



# St Pius Spotlight

**'To renew all things in Christ'**



14.11.25

Dear Parents and Carers,

The weather may have been miserable this week but school has been anything but! We had a beautiful and prayerful Remembrance service on Tuesday, and the children read wonderfully. We have also been practising hard to learn the songs for our Christmas performances!

Next week, Class 2 are going on a trip to Beamish on Wednesday 19th November. They will need to bring waterproof, warm clothes as it is forecast to snow. I would suggest that if they have wellies they bring these also, just in case.

We are currently gathering donations for the Christmas raffle. If you, or someone you know, has a small business and would like to donate a prize/ prizes, please let us know.

Best wishes as always,

Miss Hudson

## Attendance

During celebration assembly on Friday, we have been celebrating whole class attendance and each week the class with the highest attendance will receive our Anna the Attendance Cat to live in their class all week! Well done to Class 3 who won this week.



Week beginning: Monday 3rd November 2025	
Year group	Attendance percentage
Class 1	97.5%
Class 2	94.76%
Class 3	98.33%
Class 4	95.52%



Our overall school attendance this week was 96.53%. Our attendance target is 97%.

## Wake up Wednesday

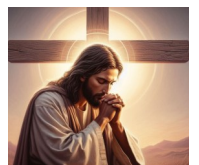
Each week, we will be sharing some information with you about aspects of safeguarding, SEND and general guidance for parents from #wakeupwednesdays. This service is provided by the National College of Education and includes lots of top tips for parents. If you would like to find out more, you can search the hashtag or access it via the National College of Education website.

This week, the guidance is around supporting children with emotional regulation. I have included this in the newsletter for parents to have a look if they are interested.



**In the Gospel this week, Jesus tells us of the importance of having patience.**

**Lord, give us patience with our world, with others and with ourselves.**



# 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.

## Christmas Lunch

This year, Christmas lunch will be on Monday 15th December.



Bishop Wilkinson  
Catholic Education Trust

# CHRISTMAS MENU

## MAIN COURSE

Traditional roasted turkey\*  
served with pigs in blankets  
roasties, carrots, sprouts &  
gravy

\*Quorn fillet, vegan/vegetarian option

## DESSERT

Chocolate ice cream yule log  
with strawberry sauce

PLEASE GET IN TOUCH VIA THE  
SCHOOL OFFICE IF YOUR CHILD  
HAS AN ALLERGY OR SPECIAL  
DIETARY REQUIREMENT. YOUR  
CATERING TEAM WOULD BE  
DELIGHTED TO DISCUSS HOW WE  
CAN PROVIDE TAILORED MENUS  
TO CATER FOR YOUR CHILD'S  
NEEDS.

## Spotlight Celebration

School life this week



Well done to Brooklyn and Harper who helped their gran to sell poppies and spread the message of Remembrance!



In this section, we celebrate our achievements both in and out of school. If you have something you would like us to share for your child—an achievement, work of art, event they attended - please send it to school via email and we will include it in the newsletter!

## Dates for Your Diary

10.11.25: Odd sock day

11.11.25: Remembrance Day Service in School 10.30am

12.11.25: Class 3 Assembly 9am

19.11.25: Class 2 Beamish Trip

21.11.25: Class 1 Celebration of the Word 2.45pm (followed by Coffee and chat)

26.11.25: Class 4 Assembly 9am

28.11.25: Non-Uniform Day—Bring in toys/crafts/chocolates

01.12.25: Class 3 Road safety workshop session 1 in school—outdoor clothing needed

05.12.25: Non-Uniform Day— Bring in toys/crafts/chocolates

08.12.25: Class 3 Road safety workshop session 2 in school—outdoor clothing needed

11.12.25: Christmas Jumper Day

12.12.25: Christmas Fayre 3pm onwards

16.12.25: Class 1 and 2 Nativity 2pm

17.12.25: Class 3 and 4 Carol Concert and Christmas Raffle 2pm

18.12.25: Pantomime Trip 1.30pm

19.12.25: Christmas Party Morning

19.12.25: Whole school Mass in school 1.30pm—all are welcome

### **CHRISTMAS HOLIDAYS 20.12.25-04.01.26**

05.01.26: Spring Term begins

14.01.26: Class 3 Team building festival PM—please wear PE kits

16.01.26: Year 3 Games Festival PM—please wear PE kits

16.01.26: Class 1 Celebration of the Word 2.45pm (followed by Coffee and chat)

21.01.26: Class 4 Assembly 9am

30.01.26: Class 2 Celebration of the Word 2.45pm (followed by Coffee and chat)

04.02.26: Class 3 Assembly 9am

06.02.26: Non-uniform day—bring a bottle

18.02.26: Ash Wednesday Service in school—time TBC

### **HALF TERM 21.02.26-01.03.26**

04.03.26: Class 1 PE trip PM—please wear warm, outdoor clothes

05.03.26: World Book Day

06.03.26: Class 3 Celebration of the Word 2.45pm (followed by Coffee and chat)

11.03.26: Class 2 Assembly 9am

13.03.26: Class 2 Invasion games festival PM—please wear PE kits

13.03.26: Non-uniform day—crafts, chocolates, toys

20.03.26: Class 4 Celebration of the Word 2.45pm (followed by Coffee and chat)

**23.03.26 and 24.03.26: Parents evening Spring Term 3.30-5.30pm**

## Dates for Your Diary Continued

25.03.26: Class 1 Assembly 9am

25.03.06: Class 4 Rugby skills trip PM– please wear PE kits

30.03.26: Palm Sunday Procession 2.45pm

02.04.26: Easter Raffle and Easter Egg Competition awards 2pm

### **EASTER HOLIDAYS 03.04.26–19.04.26**

20.04.26: Summer Term begins

24.04.26: Class 2 Celebration of the Word 2.45pm (followed by Coffee and chat)

29.04.26: Class 3 Assembly 9am

06.05.26: Class 4 Assembly 9am

08.05.26: Non-uniform day–bring a bottle

11.05.26–14.05.26: KS2 SATs

15.05.26: Class 1 Celebration of the Word 2.45pm (followed by Coffee and chat)

22.05.26: Pentecost Procession 2.45pm

22.05.26: Non-uniform day crafts, chocolates, toys

### **HALF TERM 23.05.26–31.05.26**

05.06.26: Class 4 Celebration of the Word 2.45pm (followed by Coffee and chat)

10.06.26: Class 1 Assembly

12.06.26: Non-uniform day–bring a bottle

19.06.26: Class 3 Celebration of the Word 2.45pm (followed by Coffee and chat)

24.06.26: Class 2 Assembly

25.06.26: St Bede's Uniform evening for Y6 parents

26.06.26: Non-uniform day–crafts, chocolates, toys

01.07.26–02.07.26: St Bede's Transition days for Year 6

02.07.26: Transition day in school

03.07.26: Non-uniform day–£1 contribution

10.07.26: Sports Day and School Fayre

13.07.26: School Raffle Draw 2pm

**13.07.26–15.07.26: Robinwood residential for Class 4**

**Due to the residential dates, the Year 6 Leavers Mass–Time TBC and Year 6 Leavers Performance 4pm, will be rearranged–we will let you know the new dates asap.**

**Monday 20th July - Monday 31st August - Summer Holidays 2026**