BPS NEWSLETTER

Parents and Carers,

We have had a lovely few weeks here at Bingham. World Book Day was a huge success and the perfect opportunity to show the children just how fantastic picking up a book can be. We have also celebrated Science Day by showing children a range of Science experiments to demonstrate how interesting the world of Science is.

This week we also had a school review. This is where the trust come into school and look at a range of things including- the quality of teaching, behaviour and attendance and Early years to name but a few. This was hugely successful.

There are still two weeks of term left. Red Nose Day (Comic Relief) is on Friday 20th March. Children can come dressed in Red for a donation and will take part in a three legged Race. There will also be an Easter Run (tickets are now available. There is a £2 charge. All children who have bought a ticket on MCAS will receive an Easter Egg after completing the run.

As always, if you have any questions or queries, you can find me on the gate each day, message on dojo or send an email to enquires@bingham-cit.co.uk.

Mrs Pask- 13.03.26

1. WORLD BOOK DAY

We dressed up for World Book Day and had lots of reading opportunities throughout the day. There were two competitions. 1) Read a book in an unusual place and 2) Book as a spoon.

3

ROBIN CLASS (EYFS)

EYFS have been making the use of their outdoor provision as well as making porridge pots for Goldilocks and planting Sunflower seeds.

4

SWAN CLASS(YEAR 1)

Year 1 been looking at how plants grow as well as where the equator, North and South Pole are. They have also been improving their catching skills.

Follow us on social media:
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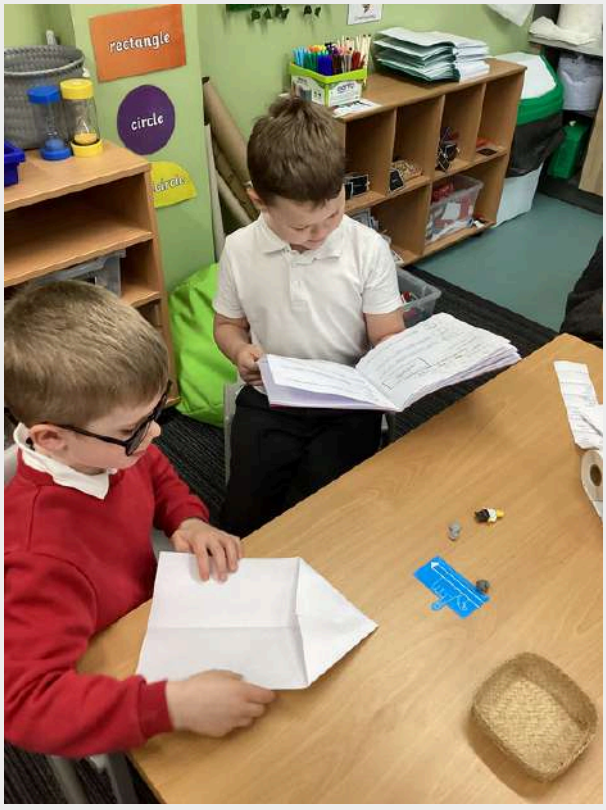

BARN OWL CLASS (YEAR 2)

Year 2 have written a set of instructions to make a paper aeroplane. They then read them to Year 1 and they had to follow the instructions. Both classes loved it!

6

VOLUNTEER READERS

Every week, we have two reading volunteers that come in to school and listen to readers. This is making such a difference. If you can spare a few hours each week, please speak to Mrs Whitehead at the school office.

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7 KINGFISHER CLASS (YEAR 3&4)

Year 3 and 4 have been testing out testing different cam mechanisms in their DT lesson.

8 STARLING CLASS (YEAR 5&6)

Year 5 & 6 have produced amazing homework that Mrs Pask has enjoyed looking at. They have also enjoyed looking what a micro:bit is in DT.

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Your paragraph text

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DIARY DATES

Parents' Evening -Wednesday 25th March 3.50pm-7pm and Thursday 26th March 3.50pm-6pm.

Parents' Evening will be held on Wednesday 25th March and Thursday 26th March. You will be able to book this online as you did in November. This will go live on 2nd March to give you plenty of time to book. It takes place in your child's classroom, and you will get to see their books and talk to their teacher about the progress made and any questions or concerns you have.

Easter Fun Run- Friday 27th March

You and your child can participate in an Easter Fun Run around school grounds at 2.50pm on the above date. It will be £2.00 to enter and there will be an egg as a prize for taking part. This was an idea that parents came up with during our last survey sent out to parents.

End of term

The last day of term is Friday 27th March 2026. Pupils return on Monday 13th April 2026.

Here are the diary dates for Spring Term 2. Term 3 dates will be publish on the last week of term.

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 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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