





friendship  
aspiration  
forgiveness  
justice  
hope





*"Do Everything in Love"*  
Corinthians 16:14


## Newsletter Update – Friday 3<sup>rd</sup> October 2025

 *Inspiring Minds, Nurturing Hearts* 

Dear Parents and Carers, it's been a joyful and inspiring week across our school, filled with creativity, curiosity, and community spirit.

 Butterfly Class have been exploring the theme of *what makes us special*. The children have created beautiful handprints and self-portraits, celebrating their uniqueness and the qualities that make each of them shine. It's been wonderful to see their confidence grow as they share what makes them who they are.

 Across all classes, there's been a buzz of excitement as we dive into our new novels. The children are already captivated by the stories and characters, and we look forward to seeing how these books spark imagination and discussion in the weeks ahead.

 In Key Stage 2, our history lessons have taken us deep into the fascinating world of the Mayan civilization. We've been learning about the gods they worshipped and the rich cultural traditions they followed. The

children have shown great enthusiasm and curiosity as they uncover the mysteries of this ancient society.



As always, our school vision — *Do everything in love* — continues to guide us. We are committed to ensuring that all our children and their families live out this vision in how we treat one another, showing love, care, and respect in all that we do.

Thank you for your continued support. We look forward to another week of learning, growing, and loving together.

### Dates for your diary:

- **Tuesday 4th November** — Lambs and Eagles trip to Kettering Gurdwara
- **Monday 17th November** — Individual and sibling photographs

With every blessing,

Diane Wright (Headteacher)



Mummy, Daddy,  
Freddie and Cat



Mummy, Hunter, Jayden  
and Cookie at the park



Mummy, Daddy, Brother and  
Sister



Me, Mummy, Daddy and Dog





# St Mary's Stars this Week

## EYFS

Bonnie-Mae

## Year 1

Amelia B

## Year 1/2

Adeline

## Year 2

Davina & Evan

## Year 3

Maria

## Year 3/4

Kayden

## Year 4/5

Anjelo

## Year 5/6

Jackson

## Year 6

Whole Class





*Interested in learning to play hockey?*

*We offer coaching for U8s (Yr R, 1, 2 & 3),  
U10s (Yr 4 & 5) and U12s (Yr 6 & 7).*

*When: Tuesdays*

*Time: 6.00pm-7.00pm*

*Where: Bishop Stopford School,  
Headlands, Kettering.*

*More details can be found on our website  
at [ketteringhockeyclub.co.uk](http://ketteringhockeyclub.co.uk) where you  
can download our booklet with all key  
information or just turn up on the night. ✓*

# 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

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