



Newsletter

February 2024

www.wavertree.liverpool.sch.uk

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'Belong

Believe

Achieve'

Swimming

Classes 3 and 4 will continue with their swimming lessons this term. Please ensure that your child has their kit every Wednesday so that they can participate in these important lessons.

There will be an opportunity for Y6 pupils who cannot swim 25 metres to access some top up lessons later next term.



Easter Service

We are looking forward to sharing our Easter Service with the school community. It will take place at Holy Trinity Parish Church on Wednesday 27th March, 2pm. The children will share the Easter story with us through songs, readings and prayer.

We do hope that you will be able to join us! Parents in attendance will be able to take their children home at the end of the service.



Red Nose Day

Red Nose Day will take place on Friday 15th March. The Pupil Leadership Team will be planning some events with the staff to raise money in support of fighting poverty through humour and fun, for communities here in the UK and around the world.

We will be supporting this charity event and plan to divide the proceeds between The BBC charity and our Compassion child, Richarde in Haiti.

Red noses can be bought for £2 at the school office from Monday 11th March.



What's happening?

February

27th Winter Bingo

March

7th Y4 Philharmonic trip

7th Full Governors

12th Easter Show pm

12th Parents' Open Evening

12th Parents' Open Evening

28th School closes for Easter

April

15th School opens for all pupils

26th PTA Meeting

May

6th Bank Holiday

13th SATs Week for Y6

23rd School closes for all pupils

24th INSET

June

5th Schools opens for all pupils.

Appointments for parents evening will be available on the App from **Monday 4th March.**

Please speak to the office staff if you have any difficulties in booking a time to meet a teacher.

Staffing News

Miss Burns will be returning to work at the end of this term following her maternity leave. We look forward to welcoming her back to our Early Years classroom!



Winter Bingo



Our final Winter Bingo will take place on Tuesday 27th February. Please come along and enjoy a game or two of bingo. Tell your friends about it, it would be great to fill the hall!

Attendance and Punctuality

January 2024

| Class | Attendance | Punctuality |
|----------------|------------|-------------|
| EYFS | 87.5 | 97 |
| Class 1 | 90.4 | 94.8 |
| Class 2 | 91.1 | 94.8 |
| Class 3 | 93.3 | 94.7 |
| Class 4 | 92.8 | 93.6 |
| Class 5 | 93.4 | 96.3 |
| Class 6 | 90 | 95.3 |
| School Average | 91.1 | 95.2 |

Our current attendance is 91.1%. Eleven pupils have maintained 100% attendance. Congratulations to George Howard, Ava Major-Gayter, Layla Marshall, Fekir Mesfun, Esmee Mounq, Jayden Myles Mensah, Thuwaraka Navaneentan, Omika Rajaguru Mudiyanseleage, Mellaher Yowhanes, Marta Yowhans, Zoe Margeti.

These children have just missed 100%:
Retaj Ibrahim and Logan Bennett.

There has been considerable absence during the last few weeks which has impacted on our overall attendance figures.

There is a national DfE campaign '**Moments Matter, Attendance Counts**'. Its primary goal is to improve school attendance and reduce persistent absence. At open evening, all parents will receive a print out of their child's attendance this year highlighting any absences to date. Please take note of emerging patterns and consider how you can improve your children's attendance. If you wish to discuss your child's attendance, please speak to Mrs Brooksbank.

Thank you to those parents who are following our absence procedures. Where attendance is an early concern I will write to parents and offer support where possible. As concerns grow, the Education Welfare Officer will be asked to investigate further and implement actions as necessary.



Measles

There has been a significant rise in the number of cases of measles nationally. I have attached a link to help you know what measles looks like.

<https://www.nhs.uk/conditions/measles/>

We have not had any cases of measles in school. However, if you suspect your child has measles, you must contact school immediately as it is highly contagious infection.

Two doses of the MMR vaccination prevents measles from becoming a serious infection. There is no upper age limit on receiving this vaccination. Please contact your GP if you wish to discuss this further.



Toddler Group

Tuesdays
9am - 10.15am
Term Time

When you have dropped off your school aged children please take your little ones to the hall for an hour or so and enjoy some time with other parents whilst your children play.

Refreshments are available for both adults and children.



Extended Provision

Breakfast Club



Breakfast Club opens at 8.00am each day. Your children can choose a healthy breakfast and will be supervised until the start of the school day. A range of activities are available to keep the children entertained. The cost of this provision is £2.00 per day.

After School Club

After School Club provision is available via Kidz Place on Wavertree High Street.



Parent Feedback

All school aged children have had the opportunity to receive the flu vaccination in school.

The NHS are currently conducting a survey of parents of Nursery aged children regarding the uptake of the vaccination. If you have a 3-year-old at home, please click on the link below or scan the QR code to access the short survey.

Thank you.

RL: <https://forms.office.com/e/TkFB11MkeD>

Nursery Flu Vaccination Parent
Survey 2024



CLUBS FOR THIS HALF TERM

| Day | Club | Who can go? | Time | Staff Responsible |
|---------|-----------------------|----------------|-----------------|-------------------|
| Monday | School Council | School Council | 3.15pm - 4.00pm | Mrs Brooksbank |
| | Circuits Sports Club | Y3- Y6 | 3.15pm - 4.00pm | Mrs Hoare |
| | Sporting Competitions | Invitation | 3.30pm - 4.30pm | Mr Holland |
| Tuesday | Multi-Sports Club | Y1/2 | 3.15pm - 4.00pm | Mr Woods |
| | Homework Club | Y6 | 3.15pm - 4.00pm | Miss Vaughan |
| | Games Club | Y2 | 3.15pm - 4.00pm | Mrs Midgley |
| Friday | Mindfulness Club | Various | 1pm - 1.30pm | Mrs Humes |

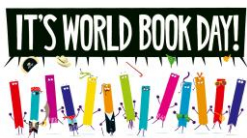
Please ensure that your child is collected promptly at the end of each session.

Reading for Pleasure

Wavertree are thrilled to announce the winning of a successful bid to improve our library and 'reading for pleasure.' Thanks to National Literacy Trust/Chase education, Wavertree will be receiving 400 new books, a brand-new audiobook player, furnishings and badges for pupils to become 'reading ambassadors'.

The books and additional resources should be in school within the next two weeks, hopefully before World book day (March 7th) and will be presented to the whole school during a special collective worship. With these resources, we hope to improve reading for pleasure throughout school as well as the Wavertree community.

Watch our twitter feed and website for forthcoming events, as well as the grand reveal of our new books, audio equipment and furniture.



We will be celebrating world book day on **Friday 8th March.**

Children will be allowed to dress up as characters from their favourite stories or wear their own clothes. **Please do not go to huge expense to purchase outfits for this occasion!**

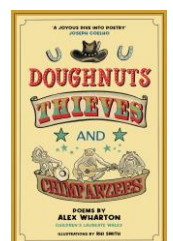
The Pupil Leadership Team will be considering how we can celebrate reading throughout this day.

Reading Festival

Many children enjoyed the different author visits and have been inspired by what they heard and saw.

Year 5 are still trying to perfect the 'Monday Morning' rap that Alex Wharton performed last month.

It is on page 50 of this book if you want to have a go!



Book Review



Suitable for aged 9- 10 year olds.

Malamander is a medium-length novel about the scramble for the magical egg of the Malamander, a fearsome sea-monster. The story is of two parentless children and their quest for the Malamander's magical egg, which is only laid on a particular winter's night once a year and is then devoured by the monster after the non-appearance of its mate. The thing about the egg is that it can grant you your dearest wish, and that's why there's a scramble for it, principally by the stock villain Sebastian Eels and the mysterious Boathook Man.

If your children love a fast-paced, zany, fantasy read mixed with a little element of sci-fi and a lot of detective work, then this is the book for them. Thomas Taylor doesn't give his array of characters much depth, but they are certainly colourful and quirky, from Erwin the talking cat, to Mrs Fossil the beachcomber, and the reclusive Lady Kraken with her all-seeing cameraluna. Add to this a mechanical mermonkey which dispenses the right book to the right person, a ghost who comes out of a tap, and a mystery surrounding a pair of missing parents, and you will appreciate the book's appeal as an intriguing and fun read. However, the climax of the story, ingeniously played out in twists and turns in the hulk of an old wrecked ship, describes a genuinely gripping struggle, and a major character expresses some serious thoughts about the uses of power.

Christian Value - Forgiveness

This term our Christian value focus is on forgiveness.

Forgiveness is something we do not only do for others but also for ourselves, so that we can let go of our anger and make space for more enjoyable feelings. When we forgive, we aren't condoning the harm done, but choosing to move past it. Children can be introduced to forgiveness through stories and are able to understand that when people forgive, they are kind to those who are not kind to them.

When we forgive, we free ourselves from heavy emotions. It's like taking off a backpack filled with rocks - we feel lighter and happier.

Two stories in the Bible that demonstrate forgiveness are 'The Lost Son - Luke 15:11-32' and 'The Unforgiving Servant - Matthew 18:21-35'. Here are some videos of the stories to share and discuss with your children.

The Lost Son - <https://youtu.be/DJqROx4wFKM>

The Unforgiving Servant - <https://youtu.be/ED3fzkS-bhA>

Remember:

- Forgiveness doesn't mean we forget what happened - it means we choose not to hold on to negative feelings.
- It's okay to protect ourselves from harm, but forgiveness helps us heal inside.

So, when your child faces a situation where forgiveness is needed, remind them that it's like giving their heart a hug and saying, "I choose to let go".

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.

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.



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.



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