



What a busy week we have had at St John's! Classes enjoyed their visit from the Dog's Trust where they learned about how to behave safely around dogs they don't know and how to look after a pet dog. We loved welcoming so many visitors to our Lent prayer times this week. Reception, Year 1 and Year 2 learnt about the importance of saying sorry and forgiveness. Key Stage 2 reflected on the Stations of the Cross and how we can seek help and guidance when we are worried about something. We invited families in Year 2 to a design and technology food tasting Come and Share with lots of tasty fruits and vegetables and children used excellent adjectives to describe taste and texture. Reception families came into the classroom to do a phonics lesson alongside the children and have a go at lots of activities around the continuous provision. Huge thanks to our amazing members of staff for planning these experiences in all our year groups and having such welcoming classrooms. Some of our school governors spent the day in school on Thursday to visit lessons, talk with children about their learning and look at books, and it was lovely to show everyone how proud we are of teaching and learning at St John's. As well as working hard in the classroom, children have been very active in PE lessons with circuit training, gymnastics, parachute games and lots more. It has also been great to see some of our children completing challenges from their Micro, Mini and Junior Duke books – I am very impressed with the skills they have been developing.

Congratulations to our Presentation, Writing and Star of the Week award winners this week!



Congratulations to Joey, Elan, Connor, Sophie, Norah, Rory, Elijah, Cairo, Noah, Christopher, Lucy, Annabelle, Milo, Vincent, Niyat, Delilah, Alba, Liam, Heidi, Hermela, Harper and Kara. We are so proud of you!

St John's Church of England Academy  
Winsford Avenue,  
Coventry,  
CV5 9HZ  
02476 674092  
Headteacher: Mrs Laura Stevenson



**The Diocese of Coventry  
Multi Academy Trust**  
Together, pursuing life in all its fullness



*Dates for your diaries*

Monday 4 <sup>th</sup> March	
Tuesday 5 <sup>th</sup> March	9.00 – 10.00: Year 1 Come and Share Dog's Trust workshops for Years 5 and 6 3.30: Football match at home v Whoberley Hall
Wednesday 6 <sup>th</sup> March	
Thursday 7 <sup>th</sup> March	World Book Day
Friday 8 <sup>th</sup> March	'Let Girls Play' lunchtime football club for any girls who would like to learn some football skills with Miss Ward and Mrs Wright. Reception to Year 6 welcome. Email to follow next week with details about what to bring depending on the weather forecast.
Monday 11 <sup>th</sup> March	
Tuesday 12 <sup>th</sup> March	9.00: Year 1 leading worship on the value of Excellence Year 6 trip to Holdenby House for WW2 topic
Wednesday 13 <sup>th</sup> March	9.00 – 10.00: Equality, diversity and inclusion parent forum
Thursday 14 <sup>th</sup> March	3.30: Girls' football match away at Whoberley Hall
Friday 15 <sup>th</sup> March	Comic Relief
Monday 18 <sup>th</sup> March	
Tuesday 19 <sup>th</sup> March	9.30: Easter Service at St Christopher's Church led by Year 4 2.00- 3.00: Year 6 Come and Share
Wednesday 20 <sup>th</sup> March	1 Sing Pop performances at 2.00 and 5.00 – St Christopher's Church
Thursday 21 <sup>st</sup> March	Year 4 Viney Hill trip
Friday 22 <sup>nd</sup> March	Year 4 Viney Hill trip 9.00: Celebration Worship – please join us to celebrate together
<b>Easter Holidays</b>	
Monday 8 <sup>th</sup> April	
Tuesday 9 <sup>th</sup> April	
Wednesday 10 <sup>th</sup> April	5.30 – 6.30: Choir showcase in the hall
Thursday 11 <sup>th</sup> April	
Friday 12 <sup>th</sup> April	

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At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit nationalcollege.com.

# 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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