

LEYBOURNE SS PETER & PAUL C E PRIMARY ACADEMY



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Dear Parents,

The new term is flying by – I cannot believe it is almost October already! It has been lovely seeing the children look so smart for their school photographs today, and to have so many younger siblings join us. I hope you all enjoy the photographs when they become available shortly.

Thank you!

As we have now had a few weeks to settle into the new term, I would like to thank you for supporting us in our work. We really do appreciate the efforts you make to send your children to school on time every day, dressed in the correct uniform and with the appropriate equipment and lunches. This really does allow us to concentrate on supporting your children and ensuring they are happy and successful at school.

A few quick reminders

For some of our new parents (or those of you who may have forgotten over time!), I would just like to remind you of a few points of information you might have missed, please. The children are expected to wear *black shoes* to school each day, please, *not trainers*. Trainers are acceptable for PE lessons, but not as school footwear. School uniform is a *bottle green sweatshirt or sweat cardigan with the school logo* (available from Pages uniform shop in Maidstone, or online at pages-schoolwear.co.uk). If you are experiencing difficulty purchasing these items for your children, the PTFA have a large quantity of pre-loved uniform available at very reasonable prices – please contact terimorleyocsko@gmail.com for further information. Finally, the children are permitted to eat *fruit and vegetables at breaktimes* please. Other items, such as cheese and pepperami, may be included in the children's packed lunches but not as a breaktime snack please. Treats such as crisps and chocolate should only be included in packed lunches on Fridays please. Thank you for your support.

Thank you for working with us to keep the children safe by not entering the Staff Car Park. There are simply too many children on site now to allow parents to use the car park safely. This applies also to parents using the Premier Education Breakfast and After School Clubs, as well as all other clubs and activities that take place on the school site each week.

Nurturing the spark of God within

"Those who trust in the Lord will find new strength. They will soar high on wings like eagles" Isaiah 40:31

Our Outdoor Learning Environment

We are constantly seeking to develop the opportunities and support we are able to offer the children. We are very proud of our wonderful Woodland Learning provision and the impact it has on the children. We are looking to replace some of the equipment we use in these sessions, however, and would be very grateful to receive any of the following items if you, or anyone you know, are looking to rehome them! Thank you.

- Shovels
- Hoes
- Potato peelers (to whittle with!)
- Loppers
- Small garden scissors
- Magnifying glasses
- Outdoor kitchen equipment

Over the course of the year we are looking to develop our use of the outdoor learning environment, beyond the Woodland Learning area. This includes how we organise and resource our outdoor space to support active, enjoyable and structured break and lunchtimes, as well as extending our nurture provision beyond our indoor provision. We have recently zoned our playground areas at lunchtimes to offer the children the choice of a number of activities, including ball games, construction activities, colouring and drawing, drama and reading. In addition, the Library and ICT suite are open on alternate days to offer an indoor option for children who might not wish to go outside.



Our Year 1 girls made a scooter using a construction kit!

I am delighted to say that the PTFA are supporting us in this venture and that the proceeds of their fundraising this year will go towards purchasing additional resources for the children to use and the physical redevelopment of some of the less well used outdoor spaces. The hard work of the PTFA, along with your amazing support, allowed us to transform our indoor learning spaces last year, with the introduction of a Sensory Room, new medical room and Caring Corner for Ms Miller, and a wonderful Group Intervention room. This work cost in excess of £5000 and we are extremely grateful that it has been made possible by everyone's support and hard work. It really has made such a difference to the children, having appropriate spaces and resources to use to support them academically and emotionally. Thank you.

Parking

Could I ask you all to please park safely and considerately around the school? We are only a few weeks into the new school year and I have already received complaints from local residents concerning parents parking dangerously and blocking sight lines. The manager at Castle Lake has very kindly given permission for parents to use the car park there at drop off and pick up – please do use this option, especially as you are now able to enter and leave the school premises via Oxley Shaw Lane. Thank you.

PTFA Coffee Morning

Mrs Newington, Ms Miller and I met with a number of our new Reception Parents at the PTFA Reception Class Coffee Morning last week. It was lovely to meet our new parents once again, and also to introduce them further to our school. Thank you very much to the PTFA for organising and serving refreshments!

During the morning, Mrs Newington shared information about Zones of Regulation and The Nurturing Schools Programme, two initiatives we use in school to support the children. I am very pleased to include this information for you all, and hope that you find it useful.

Zones of Regulation

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

We know that to access learning, children need positive well-being, self-esteem and resilience. We want to help children feel safe and comfortable expressing their emotions with each other and the adults in their lives. We want them to develop strategies they can use to help them to begin to self-regulate and feel more in control of themselves.

As a school, we use the Zones of Regulation curriculum to identify and express our own emotions, identify emotions in others and help us to regulate and improve our well-being. This programme zones emotions into four areas.

The Blue Zone is when your energy levels are low. You might be tired, unwell, bored, sad, unhappy or grumpy. When you are in the Blue Zone, you may feel unable or resistant to doing things others want you to do. It may also be difficult for other people to communicate with you.

The Green Zone is when your energy levels are in the right place for learning. You might feel calm, happy, focused, proud. You might be able to help other people. At school, teachers like you to be in the Green Zone, because you are ready to learn, but it is not possible to be in the Green Zone all of the time.

The Yellow Zone is when your energy levels become higher. You might feel excited, worried, silly or frustrated. You may feel unsettled and less comfortable in your body, but you are still in control of yourself. You may find learning harder and concentrating can be difficult. It is not a bad thing to be in the Yellow Zone, but, if we do not have strategies to help ourselves to calm down, it can be difficult to be in the Yellow Zone for a long time. If our energy levels continue to rise, we can end up in the Red Zone.

The Red Zone is when your energy levels are high and you have lost control of your emotions. You might feel angry, devastated, overexcited, scared or mean. You might do and/or say things that are hurtful to others. You might regret what you have done, once you have calmed down. Other people can find it difficult when you are in the Red Zone. You are likely to need help to calm down and will find it difficult to do this by yourself.

Zones of Regulation values all emotions. Everyone will experience different zones in the course of a single day. No emotion is bad. In fact, all emotions are good, because they tell us how we feel about different situations. If we know how we are feeling and we have strategies to help us to manage our feelings, we are less likely to lose control of our emotions. We are also more likely to be able to interact with others in a positive way and this can improve our friendships and other relationships.

As a school, we use Zones of Regulation in every classroom. In KS1, the children place a lolly stick in a coloured pot to share how they are feeling with the adults in class. The adults will check in with those children who are not in the Green Zone to see how they are and to help them develop strategies to help them manage their emotion. In KS2, the children select a coloured bookmark which represents the Zone they are in. They place this bookmark on their desk, so the adult can see how they are feeling and can check in with them. The child can also read the strategies written on the bookmarks to try and help themselves.

It is possible that children may share language around Zones of Regulation at home or out in the community. It is useful for parents to understand the Zones, so everyone understands what is being communicated. If you want to help children to develop their emotional literacy further you can:

- Discuss what emotions they feel in each zone. For example, in the Yellow Zone I may feel worried, nervous, excited, annoyed, stressed, confused, frustrated, irritated, silly, cheeky. See how many more you can think of together.
- Discuss how they physically feel when they have emotions. For example, in the Yellow Zone I may have butterflies in my stomach or have sweaty palms, if I am feeling anxious, but I might feel similar sensations if I am excited – how can I tell the difference?
- Discuss how they might behave in each zone and with each emotion. If they are pacing around, snapping at others and fidgeting, how might they be feeling? Which zone would they be in?
- Discuss strategies that might help them move into the Green Zone. For example, I think I am in the Yellow Zone. I think I am feeling anxious. I could try some deep breathing, finger breathing, chair or wall pushes to help me get the fizzes out and become calmer.
- Help your child to create a list of strategies or a toolbox of resources (fiddle toys, slime, fur fabric/ cuddly toys, favourite smells, exercises, puzzle books, colouring, dot to dots, jigsaw puzzles, Lego, etc.) that work for them. Remind them that we are all unique and the strategies that work for their parents or their friends might not work for them. Be detectives together to work out what helps them.

Strategies that might help you get into or closer to the Green Zone when you are at home:

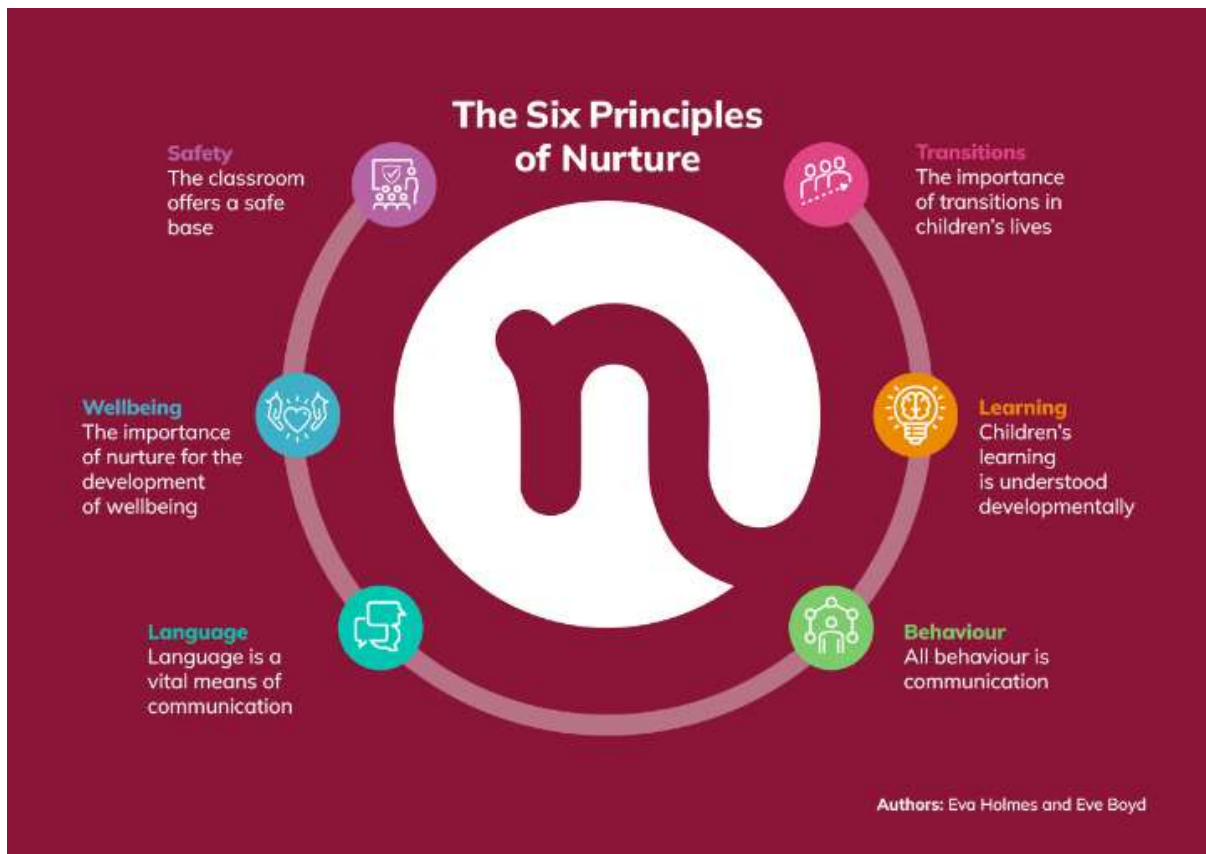
- Blue Zone:
 - Exercise (walking, fresh air, jogging, yoga, sport, dancing, trampolining).
 - Thinking about things that make us feel happy (pets, clubs, things we are good at/ looking forward to/ have happy memories of).
 - Talking to people we trust and like spending time with.
 - Spend time doing the things we love.
 - Listening to upbeat music.
 - Be creative (draw, paint, write, construct, knit, sew, garden, solve puzzles, look through old photographs or take some new ones, anything that gets your brain working).
 - Cuddle or play with pets. Go and see your friends.
 - Plan something to look forward to.
 - Watch something that makes you laugh.
 - Give yourself a chance to rest for a while. Be quiet, if it helps you.
- Yellow Zone:
 - Breathing techniques (finger breathing, square breathing, breathe in like you are smelling a flower; breathe out like you are blowing out a candle).
 - Have a break, spend some quiet time, do something you love (drawing, lego, reading, puzzles, making something etc.)
 - Do some relaxing exercises such as yoga or stretches (Cosmic Yoga is good).
 - Do a child-friendly meditation (there are lots of guided meditations on YouTube).
 - Keep a journal or a diary.
 - Make a worry monster or have 10-15 minutes 1:1 time each day to talk to a parent or carer about your worries.
 - Listen to calming music.
- Red Zone:
 - Have some quiet time by yourself, or with no-one talking. Once you are calmer and they are calmer spend some time talking about ‘What happened?’ and how you were feeling. Talk about things you could try to stop it happening again.

- Hug a teddy or a person.
- Hug yourself – wrap your arms around yourself and squeeze.
- Pop bubble wrap.
- Write down what's bothering you and rip it up.
- Squeeze a stress ball.
- Scribble on paper and crumple it up.
- Breathing techniques (finger breathing, square breathing, breathe in like you are smelling a flower; breathe out like you are blowing out a candle 3-10 times).
- Do some relaxing exercises such as yoga or stretches (Cosmic Yoga is good). Or go for a run, do some press ups, play football and release the energy you are feeling.
- Watch snow globes, glitter jars, clouds, the wind in the trees or sand timers run through.
- Listen to the little noises around you: the birds singing, cars driving by, the clock ticking, the sound of you or someone else breathing.
- How to stay in the Green Zone for longer:
 - Look after yourself. Treat yourself to a relaxing bath, have a pamper evening or night off homework etc.
 - Organise your clothes for school the night before to make the mornings calmer.
 - Spend time with your friends and family doing things that you enjoy.
 - Take time out to do something each day that you love to do.
 - Eat healthy and nutritious food.
 - Drink plenty of water.
 - Get at least eight hours sleep.
 - Do some form of exercise each day.

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

The Nurturing Schools Programme



We know that to access learning, children need positive well-being, self-esteem and resilience. We want to help children feel safe in school and achieve their potential.

We signed up to become a Nurturing School in 2022 and are currently working towards this accreditation. Underpinning the National Nurturing Schools Programme are the Six Principles of Nurture. These not only focus on the child's academic learning, but also their social and emotional needs and development: helping them to develop into well-rounded people who can cope with life and its ups and downs.

The picture above shows all of the Six Principles of Nurture, but we are introducing them to children using the following simplified language:

- We learn in our own way and in our own time.
- Our school is a safe place to be.
- We look after our own and each other's wellbeing.
- We use words to talk about how we feel.
- Our behaviour can show how we are feeling.
- We can cope with the changes in our lives.

Through the National Nurturing Schools Programme, teachers have been trained to assess children using the Boxall Profile. This enables teachers to rate children's engagement and behaviours in the classroom to determine if they need any further support in the classroom or in smaller groups to develop their social and emotional skills. This has already been beneficial in supporting a range of children in school and identifying the types of support adults can provide within the classroom to help the children feel safe and more able to learn.

If you would like to find out more about Zones of Regulation and the Nurturing Schools Project, Mrs Newington and I will be holding an information session for parents at 7:00pm on Wednesday 11th October. Please note that this session will not be suitable for children. In order for us to gain an idea of numbers, I would be grateful if you would complete and return the attached form to the school office. Thank you.

As always, please do not hesitate to contact me if you have an issue you would like to discuss. Already this term, we have been able to resolve a small number of issues very quickly and easily by having open conversations with parents, allowing us to clarify situations and alleviate any misunderstanding. It is always appreciated when we can engage positively with you in this way.

I hope you all have a lovely weekend.

Best wishes

Tina Holditch

Headteacher

I/we will be attending the Zones of Regulation/ Nurturing Schools Project information session for parents at 7:00pm on Wednesday 11th October.

Name_____ Name of child/ren_____