

Support and Well-being Bulletin 2

Friday 1st May 2020

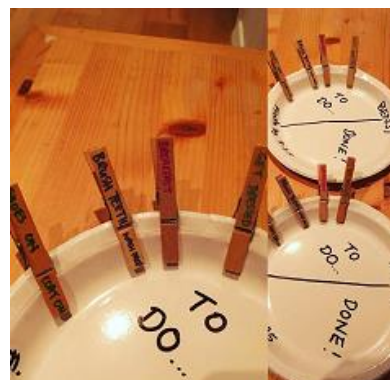
Dear parents and carers,

It is hard to believe that we find ourselves at the start of May. Spring is in full flow – with its characteristic sunshine and showers – and we must try when we can to draw pleasure from the vivid green foliage and unfurling flower buds that are in abundance at this time of year. With it comes hope; a sentiment to seek out and nurture at the current time.

Tips for promoting good learning behaviours at home

If there are times you are at loggerheads with your child when it comes to engaging with their home learning, know you are not alone. While we are proud of the lessons and other resources we have been able to provide to our pupils, we are under no illusions that sometimes obstinacy sets in no matter how ‘all singing, all dancing’ the materials. Here are a few strategies to consider that should help:

- By all means use **screen time** as an incentive to complete tasks, whether it be home learning or chores. This works most effectively when time is **earned**, so that a child can accumulate minutes throughout the day on the back of making the right choices. Avoid total confiscation – this only serves to heighten angst, and leaves the child with a ‘what’s the point’ attitude with no incentive to turn the behaviour around. (You also might regret it within a few hours and give in, thus relinquishing any moral high ground and authority!)
- Use a **timer** to help focus your child on their learning. Making tasks **time-bonded** rather than dependent on completion can relieve some of the pressure; even when tackling a troublesome task, a clear end is in sight. This can also reduce the chances of rushed work – if the goal is to complete 30 minutes’ worth of writing rather than get to the end, they may well produce something of higher quality.
- Use **house points** to reinforce your positive praise. Set up some kind of visual record as this provides a constant reminder of your child’s success – it could be a chart on the wall or a marble jar where each marble equates to a point. Accumulation of house points could then lead to bigger **rewards**; some of our parents have devised a system whereby each house point equates to five minutes of screen time.
- Promote independence and responsibility by using a method by which your child can ‘check off’ tasks they have completed. This might be a **tick-list**, or a system where they physically move tasks from ‘to-do’ to ‘done’ via velcro/blutacked cards or a paper plate and peg system like this. It certainly cuts down on the amount of nagging required!



Mindfulness Strategies:

Try these with your children at home.

Calm Down

- 1 Remember it's OK to feel angry or sad.
- 2 Let go of the anger, sadness or fear.
- 3 Breathe in and think of what is troubling you.
- 4 Breathe out and let those emotions go.
- 5 Feel yourself calming down with each breath you take.
- 6 Say to yourself, "I am in control. I feel calm and relaxed. I feel the negative emotions leaving my body."
- 7 Take time to relax and become fully calm.



Mindful Mantra



I am amazing!
 I am smart!
 I can do anything I put
 my mind to!
 I am focused and ready
 to work!
 I am going to have a
 great day!
 I love me!

Focus

Hocus pocus, it's time to focus.

- 1 Stop what you're doing.
- 2 Take some deep breaths in and out.
- 3 Clear your mind.
- 4 Think of what you want to accomplish and say, "I can do this".
- 5 Now go for it! You can do it.



Stop and Smell the Roses!

- 1 Take a breathing break.
- 2 Breathe in deeply and smell the flowers.
- 3 Breathe out and blow the leaf away!
- 4 Whenever you are feeling overwhelmed or stressed just remember to breathe in and out. Everything is going to be ok.



Supporting home learning:

To supplement the wonderful home learning that our teachers are committed to providing each and every day, check out **BBC Teach** for exciting live lessons and **BBC Bitesize** for daily video tutorials and activities for specific year groups and subject areas:

<https://www.bbc.co.uk/bitesize>

<https://www.bbc.co.uk/teach/live-lessons/primary-live-lessons/zmc9jhv>

With schools, libraries and shops closed, you may find that your children are running out of fresh reading material. As you know, we have now provided **access to books** by the school gate each day. For a limited period, Oxford Owl have listed an extensive **e-library** that you can access for free:

<https://home.oxfordowl.co.uk/books/free-ebooks/>

Support from your ELSA:

Once again, we can hear some words of wisdom from the lovely Mrs Dhami, who is our trained Emotional Literacy Support Assistant. Please share this with your children:

A lovely thing happened to me over the weekend.

I had a paper cut on my finger and I needed a small plaster. I reached into the first aid box only to find a Cadbury Crunchie bar! My son had kindly left it in there just to cheer up the next person using the box.

This left me thinking of you all and hoping everyone is coping well while we are at home.

I thought about one of my favourite feelings cards. Some of you will have seen this - it is a picture of two children, and one is giving a gift and one is receiving a gift.

You just can't tell which one is giving and which one is receiving because they both have a huge smile on their faces: the feeling you get is exactly the same.

So this leads me to a set you a little task full of kindness:-

At some point during this week you may be given a small treat such as an apple, a biscuit, a piece of chocolate, etc.

Think of a person at home you would like to secretly re-gift this treat to.

Write out a message to them such as, a thank you for something they have done for you, I am so lucky to be here with you etc.

Then wrap it up (tin foil is good).



Think about where your chosen person goes around the home and hide your gift so that it CAN be found.

What lovely surprise it will be - and think how happy you will feel when they find it.

Kindness to others makes you feel good.

Hopefully, your hidden treat will not take too long to be found and you will be rewarded with a lovely memory to slot into your memory bank of positive thoughts.

Looking forward to seeing you all soon, take care, love from Mrs D

Surrey Educational Psychology Service

The Educational Psychology service runs a telephone hotline for school staff every Wednesday afternoon. During the COVID 19 pandemic they have extended their telephone hotline to include parents.

No prior arrangement is necessary – simply call this number between 1– 4pm each Wednesday: **01483 518130**. If you call and the hotline is busy, business support will take a message for an EP to call you back within 48 hours of your call.

The EP team has also put together a pack of **useful advice and resources for parents**. It is well worth a look and covers areas such as:

- Managing home learning
- Well-being and creative activities
- Dealing with worries about Covid 19
- Bereavement resources
- Coping with school changes



Please visit the '[Support and well-being' section of the school Home Learning page](#) for this pack and other support materials.

Immediate advice and support

This is a testing time for the whole nation, but for some there are times when the crisis can feel unmanageable. Please bear the following services in mind; people are out there to listen and support you and your children.

[Childline](#): Help for children who are finding the current situation worrying, information and helpline Tel: 0800 1111 <https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/>

[Samaritans](#): provides 24 hour emotional support - Tel: 116 123 (UK) (free number)

[Sane Emotional Support](#): provides mental health crisis support. Helpline 0845 767 8000 (6pm to 11pm seven days a week) – for young people age 16 and over

[SHOUT](#): Crisis text service, free on all major mobile networks,

As always, please do not hesitate to get in touch with me or your class teacher if you need any further advice or support.

Kind regards and warm wishes.

Mrs Littlewood
Inclusion Leader

