

ULLESTHORPE CE PRIMARY SCHOOL

OAK CLASS FOCUS

FRIDAY 28TH NOVEMBER 2025

WWW.ULLESTHORPE.LEICS.SCH.UK

HEAD OF SCHOOL

MRS J. ALLEN

As we reach the end of November and the days have grown darker, we continue with our bright focus on our vision: 'Learn together, Grow together, Shine forever'.

Our Community here at Ullesthorpe CofE Primary School continues to thrive and to shine its light over others through the children's good choices and school values: Respect, Perseverance, Forgiveness, Compassion, Friendship, Thankfulness and Community. This half term we have highlighted the value of Compassion, and understood this through our worship reflections as Kindness + Action. We have been exploring what it means to be a Courageous Advocate and to stand up and make a positive difference. Read on to find out about the shining roles, responsibilities and experiences that our eldest children in Oak Class have been involved with and leading this term.

Congratulations also go to the following children who were awarded class 'star of the week' certificates at our most recent Celebration Assemblies: Milo, Jacob, Nova, Nancy, Fred, Bonnie, Oliver, River, Amelia, Melcha, Cansev, Jacob, Isaac, Sofia and Freddie. Well done to them all!



UPCOMING DATES

Christmas Craft

Afternoon:

Friday 5th Dec 1:45-3pm

Willow & Maple Nativity:

Tuesday 9th Dec 1:45pm

Weds 10th Dec 9:30am

Christingle St Peters Church, Claybrooke:

Thursday 11th December

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OAK CLASS

MRS ALLEN & MRS LEESE

Role-Models & Leaders

Oak Class children have been living up to their important responsibilities as the eldest of our Ullesthorpe School students; acting as role-models and buddies to the younger children within our school community.

We have many roles and responsibilities that Year 5 and 6 children in Oak Class enjoy taking on: these important responsibilities help to build confidence, self-esteem, emotional maturity and resilience to name just a few benefits. You may have noticed the valuable contributions that our oldest students make to the smooth-running of the whole-school before, during and after our celebration worship assemblies for example.

Other contributions may be less visible to parents and guardians, but just as valuable to us here at Ullesthorpe CE Primary School: class librarians, shed monitors, well-being, sport and worship ambassadors, JRSO leaders and dinner-hall helpers, for example.

We strive for all of our children to flourish and develop their character, capabilities and self-esteem, so that they can move onto secondary school with confidence.



UPCOMING DATES

PTA Christmas Fair:

Friday 12th December

3:15-5pm

Christmas Dinner & Christmas Jumper Day:

Tuesday 16th December

Key Stage 2 Christmas Carol Concert:

Thursday 18th December
(more details to follow)

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OAK CLASS D&T



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CHILDREN IN NEED 2025



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CAYTHORPE COURT RESIDENTIAL 2025



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**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

ENCOURAGING ATTENDANCE

SCHOOL ATTENDANCE CHECK-IN

**SUPERBLY
WELL DONE
TO THOSE
YEAR GROUPS
WITH 100%
ATTENDANCE!**

Class:	Last Week %	This Week %	<input type="checkbox"/>
Willow	91	96	
Maple	90	98	
Birch	93	94	
Oak	96	94	
Year Group:			
EYFS	95	98	
Year 1	85	94	
Year 2	92	99	
Year 3	87	91	
Year 4	100	97	
Year 5	95	94	
Year 6	97	94	

School Overall % (this Year):

95.4%

National Average:

95%

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 Current 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