

Head teacher's note

As I type, Bodhi Day is in full flow. He has just had a lovely welcome in the Early Years Unit and showed off some of his tricks. Then he made a guest appearance for the Y1/2 children who are working with our marvellous Mrs Engleman to make their very own Bodhi pastel artwork. Well done to the school council for thinking of, and organising, such a wonderful day.

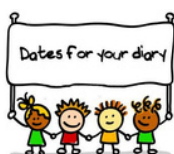
As part of OPAL we have decided to adopt an active uniform - for those of you who would like to. If you wish to continue to send your child in in the uniform that they are wearing now then that is fine too. Our policy for shorts and summer dresses remains the same. But after Easter we will be allowing children to wear black jogging bottoms and black trainers as part of their school uniform, the top half of the uniform will not change. This also means that you won't need to remember P.E. days as the children will always be dressed ready for a P.E. lesson. Please note that from September leggings will no longer be part of the P.E. uniform.

Have a lovely holiday and best wishes to families celebrating Passover and Easter.

Dates

Mon 13th - Back to School

We currently have a vacancy for a midday supervisor. If you are interested please ask Helen or Emma in the office for more details and an application form.



Friends of Fishergate

Quiz night tickets

At 6:00pm on Tuesday 21 April, be ready for tasty food and drinks and to put your knowledge to the test, it's the Fishergate School Family Quiz! The speed quiz is sure to bring about lots of laughs and good family fun. Tickets can be purchased with cash from the school office - £3.50 for Fishergate pupils and £7.00 for everyone else. This covers your meal and quiz entry. Tickets are likely to sell out. Can't make it to the office this week? Get in touch at friendsoffishergateschool@gmail.com to reserve your tickets and make alternate payment.

Spring Disco review

What a night! Together we raised a fabulous £550.42. A huge thank you to all of the volunteers who made this event possible. And special shout-outs to DJ Alisun, for knocking out cool tunes all night long, to Maria, for her gorgeous face painting skills and to Anwen, a former Fishergate pupil, who did sterling work on the door! We hope you all had a lovely time at the disco, we certainly loved seeing so many happy faces rocking those bunny ears and sunnies!

Next term's bake sale dates

Year 5/6 - Mon 27 April

Year 3/4 - Mon 18 May

Year 1/2 - Mon 15 June

Early Years - Mon 29 June

We hope you all have a relaxing break and are excited for more fun next term!

Kind regards,
Friends of Fishergate



Phase group updates

Early Years - This week in Early Years, we have had a busy and exciting time. The children loved taking part in an Easter egg hunt in the forest, using their observation skills to find hidden surprises.

We also enjoyed spending time with Bodhi, our school dog, on Bodhi Day, and had lots of fun in PE with Mr Cass. Back in the classroom, the children became creative engineers, designing and building super-fast vehicles to help the Easter Bunny deliver his eggs in record-breaking time. It has been an egg-cellent week full of fun and learning!

Year 1/2 - KS1 have been finishing their 'Artists' topic by writing Year 1 pirate stories about the 'Great Wave' and Year 2 'Who Am I?' artists poems. We also enjoyed a great 'Bodhi Day' making pastel pictures of Bodhi. Next term, we'll be starting our new topic all about 'The Great Fire of London'.

Year 3/4 - What an exciting afternoon we have had today with Mrs Engleman teaching us how to draw Bodhi. We are all expert artists now! Your children have worked so hard this term and we wish you all a super Easter holiday.

Year 5/6 - Our cars are ready, tested and will be raced against each other to see whose electric vehicle travels fastest. The children have worked very supportively on this challenging DT project. In English, Year 5 have planned their own balanced argument to write after the holidays while Year 6 have begun a guide for migrants to their imaginary country. In Maths, Year 6 have explored pie charts and Year 5 are learning about the relationship between decimals and percentages.



Bodhi Corner

A big woofy thank you to Rosie and her Mum for making me this lovely bandana to wear at school. I feel so special wearing it, and I love looking just like the children in my uniform—it makes me feel like even more part of Fishergate! I didn't think that was possible! I feel very important today—can you believe that all of the children in school are drawing me? I've had lots of smiles and cuddles while wearing my bandana, and I'm very proud to show it off.

Thank you for your kindness and for thinking of me—it means a lot.

Lots of love and tail wags,
Bodhi



OPAL

Unbelievably, the OPAL Amazon wish list hardly had anything left on it. We will add more today so please follow the link from tomorrow if you would like to buy something. The children are especially hoping for a karaoke machine (!!!!!) and some pretend microphones.

https://www.amazon.co.uk/hz/wishlist/ls/V63GP0YM6S7P/ref=nav_wishlist_lists_2

Below are pictures of joggers that are acceptable for our new school uniform, alongside what is not. Please ensure that the joggers that you send your child in are completely black without logos or visible branding.

Thank you



Yes



No



ROBLOX

An independent game developer for Roblox says he believes the platform's child safety measures, including age verification checks, do not go far enough. Roblox is the most popular gaming platform in the UK among eight to 12-year-olds.

In an exclusive interview with BBC Radio 5 Live, the developer - whom the BBC is not naming at their request - said parents should monitor their children on the platform "24/7, and if that's not possible then they shouldn't be playing Roblox".

Follow link for the full article.

<https://www.bbc.co.uk/news/articles/cd6l07wvvlpo>



Fishergate School Family Quiz

What's happening

Bring the children along and join us for a family-friendly speed quiz!

Our amazing team of skilled home-cook parents will be serving up a delightful Pan-Asian feast! Don't forget to pick up a drink from our licensed bar, sold at an extra charge.

All funds raised go straight towards providing rewarding experiences for our kids at Fishergate Primary.



Beer kindly provided by Trig Brewery



Speed quiz rules

Quiz is digital and requires smartphone or tablet

Teams of 6 people maximum, one device allowed per team

Details

6:00pm in the school's upper hall on Tuesday 21st April

Tickets are sold in advance and include quiz entry and food.

Tickets: £3.50 for Fishergate pupils | £7.00 for all others



Questions? friendsoffishergateschool@gmail.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 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