



**Wellbeing at Work**  
Bronze Award

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## Friday 23rd February 2024

Welcome back to Beechwood everyone. Despite the rainy weather, your children's thirst for knowledge and learning has in no way been dampened. I've been into all classes throughout the week and would like you to know how well everyone has settled back into school routines and positive learning behaviours, well done everyone.

### Kelly Holmes Class assembly

On Thursday this week Kelly Holmes class treated us to a wonderful class assembly. We learnt all about the geography of Greenland and the difference between human and physical features.

We also heard (loudly and enthusiastically) that this class certainly know their 2 times tables, a catchy tune if ever there was one!

Well done Kelly Holmes class and thank you to all the parents, carers and friends that came along to watch.

Have a great weekend and we look forward to seeing you all on Monday.

Mr Arnold and the Beechwood Team.

## **Diary Dates to Remember**

### Tues 27th & Weds 28th February

**Yr3 Farm Trip**

**Tues– Dujardin Class am/pm**  
**Weds-Whitlock Class am/pm**

**Wednesday 6th March**

**Yr2**

**Thursday 7th March**  
**World book day**

**Monday 11th March**  
**Parent Forum 8.45am**

**Tuesday 12th March**  
**Parent Forum 3pm**

**Wednesday 13th March**  
**Parent Forum 4.30pm**

**Wednesday 13th March**  
**Usain Bolt Class Assembly 2.50pm**

**Thursday 14th March**  
**House Day**

**Friday 15th March**

**Monday 18th March**  
**Nethercott Farm**

**Weds 27th March**  
**Indoor Rowing Festival**

**Fri 29th March – Fri12th April**  
**Easter Holidays**

# STAR LEARNERS

Beechwood Primary Academy



## Star Learners

Congratulations to all our Star Learners this week. We are proud of you all!

Week ending : 23rd February 2024

**Andy Murray Class**



To start next week

**Jill Scott Class**



M is our star learner this week. She has worked so hard with her sentence writing and has produced work that she should be so proud of.

**Tom Daley Class**



J is our star learner this week. She has worked super hard on her number formation and has made excellent progress.

**Usain Bolt Class**



D is our star learner this week. She has been working incredibly hard with all of her learning.

**Laura Muir Class**



C is our star learner for consistently trying hard to remember his capital letters, finger spaces and full stops in his sentences. He is always ready, respectful and safe.

**Kelly Holmes Class**



T is our star learner this week. She has adapted well to all the changes that have been happening. Well done and keep being a super star!

**Max Whitlock Class**



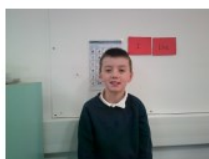
M is our star learner this week. She always works hard in all of her lessons and has worked especially hard in her maths.

**Charlotte Dujardin Class**



M is our star learner this week. He has been trying his best in all of his learning, well done!

**Ben Ainslie Class**



G is our star learner this week for showing fantastic enthusiasm, rhythm and determination in PE this week during our dance lessons.

**Ellie Simmonds Class**



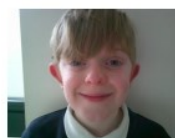
F has shown fantastic absorption this week, especially during reading and writing. Furthermore, he has shown responsibility – asking for help when needed. Well done.

**Dina Asher-Smith Class**



T is our star learner this week for always having a positive attitude towards her learning and tackling every challenge with a smile!

**Nicola Adams Class**



O is our star learner this week. He has worked really hard in our swimming lessons and produced some brilliant artwork on Picasso and Van Gogh.

**Mo Farah Class**



F is our star learner this week. He has made fantastic progress in mathematics and now is working hard in his writing.

**Sky Brown Class**



H is our star learner this week. He has been absorbed with his learning and made great progress with his writing. He is making links to previous learning and always tries his hardest.





# 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



## Swimming Lessons –Year 5

*This week, Year 5 started their swimming lessons at the Life Centre. Over the next three weeks they will be developing their understanding and skills in Water Safety. They all had brilliant attitudes on their first day and represented the school brilliantly!*



WORLD  
**BOOK  
DAY**

7 MARCH 2024

## WORLD BOOK DAY

On Thursday 7th March it is world book day.

Children are invited to dress as a book character and to bring in a favourite story if they wish.

Donations are NOT required.

Children will be given a book to celebrate this day.

If anyone has any suitable costumes that could be donated to the school for this event, that would be wonderful.

Please bring any in before 7th March so they can be displayed for any children/families who would like one.

## **PARENT FORUM**

Our next parent forums will be held on during the week of Monday 11<sup>th</sup> March. I've tried to make it possible for all parents and carers to join us by having 3 separate meeting times and days.

Monday 11<sup>th</sup> March at 8:45am

Tuesday 12<sup>th</sup> March at 3pm

Wednesday 13<sup>th</sup> March 4:30pm

## NEW SCHOOL HOURS

As you'll be aware from our letters before the Christmas break, our school hours have changed, as of Monday 29th January 2024

Our new hours are :-

Monday 8.30am - 3.30pm

Tuesday 8.30am - 3.30pm

Wednesday 8.30am - 3.30pm

Thursday 8.30am - 3.30pm

Friday 8.30am - 12.50pm



On Friday , all children will have the lunch before they leave school at 12.50pm

For those children using our Friday afternoon provision( due to both parents working or in full time education), please collect your child by 3.30pm. Gates will be closed @1pm. You may collect your child from main reception until 2.30pm. After that time you will unable to collect your child until 3.30pm. This will be from the year 1 pod area. The gate by the surgery will be open from 3.20pm

From Monday 28/01/2024

Gates will open from 8.20am

Pod doors open at 8.25am



# WELLBEING THROUGH CRAFTING COURSE



## Where:

Beechwood Primary Academy

## When:

Wednesday 21st February

(6 week course)

## Time:

1.00pm till 3.00pm

## Bookings now open

Please contact Sam Roscoe on  
01752 706360 or

beechwood.desk@discoverymat.  
co.uk to book your place on this  
course



Come along and join us  
for a FREE six week  
spring garland making  
course 🌻🌸 |



## **ABSENCE REQUEST**

ALL absences require either proof of medical evidence or a completed Absence Request Form.

Please complete in advance of any absence to allow authorisation from the Head of School.

It is preferred that medical appointments are taken out of school hours, but appreciate sometimes this may prove difficult.

Thank you.



## **FACEBOOK AND WEBSITE**

Please follow us on our Facebook page at [Discovery Multi Academy Trust](#). Please refer to our school website for latest news and calendar dates.



## **KEEPING IN TOUCH**

Can we just remind you, as parents, that the vast majority of contact between school and parents is done by telephone or email. Please could you ensure that we are kept updated with your current contact details to enable us to keep in touch with you when needed.

## **PARENTPAY**

Please activate your parent pay account as this allows us to send Newsletters, trip letters and other important information that we may need to convey to you.

## **Email Addresses to Remember**

**Year 6 - Mo Farah** - [k.giles@discoverymat.co.uk](mailto:k.giles@discoverymat.co.uk)

**Year 6 - Sky Brown** - [k.rust@discoverymat.co.uk](mailto:k.rust@discoverymat.co.uk)

**Year 5 - Nicola Adams** - [c.pumphrey@discoverymat.co.uk](mailto:c.pumphrey@discoverymat.co.uk)

**Year 5 - Dina Asha-Smith** - [k.matthews@discoverymat.co.uk](mailto:k.matthews@discoverymat.co.uk)

**Year 4 - Ben Ainslie** - [d.poole@discoverymat.co.uk](mailto:d.poole@discoverymat.co.uk)

**Year 4 - Ellie Simmonds** - [j.tumilty@discoverymat.co.uk](mailto:j.tumilty@discoverymat.co.uk)

**Year 3 - Max Whitlock** - [c.townsend@discoverymat.co.uk](mailto:c.townsend@discoverymat.co.uk)

**Year 3 - Charlotte Dujardin** - [i.watson@discoverymat.co.uk](mailto:i.watson@discoverymat.co.uk) or [l.field@discoverymat.co.uk](mailto:l.field@discoverymat.co.uk)

**Year 2 - Cody Everson** - [c.mccarthy@discoverymat.co.uk](mailto:c.mccarthy@discoverymat.co.uk)

**Year 2 - Kelly Holmes** - [s.reed@discoverymat.co.uk](mailto:s.reed@discoverymat.co.uk) or [a.carroll@discoverymat.co.uk](mailto:a.carroll@discoverymat.co.uk)

**Year 1 - Laura Muir** - [s.pindard@discoverymat.co.uk](mailto:s.pindard@discoverymat.co.uk)

**Year 1 - Usain Bolt** - [m.abbott@discoverymat.co.uk](mailto:m.abbott@discoverymat.co.uk) or [a.blakeston@discoverymat.co.uk](mailto:a.blakeston@discoverymat.co.uk)

**Rec - Jill Scott** - [k.gardner@discoverymat.co.uk](mailto:k.gardner@discoverymat.co.uk)

**Rec - Tom Daley** - [h.waite@discoverymat.co.uk](mailto:h.waite@discoverymat.co.uk) or [s.reed@discoverymat.co.uk](mailto:s.reed@discoverymat.co.uk)