

The Buzz



15th March 2024



Learning and Achieving Through Love,
Courage and Respect

Dear parents, carers and children,

It is always wonderful to see the children's eager faces waiting at the gates each morning; they are always so enthusiastic and can't wait for me to open the gate! This enthusiasm continues throughout the day. Whenever I show visitors around the school, the children always greet them with a wave and a hello, and are keen to make them feel welcome. They usually want to share their learning as well, of which they are very proud.

This week, all classes took part in the **National Farmers' Union Science Farm Live**. Year 1/2 saw new lambs and watched them being fed. They also learnt about how their food is grown. Year 3/4 watched a calf being born, and Year 5/6 saw Dr Claire, the vet, scanning cattle to see if they are pregnant, and learning more about how to care for cattle. This session also provided a great opportunity for children whose families are involved in farming to share their knowledge.



Estelle from the Heritage Museum came to Bumble Bee class on Thursday, bringing lots of artefacts, costumes and all of her knowledge about Carisbrooke Castle. First they were history detectives, deciding whether the contents of each box would belong to a man, lady, someone wealthy or poor, and what their job might be. Then she told the class about each of these people, starting with Baldwin de Redvers and travelling through time to Princess Beatrice. She told the children what to look for when they visit the castle next week. The children were all so excited and interested. They asked questions, and told her about their knowledge of some of the people featuring in the visit, including Isabella de Fortibus, Sir George Carey and King Charles I. The Reception children were equally interested and all wanted to stay and explore. They were able to tell Estelle all about who the king is now and who King Charles I was too! A wonderful experience for all, which has left us all eager to see Carisbrooke Castle for real next week. At the end of the session, they all went outside and pretended to be the French soldiers planning to attack the castle. They carried our swords and shields, fired their arrows and rode their horses, and they even practised walking in heavy armour.



I hope you have a lovely weekend.

With very best wishes, Mrs Lennon and the Brighstone team

Collective Worship - Justice

This week, we have been thinking about Seeing The Whole Picture.

We heard what St Paul said, and then two children acted out a scene with Barney and Bella, our puppets, in which they showed how important it is to listen to both sides of the story before jumping to conclusions.



Our purpose is to do what is right, not only in the sight of the Lord, but also in the sight of one another.

Have you ever jumped to conclusions about something, only to discover there is another side to a story?

Justice for Everyone Prayer

Lord Jesus Christ,

In your own life on earth, you took care to listen well to people, Especially the people who no one else listened to.

You were passionate about seeking justice for everyone.

Give us wisdom when we need to make decisions.

Help us not to jump to conclusions but to try to hear both sides,

Giving everyone a chance to speak.

And when we get it wrong, give us the humility and courage to say sorry.

Amen



"Learn to do right. Seek justice."

Isaiah 1.17



School Dinners

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

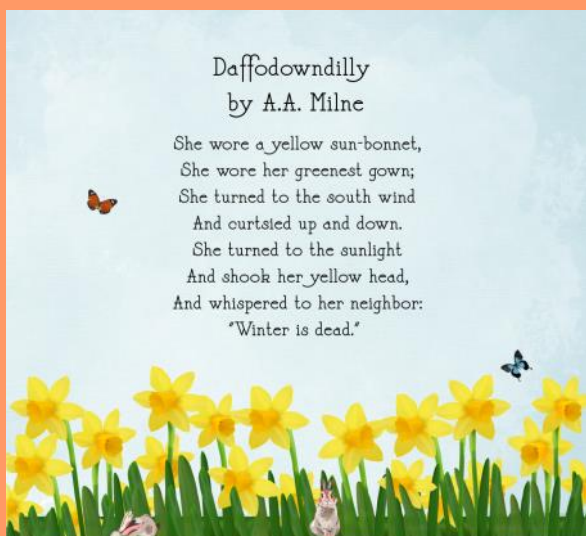
Children in Years 3-6 are charged at **£2.90** per day.

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

Daffodowndilly by A.A. Milne

She wore a yellow sun-bonnet,
She wore her greenest gown;
She turned to the south wind
And courtied up and down.
She turned to the sunlight
And shook her yellow head,
And whispered to her neighbor:
"Winter is dead."



Reading Recommendations

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

This week, Poppy J recommends:

I would like to recommend *Fing* by David Walliams because it is a very entertaining and funny book. It keeps you guessing and has two very good plot twists. You don't want to stop reading it because you want to know what is going to happen next.

It also makes you hungry for custard creams.....



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](#)

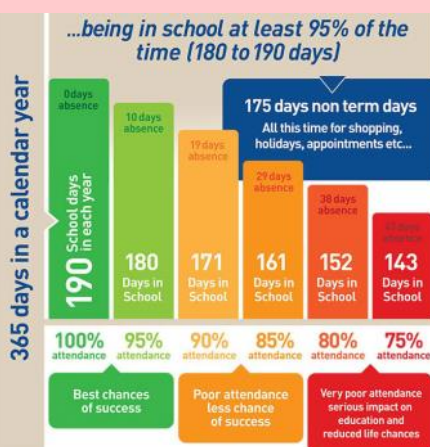
Or call children's services 0300 300 0117

Attendance Matters!

Week Commencing 11th March
Whole School attendance target: **96.5%**

Actual Attendance: 88.61%

Late marks this week: 11



<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

Golden Book

Bumble Bee	Molly for following up her learning in continuous provision. Ellie for showing a love of learning in the hard work she is putting in to learning her number bonds, both in school and at home. Theo F for showing love of learning in counting in steps of 3 using a number line so carefully and not giving up when we found an error.
Honey Bee	Kieran for some great observations in class worship when talking about justice and fairness. Martha for super participation during French lessons and always trying her best. Fred C for showing great resilience in Maths.
Ivy Bee	Freddie H for his vocabulary choice and detail when writing as "the Lost Thing" and the impact it has on the reader. Toby B for helping Mrs Denness set up Science each week. Devon for a clearly written character study of "Shaun".
Bee-Haviour	Tom for showing courage and kindness in MAP club.
Sports Bee	George for really focusing on his work in PE. Reece for being thoughtful and proactive in clearing up after PE.
EARA	Zara for quietly chatting to someone in the Cosy Cabin. Charlie for walking calmly in the corridor.



SEMH

Social, Emotional & Mental Health

Schools Walk the Wight

with



Mountbatten



Sunday, 12 May 2024

Register now: mountbatten.org.uk/swtw

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.



Brighstone School Association

Easter Competition

Easter Bonnets, Easter Gardens
and Decorated eggs



Please bring your entries to School on Thursday
28th March, and they will be taken into the Church
to be judged and displayed for the whole of Easter.



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

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:

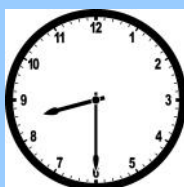
8.25am: Gates open

8.30am: School starts

3pm: School ends

3.10pm: Gates close

Many thanks.



Key dates this year

2023-2024 academic year

- Thursday 21st March: Bumble Bee visit to Carisbrooke Castle
- Saturday 23rd March: BHS Spring Show
- Thursday 28th March: Easter service in St Mary's Church at 2pm
- 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.

