



## Petersgate Post—1st March 2024

### Mrs Mitchell's 'Message of the Week'

Thank you to you all for your support during our recent parent consultations. It was lovely to see you all and there was a hive of positive discussions about learning, achievements and next steps. I know you will join me in thanking all of the staff for their hard work in preparation for the meetings. There are lots of exciting things coming up, including World Book Day, where parents can attend for book related activities between 2-3pm.

### Golden Broom Award

We are introducing something new to Friday assemblies—The Golden Broom Award.



The Golden Broom will be awarded to the class that can keep their classroom and corridor area the tidiest.

The Golden Brush will be awarded to a child, nominated by their teacher, who shows that they can keep their environment safe. This will be awarded weekly.

### Comic Relief Red Nose Day

We will be taking part in Comic Relief Red Nose Day on Friday 15th March. Children can come to school wearing **non-school uniform** for a voluntary donation towards this fantastic charity.

Comic Relief supports incredible projects and organisations that are making a difference for people across the UK and around the world and your donations will make a real difference!



### Parent Forum— Tuesday 26th March 2-3pm

The theme of the forum this month will be the Behaviour Policy.

This will help inform updates to the Behaviour Policy. We look forward to seeing you.



### Reading At Home Survey

We would appreciate your support with completing this survey about your child's reading and the reading that takes place in your home. The survey is voluntary but it would be extremely helpful as we continue to improve reading standards and the enjoyment levels of reading for our children. Please [click here](#) or copy and paste this link into your web browser.

[forms.office.com/e/N1cPP4CrWk](https://forms.office.com/e/N1cPP4CrWk)

### Staff Farewells

Mrs Jane Mitchell, 1:1 SEN Assistant in Whale class and Mrs Emma Sargeson, 1:1 SEN Assistant in Turtle class will be leaving at the of this half term. They have been an asset to Petersgate and will both be sadly missed. We wish them every success in their new roles.



### Health & Wellbeing Tip

This time, why don't you go on a wellbeing walk and notice the signs of Spring. Notice what you can hear, see, touch and smell on your walk. It might sound simple, but going outside is good for your wellbeing.

Regardless of the weather! Being in nature and noticing the seasons helps individuals to focus on the present, which can reduce anxiety and develop wellbeing in the process. Walking and talking is a great and simple way of building connection.



### Current Vacancies at Petersgate

Caretaker—please [click here](#) for more details

SEN Learning Support Assistants—please [click here](#) for more details

### Forthcoming Events

#### March 2024

##### Thursday 7th

World Book Day including dressing up  
Parents can attend between 2-3pm

##### Friday 15th

Comic Relief Red Nose Day ([details above](#))

##### Thursday 21st

World Down Syndrome Day 'Wear Odd Socks'\*

##### Monday 25th

Rocksteady Concert\*

##### Thursday 28th

Last day of Spring term

#### April 2024

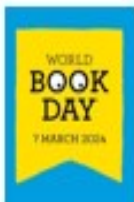
##### Monday 15th

Inset day— school closed

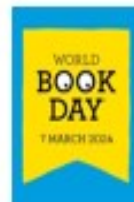
##### Tuesday 16th

School open at 8:40am

\**details to follow*



## World Book Day – Thursday 7<sup>th</sup> March



We are celebrating World Book Day and we will be enjoying a variety of books at school on that day, all day! In the afternoon from 2pm-3pm, we look forward to welcoming you to see what they have been doing during the day. Please ensure that only ONE adult attends per child and complete the online form sent by email.

To make World Book Day even more fun, your child can dress up either **as their favourite character from a book** OR **as an adjective or describing word** e.g. colourful, sparkly, brave, ancient, outrageous...the list is endless! Make sure they wear a clear label if you go for this option!



If your child is not keen on dressing up you might want to consider making a **wooden spoon or potato book character** to bring into school on that day.

So, get creative and we look forward to seeing your ideas on World Book Day!



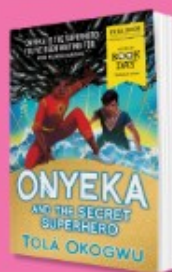
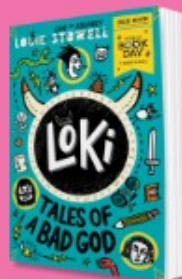
WORLD  
**BOOK  
DAY**  
7 MARCH 2024

SPONSORED BY  
**NATIONAL  
BOOK  
tokens**

Choose a brilliant book for free  
with your World Book Day  
£1/€1.50 token



15 February -  
31 March 2024



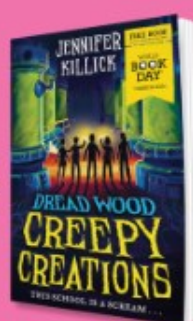
Éire amháin  
Ireland only



Éire amháin  
Ireland only



Cymru yn unig  
Wales only



For teen  
readers

### World Book Day

As part of World Book Day your child will come home with a book token.  
You can use the token for a £1 World Book Day book which you can get at  
Asda, Sainsburys, The Works, Waterstones or WHSmith  
or £1 off a book of your choice.  
Use the link to find out more about the books available.

<https://www.worldbookday.com/books-and-tokens/books/>

### Attendance and Punctuality

We have noticed an increase in children being collected early. School pick up is between 15:10-15.20 and the children are still learning up to this time.

Could we please ask, if you can, to try and arrange any appointments outside of school hours where possible.

Please could we also ask that if something comes up that alternative arrangements are made for collection or the use of After School Club could be considered.

We appreciate that this can be difficult but missed learning does add up over the school year.

### Attendance and Punctuality from 19th February—1st March

Whole School Attendance: **95.15%**  
(National Average: 94.3%)

Best Attendance: **Turtle class—98.25%**  
Best Timekeepers: **Jellyfish class**



### PoPS (Pals of Petersgate School) need you!

If you are interested in becoming a committee member or a volunteer to help at events, please contact the PoPS Team on their face book page.

### PoPS—Dates Coming Up 2024!

Thursday 21st March—Easter Fayre\*  
Sunday 30th June—Summer Festival\*

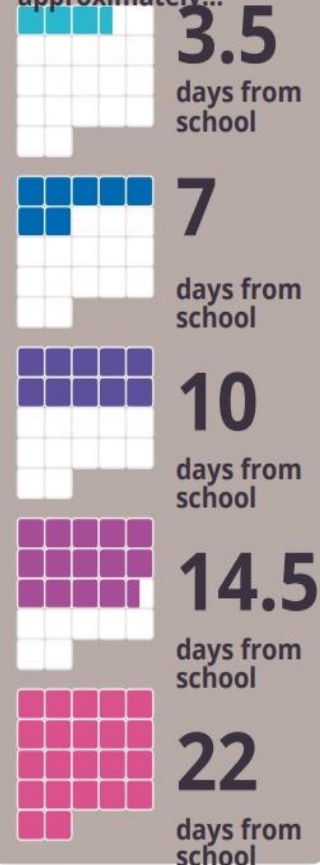
\*details to follow

## Did you know that in **one school year...**

If your child is  
late every day  
by...



Your child would  
have lost  
approximately...



**Continues until Thursday 28th March**

We are taking part in 'Eat Them to Defeat Them'.

Each week a family favourite vegetable will be featured.

Children can collect stickers and learn catchphrases to go with the vegetables.

We want to encourage children to try each vegetable three times so that they become part of their daily diet.

We'll be encouraging children to get those gnashers to work defeating those veg one big bite at a time, and we are planning some great chomp visuals and fun. Chomping on raw veg is also excellent for dental health – so double win!

### A Message from Petersfield Youth Theatre

We are delighted that our much-loved Easter Holiday Activity is back this year from **Monday 8th to Friday 12th April** for Age 5 year old to school Year 8.

We are offering children and young people the opportunity to take part in a fun and creative experience this Easter.

Participants will spend 4 days working with a team of Directors and Musical Directors, staging songs alongside professional Musical Theatre performers. On the fifth and final day, two performances will take place with a live band for friends and family to enjoy.

It's the perfect opportunity to meet new friends, gain confidence and perform in a fun and creative atmosphere.

All details can be found on our [website](http://www.pyt.org.uk) or copy and paste this link in your web browser [www.pyt.org.uk](http://www.pyt.org.uk)

# EASTER HOLIDAY ACTIVITY

Mon 8 - Fri 12 April  
Aged 5 to School year 8  
Bedales School

Visit our website for details

[pyt.org.uk](http://pyt.org.uk)

### Be the change that lasts a lifetime

Home-Start Butser is looking for new volunteers with parenting experience to support local families with young children. With just a couple of hours a week you could have a lasting impact on a family going through a difficult time. All volunteers are trained and carefully supported by the team to support families either in their home or at our groups. Our next course of preparation begins in March 24, please get in touch if you'd like to find out more without any pressure to commit.

t: 01730 233755 | [office@homestart-butser.org.uk](mailto:office@homestart-butser.org.uk) | [www.homestart-butser.org.uk](http://www.homestart-butser.org.uk)



## Be the change that lasts a lifetime

RECRUITING  
2024

Home-Start Butser recruits and trains volunteers with parenting experience to support local families with young children under five. With just a couple of hours each week you could make a real difference.

- Support families in their own homes
- Support at our baby and toddler groups

*"Quite simply,  
it is a joy to be involved!"*



We appreciate all our volunteers, as we know your time is valuable. Volunteering with us will give you opportunities to:

- Use existing skills to benefit the community
- Receive high quality training
- Improve self esteem, confidence & wellbeing
- Feel valued and part of a team
- Do something meaningful & rewarding

Contact us to find out more.

01730 233755

[office@homestart-butser.org.uk](mailto:office@homestart-butser.org.uk)

[www.homestart-butser.org.uk](http://www.homestart-butser.org.uk)



*"My volunteer has brought  
fun and happiness to my  
family."*

### TIME WORKSHOP 1

### WORKSHOP 2

9:30 -	<b>Supporting a child with eating difficulties including AFRID</b> 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 AFRID find it hard to eat enough for healthy growth, development and functioning.	<b>Supporting trauma recovery</b> Understanding the impact of trauma on children and young people and how together we can help them to recover.
10:30		
10:45 -	<b>Introduction to managing ADHD - ADHD Team</b> 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.	<b>Supporting a young person in crisis &amp; managing self-harm</b> Supporting a young person in crisis & managing self-harm.
11:45		
12:00 -	<b>Coping and resilience strategies to support children &amp; young people</b> 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.	<b>Introduction to autism</b> 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		
13:30 -	<b>Understanding and supporting a young person with Obsessive Compulsive Disorder (OCD)</b> 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.	<b>Looking after yourself to support your child</b> 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.
14:30		
14:45 -	<b>Disability, difficulty, SEND &amp; mental health</b> 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.	<b>Understanding &amp; managing anxiety</b> 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		
16:00 -	<b>Coping and resilience strategies to support children &amp; young people</b> 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.	<b>Supporting a young person in crisis &amp; managing self-harm</b> 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.
17:00		
17:15 -	<b>Introduction to managing &amp; supporting a young person with Tics and Tourette's</b> 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.	<b>New Supporting your autistic child to thrive</b> 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.
18:15		
18:30 -	<b>Introduction to managing ADHD</b> 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		

# PACE

PARENT, CARER & PROFESSIONAL EVENTS

2024

## 2024 PACE Events

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

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

# 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 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

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