

The Buzz



23rd February



Learning and Achieving Through Love,
Courage and Respect

Dear parents, carers and children,

We have had a very busy start to the second half of the spring term. Each class has been carrying out **assessments** (some of which will be continued next week) which will be combined with teacher observations and judgements to give an accurate picture of each child's attainment and progress. This will help inform conversations at parents evening on Tuesday 5th and Wednesday 6th March.

Mrs Aram has started her maternity leave, and Mrs Denness and I are teaching Year 1 and Year 2 in the mornings. We would like to thank the children for being so helpful in showing us the routines and where things are! **Bumble Bees** have been exploring traditional tales, and comparing different versions of them by different authors, as well as alternative versions, such as Goldilocks and the Three Crocodiles!

As I was walking down the corridor this afternoon, I was greeted by very excited **Y1 and Y2 children** who were keen to show me their charcoal-covered hands! In Art, they have been exploring using charcoal in different ways to create texture and lines. Then they used charcoal and chalk to draw their impressions of different words. Inspired by this, they went outside to create more word art on a much bigger scale on the playground, drawing words like 'determined', 'curly' and 'giggly'.



In **Honey Bee class**, they have started their new English text, Tell Me a Dragon, in which they are exploring poems about dragons. In RE, they have been exploring the importance of signs and symbols, and making clay models/symbols of items that are special to them.

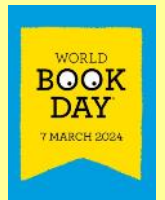
Ivy Bee class have started their new Geography learning journey. They have explored desert biomes (not possible in person, unfortunately!), including the Mojave desert in California, and will be comparing different biomes.



World Book Day is coming up on Thursday 7th March. This will be a fun-filled day of book activities. Children are welcome to come in wearing comfy PJs, a book and a teddy to snuggle up with. More information to follow.

The **BSA's Family Quiz** this evening is fully booked! We look forward to seeing you there.

I hope you have a wonderful weekend. With very best wishes, Mrs Lennon and the Brighstone team



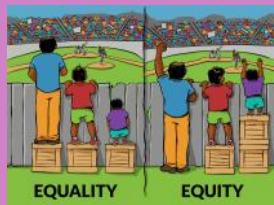
Collective Worship - Justice

This week, we have been thinking about Treating People Fairly.



They have both got the same so it is fair.

Do you agree?



We have been thinking about how, sometimes, instead of treating people exactly the same, we sometimes have to treat people slightly differently according to what they need.

Justice is...
Judging what is right
Understanding what is fair
Standing up for those who need help
Trying to listen to both sides
Informed and wise decisions
Caring enough to take action
Equal opportunities for all

It takes courage to stand up for what is right and fair.

Prayer for Courage

Father God,
Give us the strength to accept the things we cannot change,
The courage to change the things we can,
And the wisdom to know the difference.
Amen



"What does the Lord require of you? To act justly and to love mercy and to walk humbly with your God."

Micah 6.8

School Dinners

Children in **Year R, 1 and 2** are entitled to a 'universal' **free** school meal everyday.

Children in Years 3-6 are charged at **£2.90** per day.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Option 1	Pizza	Beef burger	Roast Turkey	Beef Bolognese	Fish fingers
Option 2	Tomato pasta	Veggie burger	Veggie pastry roll	Veggie Bolognese	Quorn nuggets
Dessert	Choc brownie	Crispy bar	Flapjack	Fruit cake	Ice cream

Poetry Corner

Whether the weather be cold,
Or whether the weather be hot;
Whether the weather be fine,
Or whether the weather be not;
Whatever the weather
We'll weather the weather,
Whether we like it or not!

Anonymous



Reading Recommendations

Each week we will include a book recommendation from a child and/or adult.

This week, Theo H recommends:

I like it when the wolf tries to eat the three little pigs. I like how the last house is built really carefully so the wolf can't puff it down. I like when the pigs put a cauldron under the fire so the wolf can burn his bottom!

I think other people should read this story because it's really funny!



Safeguarding

If you have a concern about a child you can call the police on 999 if you feel they are at risk of immediate harm

You can contact the NSPCC:

Contact the NSPCC Helpline

If you have any concerns at all about a child's safety or wellbeing, don't hesitate to contact us.

Call us or email help@nspcc.org.uk

0808 800 5000

[Find out more](#)

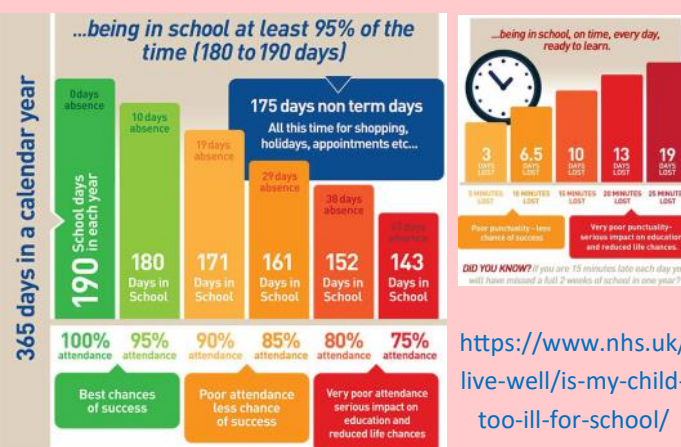
Or call children's services 0300 300 0117

Attendance Matters!

Week Commencing 19th February
Whole School attendance target: **96.5%**

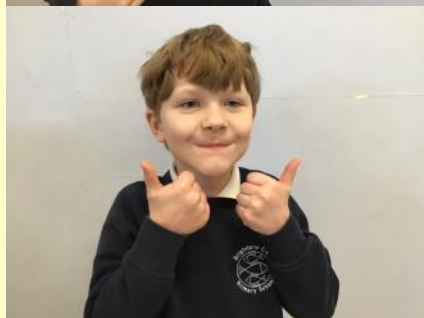
Actual Attendance: 90.15%

Late marks this week: 2



Golden Book

Bumble Bee	Luka-Bear for accepting challenges this week and enjoying his learning, especially with reading his book. Bram and Holly for their love of learning about multiplication problems involving showing 'groups of' in many different ways.
Honey Bee	Alexander - Before half term, he had some great ideas during Guided Reading and English. He also contributed fantastically during our RE unit this week. Charlotte B for showing a love of learning during Maths.
Ivy Bee	Charlotte R for the questions she asked and the interest she showed in History this week. Lucy B for the consistently high standard of effort she puts into her Maths work.
Sports Bee	Georgia for always showing the school games values.
Bee-haviour	Lucy W for always being a wonderful and supportive role model.
EARA <i>(nominated by members of the EARA group)</i>	Max F for tidying up the stones by the Cosy Cabin all by himself without being asked (Toby B).



What is Child Criminal Exploitation?

•Child Criminal Exploitation (CCE) is a type of child abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity.

- In exchange for something the victim needs or wants
- For the financial or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence.

Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation often happens alongside sexual or other forms of exploitation.

Criminal exploitation takes many forms, the most commonly known relating to the supply and movement of drugs, often referred to as County Lines, offences in relation to guns and other weapons, money laundering, violent offences and in some cases Cuckooing where criminals forcibly take over control of a person's home.

Child Criminal exploitation is broader than just county lines and includes for instance children forced to work on cannabis farms, to commit theft, shoplift or pickpocket, or to threaten other young people.

FREE Training for Parents and Carers living on and/or visiting The Isle of Wight 'EYES-WIDE' Increasing your Awareness of Gangs, Youth Violence & Criminal Exploitation

When?

Monday 4th March 2024

Doors open 6.15pm.

6.30 pm - 8pm

**Please arrive promptly for
start of session**

This training will increase your awareness of street crime, including signs and symptoms of gang involvement and youth violence.

Do you want to find out more about County Lines, Child Criminal Exploitation and knife crime?

Then come along to this informative, proactive session.

Where?

**Bay CE Secondary School site, The
Fairway, Sandown, PO36 9JH**

**Please enter via main entrance.
Free parking on site**

There will be an opportunity for parents/carers to ask questions at the end of the main information session.



Online Safety

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.

Respect Charter

at Brighstone C.E. Aided Primary School

At Brighstone C.E. Aided Primary School, we believe staff, parents and children are entitled to a safe and protective environment in which to learn and work. We strive to ensure that our school offers a warm and nurturing environment. All members of the school community and visitors should demonstrate mutual respect, to feel safe, work together and to use restorative approaches as the foundation of our practice. Any behaviour that may lead to feelings of harassment, alarm or distress to members of our community, will not be tolerated and action taken.

Expectations

- That all adults set a good example to children at all times, showing them how to get along with all members of the school and the wider community.
- That no one - staff, governors, parents, carers, volunteers or children - be subjected to abusive behaviour or any form of threats from visitors on the school premises.
- That physical attacks and threatening behaviour, abusive or insulting language, verbal or written (including on social media), to staff, governors, parents, carers, volunteers, children and other users of the school premises will not be tolerated and may lead to a ban from school premises and/or police action.

Types of behaviour that are considered serious and unacceptable

This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physically intimidating; e.g. standing very close
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing and name calling
- Pushing
- Slapping, punching, hitting or kicking
- Racist, homophobic or other hateful behaviour
- Sexist comments or sexual innuendo
- Disrespecting religion or belief
- Inappropriate communications (posting on Social Networking sites, emails or letters, etc.) which could bring the school into disrepute or be deemed as bullying, harassment and/or a hate-related comment

The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to any form of abuse in line with policy and procedure. If you choose to engage in these behaviours you may be asked to leave the site or the police may be called.

Thank you for your understanding and support



Brighstone School Association's
**FUN FAMILY
QUIZ NIGHT**
FRIDAY 23RD FEBRUARY
AT WILBERFORCE PRIMARY SCHOOL, BRIGHSTONE

SOLD OUT!

15 teams
£8 per team to enter
Refreshments available
Bring your own drinks and nibbles
Prize Raffle to be sold and drawn on the evening!

TICKETS AVAILABLE FROM THE BSA ONLINE BOOKING SITE BELOW OR VIA THE SCHOOL OFFICE WITH EXACT CASH PAYMENT IN A NAMED ENVELOPE.
pta-events.co.uk/brighstoneschoolassociation/

Brighstone School Association

MOTHER'S DAY
Special

Gift £3 each

The children are being given the opportunity to purchase a special gift for a loved one for Mothers Day

Please NB all gifts are the same - colour may vary

If you would like your child to purchase a gift, please see the email sent home and return the form/money in a named envelope or order through our pta events page by 1st March.
pta-events.co.uk/brighstoneschoolassociation/

NB the gift will come home with your child on 8th March

If your message is **urgent** or about **attendance** contact Mrs Pelosi in the **office**:
01983 740285
office@brighstoneprimary.org.uk
Office Hours 8am - 4pm

If you would like to speak with the **Headteacher** Mrs Lennon, you can find her at the school gate every morning or you can call 740285 to make an appointment with her



For **general enquiries** you can call or email the office, text the school messaging service or send a message to our school **Facebook** page: <https://www.facebook.com/BrighstoneCEPrimarySchool>
Our Facebook page is open so you do not need a personal account to view it

If you have concerns about your child's **learning** and progress, email the class teacher in the first instance and allow at least 1 working day for a reply:

Years R, 1 & 2 - teacher.bumblebee@brighstoneprimary.org.uk
Years 3 & 4 - teacher.honeybee@brighstoneprimary.org.uk
Years 5 & 6 - teacher.ivybee@brighstoneprimary.org.uk

If you have concern regarding **safeguarding** or your **child's mental health and wellbeing** please contact Mrs Jones. You can speak to her on the playground every morning, call into the school office or email m.jones@brighstoneprimary.org.uk
safeguarding@brighstoneprimary.org.uk

Our **Newsletter** is published every Friday with key information for parents and carers. You can find it on our school website: <https://www.brighstoneprimary.org.uk/category/the-buzz/>

Contact us



If you have a **safeguarding** concern about a child outside of school hours you can call the police on 999 if you feel they are at risk of immediate harm or contact Children's Services on 0300 300 0117

Please be reminded that all children need to wear the correct PE kit on PE days.
The correct PE kit is also needed for sports clubs.
Socks and hair accessories must be in the school colours.

School Day Timings

The school day is as follows:

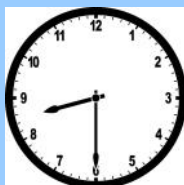
8.25am: Gates open

8.30am: School starts

3pm: School ends

3.10pm: Gates close

Many thanks.



Key dates this year

2023-2024 academic year

- Tuesday 5th March: Parents Evening 3.15pm - 6pm
- Wednesday 6th March: Parents Evening 3.15pm - 5pm
- Thursday 7th March: World Book Day
- Thursday 28th March: Last day of term
- Friday 29th March - Friday 12th April: Easter holidays
- Monday 15th April: Back to school
- Monday 29th April - Wednesday 1st May: Y4 residential at Tile Barn
- W/C 13th May: Y6 SATs
- Friday 24th May: Last day of term
- Monday 27th - Friday 31st May: Half term
- Monday 3rd June: School closed for staff development day
- Tuesday 4th June: Back to school
- Wednesday 18th - Friday 21st June: Y6 residential in London
- Friday 12th July: Reports go home
- Tuesday 16th July: Parents Evening 3.15pm - 6pm
- Thursday 25th July: Last day of term
- Friday 26th July: School closed for staff development day

Term dates are also available on our school website.

