Bessemer Primary School Newsletter

Part of The Gem Federation

www.thegemfederation.co.uk

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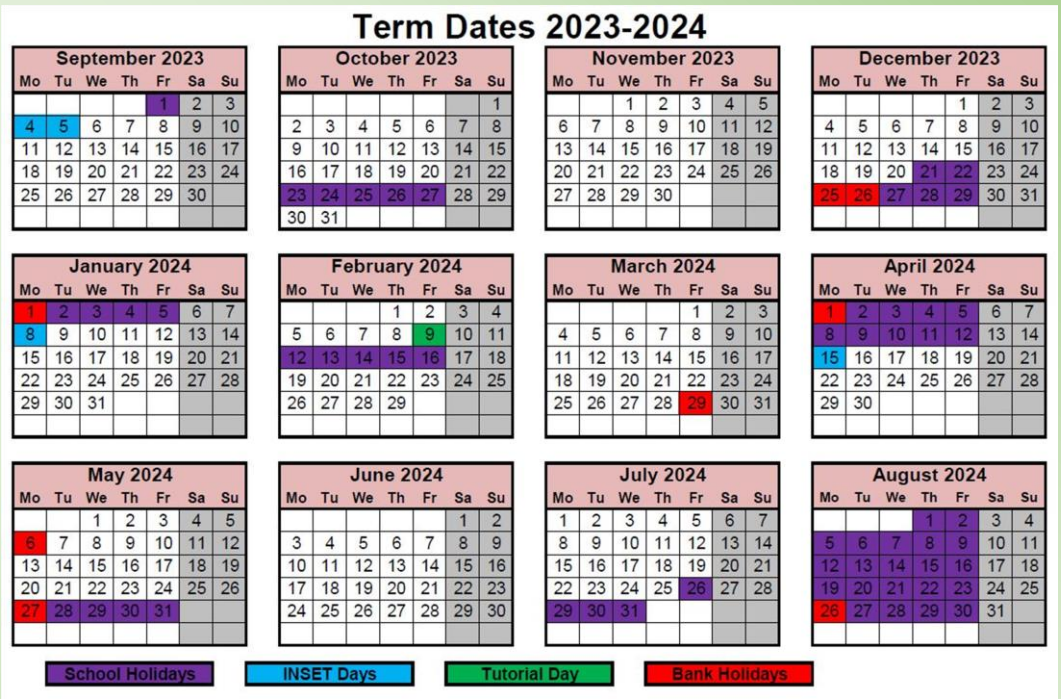
Dates for your Diary **Friday 12th January 2024**



2024 Class Assembly Dates

		25/1/24	2JW
1/2/24	6AC	**8/2/24**	6LM
7/3/24	2LT	**14/3/24**	1NS
21/3/24	6SB	**28/3/24**	3KL
2/5/24	5RS	**9/5/24**	2LS
16/5/24	3NI	**23/5/24**	5OF
20/6/24		**27/6/24**	4YH

Class assemblies are on Thursdays at 9.15 and last for approximately 15 minutes. Parents and carers are invited to come along and find out more about their children's learning across the curriculum.

Dates for your Diary

This Term's Events

23.01.24 – Year 5 final Young Voices rehearsal in school (parents who cannot attend the concert are invited to watch this rehearsal)
29.01.24 – Year 5 Young Voices concert
31.01.24 – 1AM Unicorn Theatre trip
31.01.24 – Year 4 times tables workshop for parents and carers, 9.15am
01.02.24 – 1NS Unicorn Theatre trip
02.02.24 – NSPCC Number Day
07.02.24 – Reception Unicorn Theatre trip
07.02.24 – Year 5 London Eye trip
08.02.24 – Last day of half term for children
09.02.24 – Tutorial Day (school closed to children)
19.02.24 – Children return to school
07.03.24 – World Book Day
07.03.24 – Early Years Celebration Day
28.03.24 – Last day of term
15.04.24 – Inset day
16.04.24 – Children return to school

Spring Term Library Visits

	10:20- 11.00	11:15 - 11:55
Thurs 11th Jan	3KL	6AC
Fri 12th Jan	1AM	5FM
Thurs 18th Jan	1NS	6SB
Fri 19th Jan	3NI	4BC
Thurs 25th Jan	2JW	3/4CB
Fri 26th Jan	2LT	5RS
Thurs 1st Feb	2LS	6LM
Fri 2nd Feb	4VG	5OF
Thursday 8th Feb	TBC	TBC
Fri 9th Feb	TBC	TBC

News and Reminders

Welcome Back

Happy New Year! Welcome back, we hope you all had a happy and restful holiday. We are excited to get started on another busy term. This week you will have received a half termly newsletter letting you know what your child will be learning this half term. You will also have received their knowledge organiser and topic homework before the holiday. Please use these to support your child's understanding of their topic for this half term and to get involved yourself through taking some of the suggested trips, doing some research or completing some of the creative and fun activities. Remember, children get gems for bringing topic homework in to school to share.

Gem House Captains

Thank you to last half term's captains for all their hard work, this half term's house captains are Tom, Brogan, Zahid and Leandra.

Activity Clubs

After school activity clubs start next week and run for ten weeks, until the end of the Spring term. There are still a few places available in some of the clubs, please check Parentmail for availability; booking will remain open over the weekend.

If your child is attending an activity club after school they can bring a small snack to eat beforehand, such as fruit, crackers or a cereal bar. Please do not send crisps, chocolate biscuits/bars or cake as snacks.

Applications for Term Time Leave

Please remember that we are only able to give permission for term time absence in exceptional circumstances and if your child's attendance is above target. Exceptional circumstances include such reasons as the wedding or funeral of a close family member, attending an essential appointment that cannot take place outside school hours or taking a piano exam. We are not allowed to grant applications for leave for reasons such as holidays, other non-essential travel, family birthdays or other celebrations. If your child is absent from school for a reason other than sickness and you have not had an application for leave granted then your child's absence will be unauthorized and you may receive a fine.

After School Club

Our After-School Club finishes at 5.45pm and all children should be collected by then. We understand that occasionally lateness is unavoidable due to emergencies, cancelled trains and bad traffic and in these circumstances we simply ask that you call us on the After School Club phone number to let us know. If you do not have this number please make a note of it next time you are in school.

Unfortunately late pick-ups take place quite often and this has a knock on effect on our staff, who also have their own children and childcare arrangements to consider. The school's already stretched budget is also affected as we have to pay overtime to staff who stay later than their designated hours to look after children who have not been collected.

From next week we are introducing a charge for childcare after the club has finished. If you arrive to collect your child at or after 5.50pm you will be charged £5, if you arrive after 6.00pm the charge will be £10. If you know you are running late and call us we may waive or reduce the late pick up charge depending on the reason for lateness, however this will only be applied once per term for each family.

News and Reminders

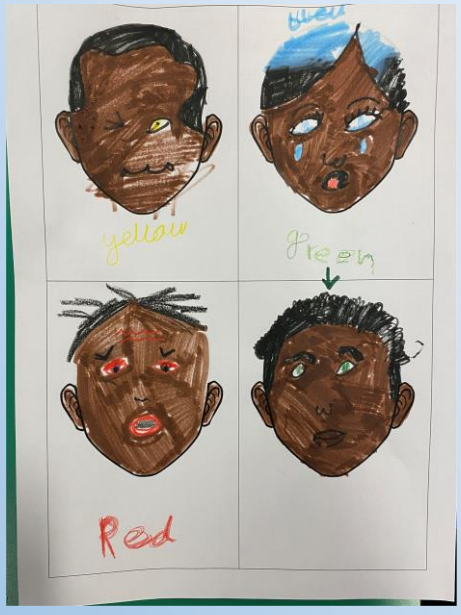
Zones of Regulation

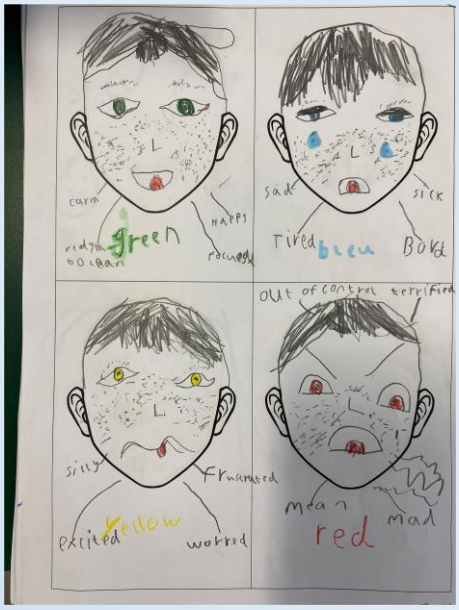
We have revised and relaunched our behaviour policy, which is now called The Behaviour and Self-Regulation Policy and which can be found on The Gem Federation website.

We have only made minor alterations to the behaviour side of the policy; the major change is the introduction of The Zones of Regulation for general use across the school. We have previously used Zones of Regulation as an intervention for children who particularly needed it but under the new policy it is to be used by all children from Year 2 upwards. Children in Early Years and Year 1 will continue to use *The Colour Monster*, which is a very similar, but more age appropriate system.

The Zones of Regulation supports children in identifying their own emotional state at any time, understanding how their emotions can affect their behaviour and provides strategies for children to regulate their own emotions. Every classroom now has a Zones of Regulation display and throughout the day children can place their names on the appropriate zone to reflect their emotional state. This allows adults to identify children in need of some support.

Here are some pieces of work by children in year 2, exploring their understanding of the different zones:





There is a flyer attached at the end of the newsletter with more information about this for parents and carers.

Free Football Tickets!

The following code can be used to get free tickets to the Dulwich Hamlet V Dartford Women's match this weekend: https://app.fanbaseclub.com/Fan/Dashboard?clubId=126

Word of the Week

As promised before the holiday, we are relaunching Word of the Week with a fun new approach. Instead of supplying the word each week in the newsletter, we are going to be giving clues on a Friday for the next week's word of the week. We would like children to try to decipher the clues in order to work out the word of the week. If your child can guess the word of the week and tell their teacher on Monday they will get a gem. The word will be revealed in assembly on Tuesday so that children can then use it throughout the rest of the week and will be shared on the newsletter on Friday, along with the next set of clues.

The clues for next week's word:

Where to find it – Find me under 'w' (verb).
What it means- to move, or make something move, gently through the air.
When to use it – The scent of honey _____ed through the air.
Rhymes with – loft.

Good luck!

F@B Update

We ended last term on an amazing fundraising high having raised £6500 for Bessemer thanks to the fair, sponsored estate agent boards, raffle prizes and Christmas Tree sales. A huge thank you to Urban Village for their amazing sponsorship and the fab team at Dulwich Pot and Plant who made a donation for every tree sold. Plus the raffle prize donors - so many very generous local businesses! We are hugely grateful.

This year's school fair was a jam-packed fun event with a human fruit machine, crafts, bric-a-brac, bouncy castle, skittles, hook-a-duck and lots more besides. Santa popped by for a visit, we got through 10kg of sweets and we sold a LOT of food and drink to fair-goers!

A massive thank you to everyone who cooked, shopped, wrapped, washed up, planned, donated, took care of a stall - and did all the other zillions of jobs! You're all superstars!

Online Safety Tip of the Week

Screen time

We all worry sometimes that perhaps our children (and ourselves!) are having too much screen time. But what is 'too much' screen time and how can we manage it? What risks are there and how do we ensure a healthy balance between our time on devices and our time spent doing other activities? The following link has practical tips and advice for parents and carers to help make decisions around the issue of screen time.

https://www.internetmatters.org/issues/screen-time/

Celebrations!

Certificates

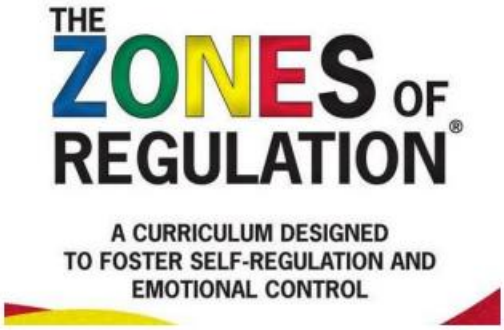
	Star	Writer	Mathematician	Presenter	Scientist
Rainbow	Nubiah	Storm	Avisha		
Sunshine	Theo	Luna	Ernie		
Moonbeam	Maria	Victoria	Kassie		
1AM	Lydia	Josiah	Jacob	Jhane	Sadie
1NS	Tammany	Rufus	Johnny S	Laura	
2JW	Taylan	Callum	Ramsay	Albie	Jerome
2LS	Keyan	Humaira	Maya	Dylan	
2LT	Santi	Stephany	Haddy Isobel	Helene	
3KL	Shafi	Grace	Fred	Agnes R	Elliott
3NI	Alessandro	Wilfred	Finn	Valentina	
3/4CB	Hari	Leonel	Mariatu	Kyanna	
4BC	Holly Ramadan	Winnie	Jadon	Harley	
4VG	Callum M	Olivia	Matthew	Luciano	George
5RS	Gloria	Florence	Izzy	Poppy	
5OF	Sophie	Florence	Lenny	Eve	Olive
5FM	Molly	Gabriel	Lori	Lucy	
6LM	Emma	Killian	Phoebe	Keran	Buster
6SB	Jade	Hasiba	Pearl	Rufus	
6AC	Grace	Omar	Flora	Freddie	

Times Table Rockstars Competition Winners: 3NI!

House Winners	**Diamonds!**

Have a great weekend!

Elizabeth



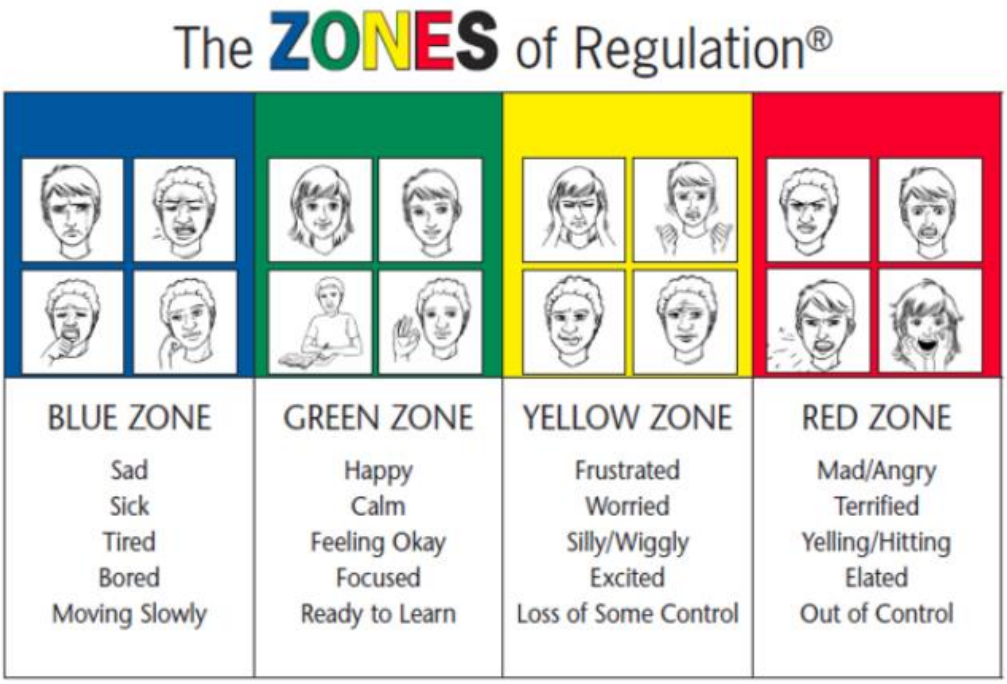
A Parents' Guide to the Zones of Regulation

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'. Self-regulation can go by many names such as 'emotional regulation', 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation, or the ability to maintain a well-regulated emotional state to cope with everyday stress and to be most available for learning and interacting. From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear, or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them to identify their emotions and cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At The Gem Federation, we want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. Using the Zones of Regulation as a framework, we aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience.
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

What are the different Zones?



So, what are the zones?

There are 4 coloured zones to categorise states of alertness and emotional states:

The Blue Zone – used to describe low states of alertness, (such as feeling sad, tired, sick or bored. Body/brain is moving sluggishly).

The Green Zone – used to describe a regulated state of alertness (such as feeling calm, happy, focussed or content). This zone is generally needed for schoolwork, being social and ready to learn. It shows control.

The Yellow Zone – used to describe a heightened state of alertness, but with some control (such as when experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion - slightly elevated emotions (being fidgety, wiggly, squirmy, or sensory seeking). The person is starting to lose control.

The Red Zone – used to describe extremely heightened states of alertness or very intense feelings (such as feeling anger, rage, and explosive behaviour, panic, terror, or elation). Not being in control of one's own body.

You can remember the zones by using a traffic light system. Like traffic signs:

Blue = 'rest area where you pull over as you are tired and need to recharge'.

Green = the person is 'good to go'

Yellow = 'caution, slow down or take warning'

Red = 'stop and regain control'

<u>Important note</u> - No zone is 'bad' or 'good' and we all experience them at one time or another. It is important to avoid reinforcing the idea that red = bad. Often, we see with our children that they will indicate they're in the green zone, even if they're not. It is important to validate all emotions, and we should be helping our students to identify these emotions.

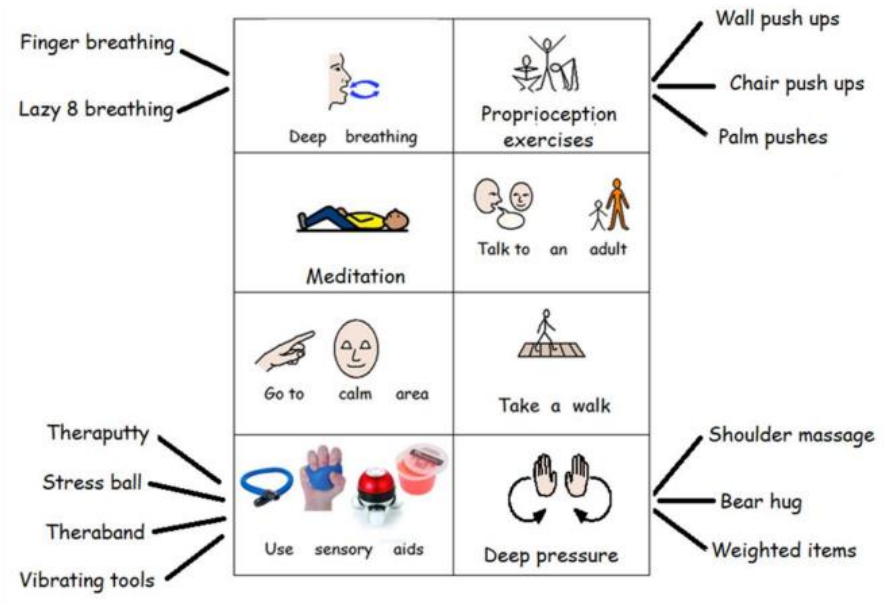
<u>Tools and Strategies for Regulation</u>

There are multiple tools and strategies that our students can use to self-regulate – and they will be individual to each child. However, it may be useful to think about the types of activities that will help our children to regulate in each zone.

Blue Zone Tools: Think about what you might do as an adult to make you feel better when you are sad, tired, or bored. This might include talking to a trusted person, breathing, taking a break and relaxing, doing a hobby or importantly, doing some physical exercise. These exercises should wake up our bodies, recharge and activate our senses and regain our focus. Examples may include taking a walk, doing some active movement (think jumping, bouncing, or swinging).

Green Zone Tools: Think about the strategies you or your child uses to maintain your happiness, alertness in the activity you are engaging in, and calmness. This may include all the activities mentioned above, and pay attention to the environment your child is in – is it safe, calm and enabling of engagement?

Yellow Zone Tools: When you see your child starting to become heightened, fidgety, overexcited or unfocussed – try to introduce the following calming strategies to prevent an escalation into the Red Zone (or out of control).



Red Zone Tools: Once in the Red Zone, your child will more than likely need to be removed from the situation/setting, and it is encouraged that they go to an environment that is calming and safe. Calming strategies that 'power down' the emotions your child is feeling can be practiced here.

These include:

- Deep breathing
- Deep pressure/heavy work activities
- Sensory activities – using sensory aids and tools such as theraputty, stress balls, vibrating snakes etc.
- Taking a walk in a quiet place
- Going to a quiet and dark area (i.e. pillow fort/dark tent)

Minimise your language when your child is in the red zone – be clear, concise and calm in your tone.

How can you help your child use The Zones of Regulation at home?

- ✓ Model and identify your own feelings using Zones language in front of your child (e.g.: I'm frustrated. I think I am in the Yellow Zone.")
- ✓ Observe your child's behaviour and try to use strategies when they are showing signs of being in the yellow zone, to catch it before they move to the red zone.
- ✓ Practice calming strategies when your child is in the green zone. This may include doing some deep breathing/meditation/heavy work and sensory activities throughout their day. ⎫ Talk about what tool you will use to be in the appropriate Zone (e.g.: "I need to take four deep breaths to help get me back to the Green Zone.")
- ✓ At times, wonder which Zone your child is in. Or discuss which Zone a character in a film / book might be in. (e.g.: "You look sleepy. Are you in the Blue Zone?")
- ✓ Share how their behaviour is affecting your Zone. For example, if they are in the Green Zone, you could comment that their behaviour is also helping you feel happy/ go into the Green Zone.
- ✓ Put up and reference the Zones visuals and tools in your home to consistently refer to and check in regularly with this.
- ✓ Praise and encourage your child when they share which Zone they are in.
- ✓ Develop your child's own zones of regulation toolbox – using the exercises above.
- ✓ Have easy access to calming/sensory equipment at home.
- ✓ Remember to monitor your language: usually less is best (minimal in the red zone)
- ✓ Have clear boundaries/routines and always follow through.
- ✓ Do not deal with an angry, upset child when you are not yet calm yourself.

Where can I find out more about the Zones of Regulation/emotion coaching?

- https://www.theottoolbox.com/zones-of-regulation-activities/
- https://parentswithconfidence.com/calm-down-strategies-for-kids/
- https://uk.video.search.yahoo.com/search/video?fr=mcafee&ei=UTF-8&p=emotion+coaching+lambeth&type=E210GB1216G0#id=1&vid=016c8c6713af4ee90e6b9c324daf5232&action=click
- https://myhappymind.lpages.co/myhappymind-parent-app-introduction/

Little Stars

at Bessemer Primary School

Funded places available

Book a tour today

Dylways, London, SE5 8HP

020 7274 2520

www.thegemfederation.co.uk/bessemer

Little Stars is a small nursery for children aged 2-3 based in a modern, attractive, purpose-built environment. It is part of Bessemer Primary School and the nursery benefits from input from highly trained Early Years teachers and leaders as well as its own staff of highly qualified nursery specialists. At the end of their time in Little Stars children transition easily to the school's nursery classes. Along with the rest of the school, children in Little Stars benefit from weekly music sessions from external providers and the use of the extensive school facilities including the beautiful nature garden where the children access weekly forest school activities and help to look after the chickens.