

John Ray Times

Our Core Values: Hope, Perseverance, Trust, Courage, Respect, Responsibility

26th February 2024

Phone: 01376 324107 **Email:** jrcontact@compassps.uk **Website:** www.johnray.compassps.uk



@johnrayjuniors



@ facebook.com/[johnraycompassps](https://www.facebook.com/johnraycompassps)

For uniform orders visit: www.gooddies.co.uk

For information on Food Bank vouchers email: mkeegan@compassps.uk

For second hand uniform requests email: rcottee@compassps.uk

Breakfast club queries email: hwiltshire@compassps.uk

School dinner menus are on our website: 26.02.24 [Week 1](#), 04.03.24 [Week 2](#), 11.03.24 [Week 3](#).

Zones of Regulation

The ZONES of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad Bored Tired Sick	Happy Focused Calm Proud	Worried Frustrated Silly Excited	Overjoyed/Clashed Anxious Angry Terrified

School Attendance Difficulties



Supporting Anxiety



My Happy Mind Parent App

To access these materials just go to <https://myhappymind.org/parent-resources> and enter your name, email and authentication code emailed to you in the letter sent on 22.09.23.

Spotlight on learning

Y3

Year 3 have been impressing their adults with their commitment to reading both at home and in school. A special mention must go to 3P who have already read 3.2 million words between the class this year and have passed 495 Accelerated Reader quizzes which is very impressive indeed. The children have also been engrossed in writing adverts and grappling with calculating perimeter.

Y4

Year 4 have also been calculating perimeter and have been using these skills to work out the perimeter of polygons. During this work, they've been able to show how much they've remembered about shape from their learning in year 3. Brilliant retrieval year 4. New heatmaps for Times Tables Rockstars should be arriving home very soon which can be used to help your child to know which times tables to focus on when practising at home and in school. If you're unsure of how to support your child with their times tables, please drop an e-mail to their teacher.

Y5

Year 5 have produced some stunning self-portraits in art using acetate and paint. It has been tricky at times and has required patience and perseverance, but the children have produced some fantastic pieces. You can really see the individuals in their artwork.

Y6

Across the school there has been a concentrated focus on presentation over the past few weeks and year 6 have really risen to the challenge. Their handwriting and general presentation in books has improved immeasurably and it's a fantastic role model for the rest of the school to follow. The children have been absorbed by their class texts and have been using the words, phrases and ideas they've heard in their own writing. We've seen a massive improvement in the children's love of reading in year 6 which is wonderful to see.

World Book Day

World Book Day is on Thursday 7th March. Children can come to school dressed as a character from a book or with a prop from a book. If they wish, they can bring in their favourite book to talk about and share.

Y5 visit to Notley High: 6th March

Y5 children will be taking part on a maths workshop at Notley High as part of the Essex year of number on 6th March. This takes place within the school day and the children will be back in time for lunch. Permission for this event is already covered as this is classed as a local visit.

Learning Conferences

Booking for Spring term Learning Conferences opens at noon on 6th March and close at noon on 13th March for children not on the SEN register. Learning conferences will take place on Tuesday 19th March and Thursday 21st March with the exception of 4CB and 3U who will have learning conferences on the following dates:

4CB: Monday 18th March, Tuesday 19th March

3U: Wednesday 20th March, Thursday 21st March

Learning conferences for 5C have been postponed until after Easter.

Children should attend the learning conferences with parents / carers.

Mental Health Support Team

The Mental Health Support Team are holding a workshop for parents and carers on managing behaviour. The workshop will be on Thursday 7th March from 1.30pm - 3pm and will be held at John Ray Junior School. Parents and carers from John Ray Infant and John Ray Junior School are invited to attend.

Notley Road Petition

A petition has been set up to ask Essex County Council to review the safety of Notley Road Braintree, with a view to adding a new pedestrian crossing and reducing the speed limit to 20mph around the schools. The road between Notley High School and Hoppit Mead Bridge is of most concern.

If you would like more information or to sign the petition, the QR code is below.



STUDENT ACHIEVEMENTS

Don't forget we would love to hear about any children who have been awarded badges or certificates for activities they do outside of school. Please email class teachers with your child's achievements.

<p>Well done to:</p> <p>Hari in 3B who has recently been chosen to be a Lodge Leader at his Beavers group.</p> <p>In football, Isaac in 4W has been awarded the captain's armband, Max (3P) was a trophy winner at a football camp and Bailey (3P) was player of the match.</p> <p>Jack (4CB) has reached 100 park runs!</p> <p>Sophie and Ruby in 4W have completed their jobs badge at Brownies. They have also, along with Alijca in 4W, achieved the luna new year badge and the winter good turn badge.</p> <p>Isabella in 4TR has been invested into cubs.</p>	<p>Well done to:</p> <p>Akasya in 3P and Daisy in 4TR, who have taken part in two dance competitions over half term. In the Stand Out competition they achieved bronze, silver and gold with their team. Both girls also took part in the Elevate Dance Festival and were awarded gold, silver and silver. In another competition at the weekend Daisy achieved 2nd place with her dance group. She has also been in the Braintree and Witham times for her dancing.</p> <p>Mya in 5G has achieved yellow belt in karate.</p> <p>Henry in 3P has been awarded the captain's armband in rugby.</p> <p>Tae in 6E completed a racing car challenge.</p>
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Stars of the Week

Each week, class teachers will choose a member of their class to be star of the week. Children who are chosen will have their name added in this section of the newsletter.

3A: Amelie	4CB: Daniel	5A: Jamie	6B:
3B: Finley	4O: Lexi	5B: Amelie	6E: Joseph S
3P: The whole class	4W: Sophia	5C: Karim	6R:
3U:	4TR: Alexander	5G: Vinnie	

PE Days

Children need to come into school on PE days in their PE kit. Children will need an outdoor PE kit i.e., black tracksuit bottoms (or shorts in warmer weather), white T-shirt and a black fleece / tracksuit top.

3A, 3P	Tuesday and Thursday
3B	Monday and Tuesday
3U	Tuesday and Friday
4O, 4W	Monday and Wednesday
4WM	Wednesday and Friday
4CB	Tuesday and Wednesday
5A and 5C	Tuesday and Thursday
5B and 5G	Tuesday and Wednesday
6B	Wednesday and Friday
6E	Monday and Wednesday
6R	Tuesday and Wednesday

Please remember that children must remove earrings to participate in PE lessons. Taping over earrings is not permitted.

PE kit is black joggers / shorts and a black hoodie or sweatshirt with a white T shirt along with trainers.

We expect that children will either wear one of the black John Ray logo hoodies from our supplier or a plain black hoodie/sweatshirt and plain black joggers on the two days a week that your child has PE.

CASHBACK WHEN SHOPPING ONLINE

The Friends of JRI and JRJ have created a cash back account through **Easy Fundraising**. This is a fantastic way to raise much needed extra funds to support both schools.

The link below can be used for you to register:

<https://www.easyfundraising.org.uk/invite/47ha4n/>

Once registered, for ease, you can download the app. Every time you shop from the app, across over 4000 online retailers, our schools earn cash back. It's free to join and includes top names like eBay, Argos, Iceland and John Lewis. You can share this link with friends and family members too. A letter with more information can be found on our [website](#).

Safeguarding

Are you worried about a child?

As a school, we consider safeguarding to be a priority. We welcome parents and carers talking openly to us about their concerns for the safeguarding of children and families. **Remember, safeguarding is everyone's responsibility.** If you have any concerns about a child, you can contact one of our Designated Safeguarding Leads via the school office. Please ask to speak to Karen Harrison, Rachel Cottee or Meriel Keegan and specify that you have a safeguarding concern. If you are worried about a child or young person, you can call the NSPCC helpline for support and advice for free on [0808 800 5000](tel:08088005000). If a child is in immediate danger, you should call 999.

Children can call [Childline](tel:08001111) at any time on [0800 1111](tel:08001111)



National Online Safety: Self regulation – top tips for parents / carers

As infants, we all rely completely on adults to help us resolve situations that are causing us to become upset or stressed. This is known as co-regulation. The next phase, once autonomy has begun to develop, is called self-regulation: this is when children start to become capable of exercising more control over their impulses and behaviour, and managing their own emotions. This vital developmental milestone, however, isn't reached spontaneously. Learning to self-regulate requires sensitive guidance from trusted adults- simply talking with children about their thoughts and feelings, for instance, can ease the route to self-regulation. The guide below has some expert tips for supporting children to reach this goal.

The guide can be found at the bottom of the newsletter and also on the National Online safety website under guides.

www.nationalonlinesafety.com

CLASS TEACHERS' EMAIL ADDRESSES

We understand that for many people email is a quick and efficient way of communicating and we are therefore happy to provide class teachers' email addresses. Although email is a quick and easy way for parents to communicate with staff, matters that require urgent attention should be communicated via the school office. Staff are not expected to respond to emails after 5pm, during weekends/holidays or when off work due to sickness. [A parental agreement relating to email communication with teachers](#) is available from the school office or on our website under the communication tab.

Year 3	Year 4
3A- cwaspe1@compassps.uk 3B- bball@compassps.uk 3P- sphillips@compassps.uk 3U- ktoomey-underhill@compassps.uk	4W- zwatson@compassps.uk 4CB - hcollier-brown@compassps.uk 4O – kbrighton@compassps.uk , kbreen@compassps.uk 4TR - tbeeson@compassps.uk , rcottee@compassps.uk
Year 5	Year 6
5B- hbreeze@compassps.uk 5C - dcasey@compassps.uk 5G- ngibson@compassps.uk 5A- abear@compassps.uk	6B- jbird@compassps.uk 6E- cellis@compassps.uk 6R – rroberts@compassps.uk

Please contact class teachers in the first instance to resolve any issues. Should you feel you need to escalate the issue, please contact:

Miss Coffee (Assistant Head) if your child is in Y5 or Y6 – rcottee@compassps.uk

Mrs Breen (Assistant Head) if your child is in Y3 or Y4 – kbreen@compassps.uk

RECENT LETTERS – ALSO AVAILABLE ON THE WEBSITE

All communication will be sent through Bromcom. Please ensure that you have given us a current email address. Issues with Bromcom communication should be emailed [to jrcontact@compassps.uk](mailto:tojrcontact@compassps.uk)

19.01.24 - Measles advice (All)

22.01.24 - Wraparound Care Survey (All)

06.02.24 - KEGS open days (Y5 Boys)

Dates for the academic year 2023-2024 (new dates added in red)

Please find below the list of dates for next academic year. Term dates 2023-4 are on our [website](#).

Spring Term	Summer Term
6.3.24 Y5 to a maths workshop at NHS 07.03.24 World book day (Dress as a book character or bring in a prop from a book) 07.03.24 Mental Health Support Team parent and carer behaviour workshop 11.03.24 Science week 11.03.24 - 8.45am - 9.30am - Pastoral Support Morning 15.03.24 Sports Relief (Children can wear sportswear or non-uniform in exchange for a donation) 18.03.24 Last week for clubs 18.03.24 4CB learning conferences (4CB will have learning conferences on 18.03.24 and 19.03.24) 19.03.24 Learning conferences (3:45-7pm) for children not on SEN register 20.03.24 3U learning conferences (3U will have learning conferences on 20.03.24 and 21.03.24) 21.03.24 Learning conferences (3:45-5:30pm) for children not on SEN register	15.04.24 Start of term for children 22.04.24 After school clubs start 23.04.24 Year 6 maths workshop for parents 3.30pm 25.04.24 & 30.04.24 One Plan meetings for children on SEN register 25.04.24 West Stow trip for Y4 (approx cost £20.50) 29.04.24 - 8.45am - 9.30am - Pastoral Support Morning 13.05.24 SATS week (Y6 only) 20.05.24 Year 6 Mersea residential meeting 5pm 21.05.24 Year 3 plants workshop for parents 3.30pm 23.05.24 Sports day and parent picnic (parents invited from 11:45) 27.05.24 Half term 03.06.24 Non-pupil day 03.06.24 <u>Multiplication check</u> starts for 3 weeks (Y4 only) 04.06.24 Children return to school

<p>28.03.24 Y5 and Y6 to walk to St Michael's church for Easter service. (This is a pupil and staff only service & will take place during the school day- children should come to school in trainers / suitable shoes for walking)</p> <p>28.03.24 Last day of term</p>	<p>06.06.24 Reserve Sports day in case of poor weather</p> <p>12.06.24-14.06.24 Mersea residential (Y6 only)</p> <p>17.6.24 5G and 5B Science workshop for parents 3.30pm</p> <p>17.06.23 Y4 history workshop from 3:30pm</p> <p>18.6.24 5A and 5C Science workshop for parents 3.30pm</p> <p>27.06.24 Class photos (children who have PE on this day should come into school in school uniform and bring PE kits in a separate bag)</p> <p>01.07.24 - 8.45am - 9.30am - Pastoral Support Morning</p> <p>01.07.24 Last week for clubs</p> <p>10.07.24 Annual reports sent out</p> <p>11.07.24 Children to spend time with their new teacher</p> <p>11.07.24 Open afternoon drop in for current parents from 2:30 – 4pm</p> <p>16.07.24 Y6 production to parents 1:30 and 4:30pm</p> <p>23.07.24 Last day of term</p>
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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

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Are you interested in teaching in Essex?

CTSN@Essex Primary SCITT has hubs in Braintree and Chelmsford.

Come along to one of our upcoming informal events to find out more.

Spring Virtual Events:

January

Wednesday 17th 5-6pm
Tuesday 30th 7-8pm

February

Wednesday 14th 5-6pm
Wednesday 28th 4-5pm

March

Monday 11th 5-6pm
Monday 25th 5-6pm

Please email Julie Gariazzo
(julie@essexprimaryscitt.co.uk) for further details.

