

St. Thomas' C.E. Primary School

Newsletter

01.03.24

A note on worship...

Forgiveness



'Forgive as the Lord forgave you'

Colossians 3:13

We started this week by looking at what forgiveness means: not holding a grudge, having a new beginning, forgetting the hurt, ending an argument, valuing the truth and taking responsibility. Forgiveness can be a hard thing to do and over the next few weeks we will be exploring the theme together through our worship.



Stars of the Week



Events for the Week

Beginning

04.03.24

Monday

Guitar Lessons

Ukulele lessons

Brass Lessons

After school Multi Games for years 3, 4, 5 and 6

After School Choir

Parent's evening

Tuesday

Keyboard, strings and woodwind lessons

After school football for years 4, 5 and 6

Parent's evening

Wednesday

Swimming lessons

After school multi-skills for years 1 and 2

Thursday

World Book day (see below)

After school dodgeball for years 3, 4, 5 and 6

Friday

Afternoon Tea

Girls Football Tournament

From the office...

- **School dinners** need to be ordered for after the half term holiday.
- **Emergency Contact Forms** need to be completed and returned – a second copy was sent out to those who are yet to return them.

Parent's Evening

Due to the lettings in the evening, it will not be possible to hold a crèche for parent's evening.

Books will be available for you to look at in your child's classroom.

Miss Lockley will meet with parents in the staffroom

Mr Northcott will meet with parents in the administration office

Miss Hobbs will meet with parents in the Head's office

Mrs Stewardson will meet with parents in the library

Miss Wardle will meet with parents in the classroom. Books will be available to look at in Ruby class.

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one issue of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about AGE-INAPPROPRIATE CONTENT

"Inappropriate" means different things to different people. What's acceptable for one age group, for example, may be unsuitable for a slightly younger audience. Online, young people can chance upon inappropriate content in various ways – from pop-up ads to TikTok videos. The increasingly young age at which children become active in the digital world heightens the risk of them innocently running into something that they find upsetting or frightening. Trusted adults need to be able to help children be aware of what to do if they're exposed to age-inappropriate content.



WHERE IS IT FOUND?

SOCIAL MEDIA
Age-inappropriate content is easily accessible through many social media platforms. TikTok, for instance, is hugely popular with young people but is arguably best known for clips featuring sexualised dancing or profanity. Some social media users also express hate speech or promote eating disorders and self-harm, which could cause lasting damage to a child's emotional and mental health.

GAMING
Gaming is an enjoyable source of entertainment, but many popular titles can expose children to inappropriate material such as violence, horror, gambling or sexually explicit content. Playing games unsuitable for their age risks normalising to children what they are seeing. Some games also include in-game chat, where other (usually older) online players often use language that you probably wouldn't want your child to hear or repeat.

STREAMING
The range of video streaming services available online means that users can find almost anything they want to watch on demand. Children are therefore at risk of viewing TV shows and movies which contain nudity, drug and alcohol abuse, explicit language and extreme violence. Unfortunately, these streaming platforms can't always determine that it's not an adult who's watching.

ADVERTS
Online adverts frequently include age-inappropriate content: usually gambling and nudity or partial nudity, although adverts for alcohol or e-cigarettes are also common. Some search engines also feature adverts that are responsive to your search history; so if you've recently looked up a new horror movie, shopped for lingerie or ordered alcohol online, then the ads appearing on screen could reflect this the next time your child borrows your device.

18 Advice for Parents & Carers

TALK IT THROUGH
Embarrassment or fear of getting into trouble can make it difficult for children to talk openly about age-inappropriate content they've watched. Remind your child that you can always come to you if they're troubled by something they've seen online, without worrying about consequences. Before offering advice, discuss what they saw, how they felt and how they came to find the content in question.

CONNECT, DON'T CORRECT
If your child's been particularly distressed by exposure to content that wasn't suitable for their age, it's important to offer guidance to prevent them from repeating the same mistake – but it's equally vital to help them deal with the emotions that the situation has raised. You could tell them about any similar experiences you might have had at their age, and how you dealt with it.

BLOCK, REPORT, CONTROL
After discussing the problem, you and your child can take action together. This could include blocking any inappropriate sites and reporting any content which violates a platform's rules. To further safeguard your child online, set up parental controls on internet-enabled devices that they use. This will significantly reduce the chances of your child being exposed to age-inappropriate content in future.

GET SPECIALIST HELP
Age-inappropriate content can potentially have a negative impact on a child's mental health, which is sometimes displayed through changes in their behaviour. If the problem becomes more severe, you might consider reaching out to a mental health professional or an expert in this field who can provide you and your child with the proper support.

STAY CALM
Even though it is obviously difficult to stay rational in a situation where your child has been put at risk, it's essential to think before you react. Your child may well have hesitated to open up to you about watching inappropriate content for fear of the consequences, so being calm and supportive will reinforce the notion that it would be easy to talk to you about similar issues in the future.

Meet Our Expert
Cayley Jorgensen is a Registered Counsellor with The Health Professions Council of South Africa, and she runs a private practice offering counselling to children, teenagers and families. Her main focus is creating awareness and educating the community on the mental health pressures of today's world, as well as resources and techniques to understand and cope better.



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Sources: <https://www.nos.co.uk/docs/default-source/documents/about-us/online-safety-for-parents/age-inappropriate-content.pdf> | <https://www.nos.co.uk/docs/default-source/documents/about-us/online-safety-for-parents/age-inappropriate-content-fact-sheet.pdf>

At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit nationalcollege.com.

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 build 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

Georgina 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

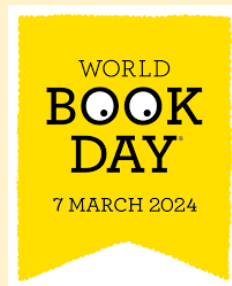
The National College

Parent's Association



Afternoon Tea tickets are available **for Friday 8th March** via WisePAY. This is a great event for families to come together in honour of Mother's Day. There are two sittings available – one during the school day and one after school.

World Book day



World Book Day is on **Thursday 7th March**. Children can come to school dressed as a book character or in their pyjamas. Children who don't want to do either can come to school in their school uniform.

We will spend the day celebrating all things book related.

Cricket Coaching



Starting on **Friday 8th March**, all children from year 1 upwards will be taking part in cricket lessons delivered by **Lancashire County Cricket Club**. These sessions will last for 5 weeks.

All children will need to wear their **PE kits** for school on Fridays.

Dates for the Diary...

Friday 1st March – Starchaser Rocket visits school for the day. Please use the link <https://starchaser.co.uk/> if you would like further information about Starchaser Industries.

Monday 4th March and Tuesday 5th March – Parent's evening

Thursday 7th March – World Book Day.

Friday 8th March – Girls Football Match at Hopwood Hall

Friday 8th March – Parent's Association Afternoon Tea Event

Tuesday 12th March – Class photographs

Monday 18th March – Swimming gala

Monday 26th March – Share our work afternoon at 2.00pm

Wednesday 27th March – Easter Activity Day – Easter bonnets and Egg decorating competition

Thursday 28th March – Easter Service in church from 1.45pm

Thursday 28th March – school closes for the Easter holidays and reopens on Monday 15th April.