianna	<b>6P</b>	Lewis



**Good To Be Green & Attendance**

Congratulations to all the Good to Be Green and 100% attendance winners this week

Good To be Green

**Reception & KS1**

RB Frankie, 1C Elsie, 1E Quinn, 2M Teddy

**KS2**

3MC Jenson & Isla-Rose, 4B Alexia, 4K Ronni, Steven & Daniel, 5P Archie, 6M Sophia

100% Attendance

Reception & KS1 - Jake      KS2 - Oliver

Class Attendance

2C



**Jackson Award**

For demonstrating the school values of Respect, Resilience, Prepared, Curious, Kindness

1C - Charlie	2C - Logan	3Mc - Arlo	4B - Inayah	5P - Eliza	6M - Lexi
1E - Quinn	2M - Bobbie	3P - Nicole	4K - Noah/Lucas	5T - Theo	6P - Blossom



**ZUMBA GOLD®**

Hempstalls Primary School  
Mondays & Tuesdays  
7pm

workout. No booking required just turn up at the door and join in with a super friendly group of ladies.

WE'RE LOOKING FOR  
**LEGO DONATIONS**

## We can offer you free support and advice

A **kinship carer** is someone who is raising a relative or friend's child.

**Kinship** is the leading national kinship care charity. We want kinship carers and the children they are raising to be **recognised, valued** and **supported**.

### What you can access:

Our **FREE Advice Service** is available from **Mon - Friday 9.30am - 2pm**. Contact us to arrange a call with one of our expert staff.

You can talk to us about:

- **Your legal options**
- **Benefits**
- **Employment**
- **Housing**
- **Education and much more**



We can also signpost you to other **helpful organisations** in your local area.

Visit:

[www.compass.kinship.org.uk/advice](http://www.compass.kinship.org.uk/advice)



**Phone - free**

0300 123 7015



**Fill in a form online**

Once you've filled in the form our adviser will contact you



**Book a 1:1 appointment**

Book an appointment



**Online Advice Finder**

Personalised information





# kinship carers

We're here, whenever you need support. You can access lots of information, advice or meet other kinship carers through:



**Our Kinship Community** – includes regular emails to keep you up to date with what is happening in the world of kinship care, including local events, celebration days, local workshops and much more. [www.kinship.org.uk/community](http://www.kinship.org.uk/community) to sign up



We provide **12 short, free workshops** for any kinship carer on topics related to kinship care and your caring role.  
**Book a free workshop:** [compass.kinship.org.uk/workshops](http://compass.kinship.org.uk/workshops)



**Kinship Compass** – [www.compass.kinship.org.uk](http://www.compass.kinship.org.uk) - The independent online information, advice and support hub just for kinship carers.



**Our support groups** - networks of friendly local support groups for kinship carers across England and Wales.  
[www.compass.kinship.org.uk/groups](http://www.compass.kinship.org.uk/groups)



**Someone Like Me** – our peer telephone support service. Trained kinship carer volunteers will offer you a listening ear, providing you with emotional support from people who understand. **Get matched with a volunteer:** [www.compass.kinship.org.uk/SLM](http://www.compass.kinship.org.uk/SLM)



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.