

# Newsletter

April/May 2024

[www.wavertree.liverpool.sch.uk](http://www.wavertree.liverpool.sch.uk)

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'Belong

Believe

Achieve'

## Summer Term 2024

Welcome back to the summer term. Hopefully we will begin to see some warmer days soon. The children are now able to wear summer uniform. This consists of lemon gingham dresses or grey shorts with our school polo shirt.



**Please note: our Early Years children have a unisex uniform where all children wear shorts. Please do not buy gingham dresses/outfits for children in Nursery or Reception.**

As the weather warms up, it will be wise to ensure that your child has access to suntan lotion and sun caps to protect them from the strong sun. Children will be required to apply their own lotion. Please ensure that your child's suntan lotion is clearly marked with their name and year group.

## Assessments

During the summer term all children will be assessed to identify progress made throughout the year. It is really important that children attend school regularly so that they do not miss these opportunities.

Year 6 pupils must complete their assessments during the week beginning 13<sup>th</sup> May.

Y1 and Y2 will undertake assessments in the week beginning 10<sup>th</sup> June.

Y3 - Y5 will complete their assessment tasks during the week of 4<sup>th</sup> June. Children never perform as well when they are unable to complete the tasks with their peers. Partnership with parents is vital so that, together, we can help your child achieve their full potential.



## What's happening?

### May

17<sup>th</sup> Cinema Treat for Y6

20<sup>th</sup> LIPA project in Y6

23<sup>rd</sup> School closes for all pupils

24<sup>th</sup> INSET

### June

3<sup>rd</sup> INSET

4<sup>th</sup> Schools opens for all pupils.

4<sup>th</sup> Test week for Y3-Y5

10<sup>th</sup> Phonics Check Week  
Y1/2

10<sup>th</sup> Residential Visit to  
Derbyshire

10<sup>th</sup> Leavers' Service at  
Cathedral Y6

12<sup>th</sup> Tennis Day for Y3

28<sup>th</sup> Summer Fair

### July

18<sup>th</sup> 1.30pm Leavers'  
Service -Holy Trinity.

19<sup>th</sup> End of term 1.30pm

**Friday 24<sup>th</sup> May is  
an INSET day for  
staff. No children  
are to attend.**

Attendance and Punctuality  
April 2024

Class	Attendance	Punctuality
EYFS	87.2	97.1
Class 1	89.5	95.2
Class 2	91.8	95.7
Class 3	92.7	95
Class 4	92	95.1
Class 5	93.2	96.8
Class 6	90	95.9
School Average	90.8	95.2

Our current attendance is 90.8%. This is the lowest attendance that we have had for a very long time. Eighteen pupils currently maintain 100% attendance; some of these children are new to school. Congratulations to Anaya Bashir, Gariki Chuma, Tinaye Chuma, George Howard, Rachael Kimane, Ava Major-Gayter, Layla Marshall, Fekir Mesfun, Esmee MOUNG, Jayden Myles Mensah, Thuwaraka Navaneethan, Pearl Omale, Phoenix Omale, Philip Omale, Omika Rajaguru Mudiyansele, Amelia Santander-Zavelata, Denisse Santander-Zavelata, Marta Yowhanes.

These children have just missed 100%:

Daisy Bennett, Amelia Helsby, Zain Omer, Mellaher Yowhanes.

There has been considerable absence during the last few weeks which has impacted on our overall attendance figures. Families taking holidays in term time will receive an automatic fine. These fines are due to increase in September to £80 per child, per parent. Please do not encourage your children to hide the fact that they have been on holiday - they generally tell someone and staff do find out!

There is a national DfE campaign '**Moments Matter, Attendance Counts**'. Its primary goal is to improve school attendance and reduce persistent absence. Each child is bringing home a record of their individual attendance monthly. Please take note and do everything that you can to improve your children's attendance if necessary. 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 and patterns are emerging, 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.



If you work in the grocery industry did you know you could get a £150 grant for up to 3 children? Get a FREE £150 to spend on school uniform via GroceryAid if you work in a supermarket or anywhere in the Grocery industry such as shops, factories & Market Stalls.

Please click on the link below to find out more:

[GroceryAid £150 School Uniform Grant for Supermarket Workers 2024 \(moneysavingcentral.co.uk\)](https://moneysavingcentral.co.uk/groceryaid-150-school-uniform-grant-for-supermarket-workers-2024)

### 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. Staff will collect from school.



### Mental Health Awareness Week

The theme this year is "Movement: moving for our mental health."

#### **Why movement matters**

Being physically active is great for our bodies and our minds.

Exercise has been proven to reduce anxiety and depression, and it can help us to prevent physical illnesses. Research shows that 56% of people found that exercising regularly helped them to alleviate stress and prevent burnout in their lives.

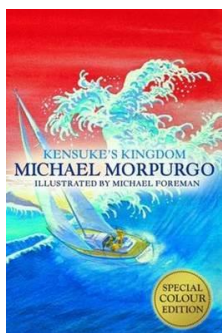
Exercise does not need to be strenuous. It might be taking the stairs instead of a lift or walking/cycling instead of taking the car.

### Book Review - Kensuke's Kingdom

Suitable for aged 10 - 11 year olds.

Michael is hungry, lonely and scared when he is washed up on a seemingly deserted island. He soon discovers another inhabitant - Kensuke, a former Japanese soldier - who, although initially unfriendly, provides Michael with food and water.

Gradually, a strong bond develops between the two castaways. This is a beautifully written tale of an exceptional friendship which survives beyond the boundaries of culture and language.



### 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	Y3/4	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.

### Christian Value - Wisdom

Wisdom isn't about what you know (this is knowledge/information) but about what you do with what you know - the application of your knowledge. Being wise doesn't necessarily have anything to do with age or intellect. Although it is a gift, it is a virtue that needs to be nurtured. The Bible has specific books of wisdom in which, through poetry, story and proverbs, advice is given on how wisdom might be developed. The book of Proverbs is a selection of over 300 sayings of Solomon (who wrote over 3000 in total - see 1 Kings 4:32) and helps the reader to discover what wisdom is, often contrasting it with foolishness; the book also probes into some of the characteristics of wisdom, highlighting a judicious use of silence, a reluctance to say too much and a caring attitude toward those less fortunate. Proverbs also points its readers to examples in nature from which we can learn wisdom, for example, 6:6 'learn by watching an anthill'; compare this with Aesop's fables or the stories about Anansi the spider from West Africa.

### **Words about wisdom**

A wise person thinks before he or she speaks.

The courage to speak must be matched by the wisdom to listen.

### Half Term Activities

The May Half Term Eat to Meet programme starts on Monday 27th May and there are lots of great activities happening over the school holidays.

You can find out where your nearest scheme by clicking on this link or go

<https://merseyplay.com/may-half-term-eat-to-meet/>.

### Parking

I would like to respectfully request that parents and carers **do not** park in the staff car park between the hours of 7.30am and 4.30pm. There are not enough spaces to accommodate all staff and when parents park to drop off/pick up children it prevents staff from parking.

Please park on Prince Alfred and escort your children into the school building.  
Thank you for your co-operation.



### Wellbeing Workshop

#### Your past does not define your future?

Mrs Jenions would like to invite parents to a practical and interactive workshop for parents/carers which aims to support their own well-being. This is the culmination of work completed with the Liverpool Growing Stronger Together Project.

The sessions will take place on a Wednesday afternoon for four weeks, refreshments will be provided. The workshops aim to support parents and carers to:

Actively find and build on positives in their lives;  
Get to know yourself better;  
Look at the bigger picture;  
Show understanding and compassion;  
Build emotional resilience.



The first session will take place on Wednesday 5<sup>th</sup> June between 1.30pm and 3pm.

If you are interested, please let Mrs Jenions or Mrs McCabe know. She looks forward to seeing some parents attend these exciting and beneficial workshops.



# 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.



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