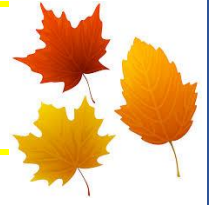




St. Michael's C of E Infant School Newsletter



Newsletter 4 Autumn 2022



31st October 2022

St. MICHAEL'S
CE (CONTROLLED) INFANT SCHOOL

Collective Worship

Our Collective Worship team have been leading some of our Collective Worship sessions in school. Over the last term, we have been learning about the story of Joseph from Genesis in the Bible. The children have been acting out some of the parts in the story, asking the other children in the school questions and leading the school in reflection and prayer. We are now coming to the end of the Joseph story and Joseph has forgiven his brothers for how they treated him years ago. Forgiveness is one of our school values and the children have been reflecting on how hard this can be to carry out (even for adults!). Our worship team shared some of the times when they have forgiven others and invited the other children in the school to do the same.

Have a lovely week,

Dot Patton



Prayer Group

As a way of supporting our school's Christian ethos and values, last year a group of parents came together to pray for the school. We'd like to continue this and extend the invitation to parents and carers to come together and pray for this academic year; to give thanks to God for the school and pray for the children, staff and governors. It'll be a combination of online prayer time and opportunities to meet face to face. We hope to have the first prayer time towards the end of November, date and time tbc! If you'd like to join us or find out more, please get in touch with the school office.

-Lucy and Richard Honeysett



Parents'/Carers' Forum

On Thursday 10th November, we will be holding our parents'/carers' forum on Zoom. There will be an opportunity for parents to request any workshops that they think would be beneficial for supporting the children with learning at home. We will also share a number of different parenting courses that are free and available from the Early Help Hub.

Attendance

This week we will be sending out your child's attendance information for the last half term. You can read our attendance policy on:

https://files.schudio.com/st-michaels-infant-school/files/policies/P02_Attendance_Policy_2022-23_updated_Sept_2022.pdf

This policy outlines how we are using a new traffic light system to help support children and parents with attendance and there will be a support plan/contract that will be put together for some of the parents of children whose attendance is below 90%.

Diary Dates Autumn 2022

Monday 31st October – return to school

Tuesday 1st November 7:00pm: YR phonics and reading presentation

Friday 4th – Happy School Bag Collection and last day to complete flu vaccination consent form

Monday 7th – Year R Cake Sale

Wednesday 9th– Flu Vaccinations

Thursday 10th – Parents'/ Carers' Forum on Zoom

Thursday 17th – Non uniform day for Children in Need

Friday 18th November: INSET DAY - school closed

Friday 2nd December – Christmas Fayre

Nativity Dates:

9:30am Thursday 8th– Rabbits

2:00pm Thursday 8th– Hedgehogs

9:30am Friday 9th– Moles

9:30am Monday 12th– Owls and

Flamingoes 2:00pm Monday 12th - Badgers

9:30am Tuesday 13th– Ducks and Toucans

2:00pm Tuesday 13th– Foxes

9:30am Wednesday 14th– Parrots & Penguins

2:00pm Wednesday 14th - Squirrels

Crazy Hair Day – thank you!

It was wonderful to see so many of the children joining in with FOSM's Crazy Hair Day on the last day of half term. Together we raised an amazing £235.37! What a fabulous start to this year's fundraising.

Year R Reading Information for Parents'/Carers'

This will be held via Zoom on Tuesday 1st November at 7:00pm. We will send out the invitations tomorrow to all YR parents.

Thank you!

Thank you so much for the harvest gifts that you donated. These have been donated to the Community Grub Hub who were extremely grateful and said that the food will go to good use in the local community.



Monthly Mental Health and Well-Being Bulletin

Welcome to our second monthly mental health and wellbeing post!

Last month in our newsletter we introduced you to our good friend The Colour Monster! We use the Colour Monster in all areas of school life as a tool to help children talk about their feelings. This month, we look self-regulation and how you can support your child in navigating their 'big' feelings.

Co-Regulation and Self-Regulation

We can help young children manage challenging feelings by strengthening their ability to recognise and name emotions. While children are learning to notice their feelings and exercise self-control, the adults in their lives are essential as co-regulators. During this developmental phase, children need their parents, teachers, and caregivers to:

- respond appropriately to their emotional cues
- help them manage disruptive behaviours
- model safe, healthy ways to navigate big feelings.

This can be very tricky in the flow of a 'real' life situation! We have all experienced a child who is trying to manage a 'big' feeling and know how quickly things can go wrong and end in tears.

In school we use a simple process of co-regulation based on Dr. Daniel Siegel's 'Name it to Tame it' process.

Step 1: Notice the feeling – Help your child tune into how their body is feeling. With older children ask questions like: What is going on in your body right now? How does your tummy feel? How does your throat feel? Do your muscles feel tight or relaxed? Is your heart beating quickly? Are your eyes making tears? Younger children can find lots of questions overwhelming so at first you may comment on what you see instead – 'I can see that your mouth is pointing down to the ground, your eyes are making tears and you don't want me to hug you'.

Step 2: Name the feeling – Invite the older child to name how they are feeling – The Colour Monster is useful here! Affirm their answer – 'yes, I can see from your tears that you're feeling sad right now'. Extend upon it to build their emotional vocabulary and awareness – 'I bet you might be feeling disappointed too, I know you really wanted to keep playing at the park'. With younger children, as before, the role of the adult is to narrate and name the child's feeling if they are unable to articulate it – 'I can see that you are feeling sad because you wanted to be the one to choose the story'.

Step 3: Respond to the feeling – This is when co-regulation really begins. Considering the child's current state, temperament, and personal preferences, engage them in a brief activity to boost self-regulation. Tell the child that you are going to do something special together now to help them feel calm and able to talk about what happened. We support children with co-regulation every day at school and make use of a range of 'calming' activities that we develop with the children. You as parents know your child better than anyone. The activities you engage in with to help them regulate will be tailored to what you know of their preferences. Some children are calmed by sensory activities (bubbles, tight hugs, white noise etc) and some are calmed by physical activities (bouncing on a trampoline, rolling up in a duvet or blanket, kicking a ball around the garden). To give you some ideas of possible self-regulation activities a handout is included on the following sheet.

Sarah Boon- PSHE/Well Being Lead

12 SELF-REGULATION STRATEGIES FOR YOUNG CHILDREN



Alert and Engaged



heartmindonline.org



Secure and Calm

1. Take a Time-In

Spend 5 minutes in a calm, quiet space with the child. Connection is a key component of self-regulation.

2. Listening Break

Auditory stimulation such as a meditation, soothing music, or an audio book can help re-focus children's attention.

3. Rainbow Breath

Inhale and raise your arms above your head, painting a rainbow with your fingers! Exhale and return arms to your sides. Deep breathing regulates the vagus nerve.

4. Sing Vowel Sounds

Singing long, open vowel sounds such as "ahh" and "ohh" can balance sympathetic and parasympathetic nervous systems.

5. Face Painting

Pretend to "paint" the child's face in imaginary hues with the tip of your finger to provide sensory input.

6. Cool Down

Offer the child a cool glass of water or a popsicle, or run their wrists under cold water to help their nervous system reset.

7. Smell the Flowers

The scent of lavender can reduce anxiety. Mindfully smell fresh or dried lavender flowers with the child, focusing on how the smell makes them feel.

8. Move Like Animals

Invite the child to move like an animal that they would like to feel like, such as a carefree bird or proud lion. Somatically, this can help them shift their state.

9. Smiling Contest

See how long you can smile for together! Turning a frown upside down can really make you feel happier!

10. Tense and Release

Invite the child to clench their fists as tight as they can, then exhale to release. Repeat with various body parts to lower cortisol levels and heart rate.

11. Freeze Dance

Play upbeat music and instruct the child to freeze every time the music stops. Linking movement to their senses helps children regulate their bodies and minds.

12. Reflect Together

Fostering a self-reflective environment can help children learn to make better self-regulation choices in the future.