

# Cedars Park Primary School School Bulletin

Friday 12th December 2025

## Notable Dates

**Mon 15th Dec**—Santa Fun Run

**Tues 16th Dec**—Year 6 Christmas Market 9.30—11am

**Wed 17th Dec**—EYFS Christmas Sing-a-long

**Thurs 18th Dec**—PTA Cake and Uniform Sale at the end of the school day.

**Fri 19th Dec**—Last Day of Term

**Mon 5th Jan**—PD Day

**Tues 6th Jan**—Pupils Return to School

**Tues 6th Jan**—Year 6 Harry Potter Day

**Mon 12th Jan**—Disco Reception 2.30—3.30pm  
Year 1 3.45—4.45pm  
Year 2 & 3 5—6pm

**Mon 19th Jan**—Disco  
Year 4 3.15—4.30pm  
Year 5 & 6 4.45—6pm

## Lunch Menu w/c 15th December 2025

**Monday**  
3 Cheese Pizza

**Tuesday**  
Sausage & Chips or Veggie Sausage

**Wednesday**  
Roast Chicken or Quorn Fillet

**Thursday**  
Beef Ravioli or Macaroni Cheese with Garlic Bread

**Friday**  
Fish & Chips or Veggie Fingers

*Jacket Potatoes available daily*

## Santa Fun Run



Another annual festive event is fast approaching—the Santa Fun Run! On **Monday (15th December)** the children are invited to wear **festive non-uniform** for the day and they will then take part in the Fun Run on the field.

The field will be muddy at this point in the year, so we ask that parents and carers send their children into school with a **change of shoes**. We look forward to seeing the children in their festive out-

## Year 6 Christmas Market

On Tuesday next week, (**16th December**), between **9.30 and 11am**, Year 6 will welcome their parents and carers to the annual Christmas Market. This year's theme is Christmas Around the World and visitors will be treated to a festive performance followed by a variety of Christmas activities and stalls, designed and created by the children themselves.



## EYFS Christmas Sing-a-Long



Parents and carers of our youngest pupils, in Early Years, are invited to come into school on **Wednesday (17th December) at 9:15am** to join in with a Christmas-themed sing-a-long. The children have been practising hard to get ready to spread some tuneful festive cheer. We look forward to seeing you then.

## PTA Uniform and Bake Sale



**Next Thursday (18th December)**, straight after school, our wonderful PTA will be in the gazebo, selling cakes and second hand uniform to raise funds for the school.

All items of clothing will be priced at 50p per item. Cakes will also be priced at 50p each.

Payment can be made by cash or card.

## Attendance



As we head into the Winter months, the risk/increase of illness within the school community is something that we are keenly aware of. You may have seen the BBC news coverage regarding Flu being on the increase ([Hospitals facing unprecedented flu season, say NHS bosses - BBC News](#)).

The DfE have issued an article on the Education Hub Blog regarding reducing the spread of illness at this time of year ([Reducing the spread of illness this winter: Seven steps to healthier schools and higher school attendance](#)). As always,

we continue to promote hand washing routines, talk to the children about the 'Catch It, Bin It, Kill It' approach to respiratory hygiene, provide good ventilation in school and our cleaning team work tirelessly to keep the school environment as clean as humanly possible with a student body of nearly 400 youngsters!

Even with all these proactive measures sometimes our children will be unwell and need to take some time off school to recover. To help parents and carers to decide whether they should send their child to school, we would like to share, again, the [NHS Guidance for Parents: Is my child too ill for school? - a useful resource to help parents decide when children should stay at home](#).

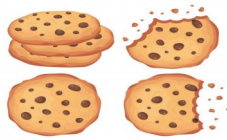
If you are unsure about whether your child should attend please do contact the school and we can support you. If your child is too unwell to attend, we would like to remind parents that they should notify school via the absence line.

### No Nuts

We are a nut free school!

### Class Cookies

Well done to **Curlew Class in Year 6** for having the highest attendance this week.



### Attendance

This week's attendance was as follows:

Reception: 92.42%

Year 1: 89.3%

Year 2: 96.09%

Year 3: 92.94%

Year 4: 94.01%

Year 5: 95%

Year 6: 97.94%

### Cedars Stars

Well done to this week's Cedars Stars!

★	<b>Reception</b> Harlee RB Emila O	<b>Year 1</b> Artis V Sophia R	<b>Year 2</b> Skylar W Zion K	★
	<b>Year 3</b> Aria F Elijah B	<b>Year 4</b> Mylo R Axel S	<b>Year 5</b> Beau P Katie C	
★		<b>Year 6</b> Ella M Abigail C		★

### End of Term Interim Reports



In the last week of Autumn Term and Spring Term, parents and carers will now receive an interim, one page overview, on their child's progress in school.

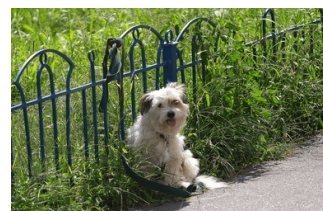
It will report on progress in the Core Subjects (Reading, Writing and Maths), your child's Attitude to Learning (Behaviour and Effort) and provide you with an overview of their Attendance (Year-to-Date).

This will be sent out to you electronically in the same way that the end of year reports are sent in Summer Term.

You will receive an email to inform you that a report is ready for you to read, click the link, put in your child's date of birth and the report will open.

### Dogs

Just another reminder to parents and carers that **dogs are not permitted on school grounds** at any time. In addition, **we request that dogs are not tied up outside of school and/or left unattended**. Finally, please ensure that you clean up after your dogs if they foul on the pavements and verges - thank you.



# 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

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