



Together

Newsletter Date 23.02.24

Diary Dates

March 2024

Thursday 7th March 9.15am Mother's Day Assembly – Year 2
Monday 11th March 2.45 REP Parent drop-in
Tuesday 12th March 2.45 RHC Parent drop-in
Wednesday 13th March 2.45 RKD Parent drop-in
Tuesday 19th March – Parents' evening 4pm-7pm
Wednesday 20th March – Parents' Evening 4pm-7pm
Thursday 21st March – Green mufti day
Friday 22nd March – Reception Easter Bonnet Parade 3.00pm for parents on the playground

April 2024

Easter Monday 25th March – Friday 5th April inclusive
Monday 8th April – children return to school.
Wednesday 10th April - Provisional Date booked in – Year 2 Continents and Oceans workshop.
Wednesday 24th April 6pm-7pm Year 6 Parents' briefing for Pioneer and SATs

May 2024

Y6 SATs week Monday 13th May- Thursday 16th May



PARKING

You have probably noticed our local police officers have been patrolling the streets around school and are focusing on illegal and dangerous parking.

Please ensure you park safely to enable our children and community to be safe as they move around the streets. Patrols are happening daily for the time being.



Worker of the Week 23rd February 2024

Class	Name	Class	Name	Class	Name
RJG	Rose B Noah M	RHC	Soleia B Freddie C	RKD	Robyn G Poppy H
1HH	Talia T	1LI	Taylon W	1SB	Cooper W
2AB	Emily Rose R	2RT	Caleb H	2RA	Davina I
3EG	Joshua H	3KR	Nora L	3LO	Marley- Rose W-D
4GO	Frazer P	4HG	Ava O	4LH	Charlie W
5LW	Jack A	5AO	Zachary H	5SM	Jenson B-S
6BR	Jones F	6EG	Blake P	6ES	Beth H

Tag Rugby Team!

Congratulations to our Tag Rugby team for qualifying for the Dudley Tag Rugby Finals!!

Our team will compete again on the 20th March with the top 3 teams qualifying for the Black Country Finals on June 13th!
GOOD LUCK TEAM LUTLEY!

SUMMER TERM ADVANCED NOTICE

See Parentmail for details of end of term arrangements.

School will close for the end of term at 2:00pm on Friday 19th July.

There will be no after school club on this day.

Attendance

19th February — 23rd February 2024

Class	%	Class	%	Class	%
RJG	98.08	RHC	92.59	RKD	95.00
1HH	99.33	1LI	99.33	1SB	100
2AB	97.93	2RT	98.28	2RA	97.59
3EG	95.67	3KR	95.48	3LO	93.45
4GO	95.48	4HG	98.67	4LH	99.31
5LW	93.55	5AO	96.00	5SM	93.33
6BR	93.10	6EG	100	6ES	94.65

Notices

@LutleyPrimary

Follow us on X (Twitter) for live updates and news



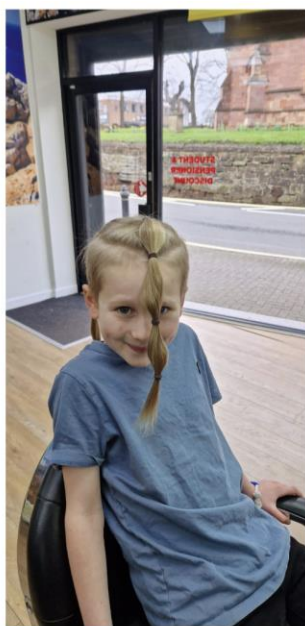
Forest School Timetable : Year 1 (2024)

Session	1SB	1HH	1LI
3	Mon 19/2	Mon 5/2	Thurs 29/2
4	Mon 4/3	Mon 26/2	Thurs 7/3
5	Mon 18/3	Mon 11/3	Thurs 14/3



Clothing

Children can come in non-uniform on their Forest School days – long trousers please and preferably long sleeves. As the weather becomes colder, please ensure children have a jumper or fleece, a waterproof coat and a hat and gloves. **Please also send wellingtons and extra socks in a carrier bag.** We will have a few spares but not many. We do have waterproof dungarees which we can loan out if absolutely necessary but if your child has their own waterproofs, they can bring them and put them on before we leave the classroom. We serve Galaxy hot chocolate and may toast marshmallows (vegan option available) or cook popcorn, so please remind us if your child cannot have these items.



Change Maker!

£923 Raised so far!

On 17/02, Rafe has had his hair cut! He has now sent his beautiful locks off to the little princess trust where it can be crafted into a wig.

He was astonished with the level of support he has gained from everyone. As a family we couldn't be prouder of his inspirational idea and selfless attitude. His small gesture will help someone in need and we can't thank you all enough for all of your kind words and donations.

Well done Rafe -you really are a superstar!

[Link here to donate](#)



Dancing Awards!

Well done Ava and Emma for your dancing exam awards! Fantastic feedback and a wonderful achievement!



Each week we will share a handy parent guide on a range of online safety topics. These are also available free to you if you sign up to National Online Safety. Check out our feed on X as we use this regularly too! Keep your children safe by staying up to date!

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 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 next to, 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 fidget toys. 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 Dunnett is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares advice, advice and recommendations for parents and teachers of children with SEND.

#WakeUpWednesday **The National College**

[@nationalonline_safety](https://twitter.com/nationalonline_safety) [/NationalOnlineSafety](https://facebook.com/NationalOnlineSafety) [@nationalonline_safety](https://instagram.com/nationalonline_safety) [@national_online_safety](https://tiktok.com/@national_online_safety)

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 20.03.2024



Thank you to any parents that have completed any training or downloaded guides from National Online Safety! You have helped us to become a NOS Certified School for 23-24!