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St Agnes' Weekly News

The family of St Agnes loves, learns and grows together as followers of Jesus.

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FEBRUARY

26th - Governor's Morning
8:40am

27th - Year 3 Westminster
Abbey trip

28th - Class 5P Assembly
9:05am

MARCH

1st - Mufti day fundraising
for 'A Church in Need
Charity'

1st - KS1 Online Area Heat -
Quiz Club

4th - Year 5 British Museum
Trip

5th - Reading Breakfast

6th - Class 1Z Assembly

7th - World Book Day

8th - Reception Brent Cross
Town Visit - RS -9:30am, RB
-10:30am

10th - Family Mass 10:30am
in church

11th - Phonics Screening
Workshop time tbc

12th - Class 3G Assembly
9:05am

14th - Class 2C Assembly
9:05am

14th - Year 4
River Cruise
Trip



Dear Parents

The start of the Lenten Season

Welcome back to a new half term, I sincerely hope that you enjoyed the week off with your families and were able to enjoy the better weather we had for most of the week. It really does lift your mood on the days when the skies are blue and you can see the signs of spring starting to emerge - indeed I told the children at assembly this week how a £1 bunch of daffodils I bought from the supermarket are sitting on the window ledge in my kitchen and make me smile every time I see them!

During the half term we began the season of **Lent** with the celebration of Ash Wednesday. During my Gospel Assembly on Monday I discussed with the KS2 children that as Catholics we are called to respond to this and enter into Lent in an active way - being a passive bystander is not an option. During the next six weeks we are asked to reflect on the temptations faced by Jesus in the desert and in some small way understand the feelings he experienced by making a small sacrifice of our own.

We often hear of people 'giving up' sweet things such as chocolate, cake and biscuits. In doing so we are tempted as Jesus was in the desert and we use our willpower to overcome this. We need to be mindful though that we are giving up these items not to become healthier or fitter but to experience temptation as Jesus did. The money we then save as we are not buying these items should be collected and given to a charity in order to help others - or we could continue to buy the goods in our weekly shop and donate them whilst in the supermarket to a food bank.

Another way in which we can enter into Lent is to 'take on more' and do something which benefits other people - we can give a little of our time weekly to go out of our way to improve the lives of others. In many ways this can be more demanding of us as time is so precious, it is a commodity that is often in short supply. The advantage of 'taking on more' was recognised by the KS2 children in assembly who told me that we are rewarded for such kind acts as it makes us feel good and being kind to others spreads kindness. People who have had a kind act done for them are far more likely to go on to be kind to someone else.

My advice to the children regards their Lenten promises was:

- Be realistic in what you decide to do
- Commit to your promises
- Understand WHY you are doing it and that there will be temptations on the way which we need to overcome

Wishing you all a good weekend,

Regards,

Susan O'Reilly

On Friday 9th February we celebrated Science Week with a fantastic Science workshop delivered by Fab Science.

The children were introduced to chemistry with colour- changing potions, magically inflating balloons, toothpaste for giants and a truly magical dry ice demonstration. We finished the day with an explosive lemonade experiment. Thank you to FOSA for paying for this.

Mrs Zarri



"It was interesting. My favourite part was when she mixed the fairy liquid and powder and it exploded!" Isabella



"The elephant toothpaste was fascinating and really fun. The bucket of air was great too!"

Sam



"I loved when she made the bubbles in the cloud"

Leen



"I liked when she changed the colour in the potions"

Maya

"My favourite part was when she made the explosion with the lemonade"

Adam





Competition Winners!



Well done to all of the children who took part in the Children's Mental Health week poster competition. We received lots of entries and it was very hard to choose our winners! **All** participants will receive **two house points** for their entries.

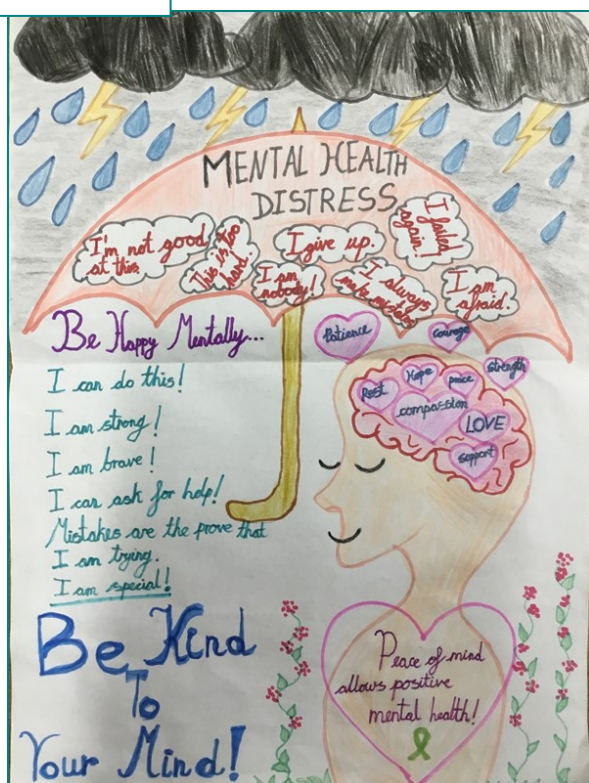
Thank you to Fiona Garnett, one of our school governors, who came to judge the competition. She was very impressed with the standard of the posters.

Well done to Julia (1Z) and Sienna (6S) for their hard work. Fiona thought Julia's poster shared the important message of talking to someone when you feel down. Sienna's poster had a very positive message of being helping and caring towards all people.

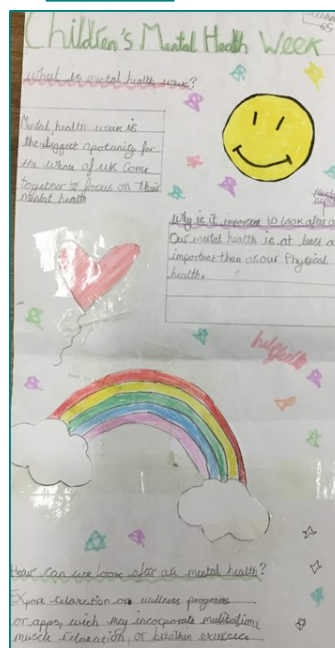
Our overall winner is Aleksandra (4D) who created a fantastic poster and included beautiful messages about mental health. Well done!

Mrs Abbott-Myles

Aleksandra



Sienna



Julia



St Agnes' Catholic Primary School

Full Time Teaching Assistant Grade D

Required as soon as possible

Salary range Grade D (£28,272 - £29,583). Term time only (40 weeks)

32.5 hours/wk (8:30-3:30)

We are looking for an experienced and enthusiastic Teaching Assistant who has worked with primary aged children in a school environment. You will support pupils in their learning under the direction of the class teacher. You will be flexible and willing to work within the foundation and primary age range. We are looking for someone who will work well as part of our wonderful team, is able to use their own initiative and who has good literacy, numeracy and ICT skills. As part of your role you may be asked to support pupils with additional needs in the classroom. We can assure you of a warm welcome, excellent professional development, supportive colleagues and enthusiastic pupils.

'Leaders and teachers provide an education of exceptional quality.' St Agnes school was graded Outstanding in all areas by Ofsted, October 2019

Closing date: Wednesday 6th March 2024 (Noon)

Interview date: Monday 11th March 2024

CES application forms are available on our website and returnable to the school (we will not accept CV's). Visits are warmly welcomed to enable you to come and see our wonderful school – please make an appointment via the school office.

St Agnes is committed to safeguarding and promoting the welfare of children, young people, and vulnerable adults and expects all staff and volunteers to share this commitment. Appointment is subject to an enhanced DBS check.

Library Refurbishment

We are very excited to be beginning the huge process of renovating our school library. This is a big and exciting project we hope to be completed during the Easter holidays.

We got some input from some of the children on their thoughts and opinions about our initial design and gathered some more fantastic ideas too. Some of their thoughts are below:

- "I think the forest wallpaper makes it look more natural."
- "I think if I was new to school and saw the glittering door I'd be like wow!"
- "I like the sides it makes it feel less closed and more big with the forest wallpaper."
 - "The black bookshelves look professional."
 - "Yeah it's like a really cool book shop or a proper library."
 - "Can we get some log chairs or a nicer table for the middle?"
 - "I think it will be nice to come in here and chill out."
 - "I think logs to sit on would be cool."

We look forward to keeping you updated once our library is completed!

Mrs Carey



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 Curran 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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Birthdays up to 25th February 2024

19th Kalina 3G
21st Ivan 3C
23rd Isla RB & Boglarka 3C
24th Isabella 5P
25th Daniel 3G



Autumn Term Attendance

Class	Attendance %	Number of Lates
RB	86	4
RS	93	1
1B	94	8
1Z	99	8
2C	96	3
2M	96	1
3C	99	0
3G	98	1
4AM	94	2
4D	95	1
5M	97	8
5P	88	3
6M	94	5
6S	97	1
School Target 97.5%		

Governors Morning

ALL parents are invited to come into school for a coffee on **Monday 26th February from 8.40-9.05 am** as this is our termly drop in session to meet the governors. Please feel free to come in and put a face to the name, ask about their work, offer a suggestion on school life or a comment on what is going well.

The governors present will be Gill Abbott (Chair of Governors) Fiona Garnett, Ewelina Magnaye and Maureen Brookbanks (Parent Governors).



Safeguarding

The wellbeing of our children is of paramount importance to all staff. Should any person (parent or staff) have a concern regarding a child's wellbeing, please inform one of the school safeguarding team (Mrs O'Reilly, Mrs Hourihan, Mrs Gale, Mrs Breslin or our Chair of Governors Gill Abbott). In cases where school staff have concerns, they have a duty to discuss the issue with Social Services to seek further advice. This is the statutory obligation of all schools.

Thought of the Week

'Lent is a time to act and also to pause. We can pause in prayer with God'

Pope Francis

