

Parental Communication & Engagement



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Message from Headteacher

It's been another busy but great week in school!

On Tuesday, I got to present our Learner of the Month Award to Zak Bryan in 10DX for his hard work in History. This is always one of my favourite things to do.

Today, some of our students who took part in the Scholars Programme run by the Brilliant Club attended their graduation event at the University of Manchester. It isn't very often I get the chance to attend school trips but, on this occasion, I did and it was real treat and privilege for me to see in person our amazing students receiving this very special accolade after all their hard work. We will hopefully share more information with you about this great achievement in our next Monthly Update Sheet.

Our new Student Mental Health Ambassadors also met for the first time today and we are looking forward to sharing more information with you soon on this really important subject!

Best wishes.

Mrs Sutton
Headteacher

Key Letters/Information Sent Out Recently

The vast majority of all letters are now emailed home and we use electronic reply slips as much as possible. The criterion for 'selected student only' opportunities are based on various factors depending on the trip and its focus. Unfortunately, we are unable to allow every student the opportunity to be involved with every activity which we understand sometimes causes disappointment. If you require more details about the selection process for any opportunity please contact the event organiser.

- All Parents/Carers - Monthly Update Sheet - February 2024/March 2024;
- All Parents/Carers - Calculator Letter;
- Year 11 Mock Exam Letter & Timetable;
- REP Theatre Drama Workshop Letter.

Events/Reminders

- New York Trip 6th Deposit Deadline (£180) - Sunday 25 February 2024;
- Year 9 Options Evening - Thursday 29 February 2024 at 6.00pm;
- Newquay Surf Residential 4th Deposit Due - Thursday 29 February 2024;

- Year 9 REP Theatre Drama Workshop - Thursday 29 February 2024;
- Year 9 REP Theatre Drama Workshop Reply Slip Deadline - Thursday 29 February 2024 at 9.00am;
- Mobile Phone Survey Response Deadline - Friday 1 March 2024.

Updates

Mobile Phone Survey

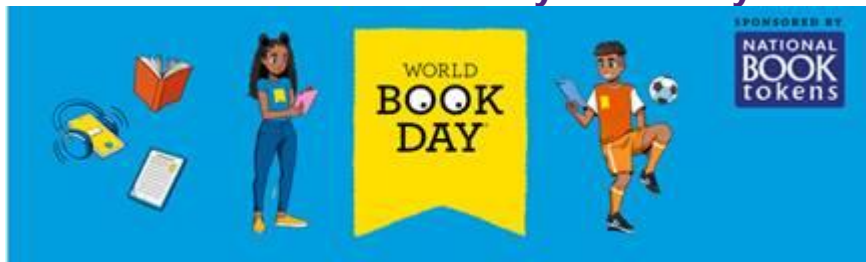
Please see below link to a Mobile Phone Survey that we would like you to complete in order for us to take your views on board. Please can you complete this survey by **Friday 1 March 2024 at 9.00am**.

<https://forms.office.com/e/1fFxSeTVfr>

IMPORTANT - Year 11 Prom Date & Venue Update

Following our recent text and email, we need to let you know that there has been a change with the Year 11 **Prom date and venue**. **The NEW date and venue for the Year 11 Prom will be on Thursday 4 July 2024 at Park Hall Hotel, Wolverhampton.** Further information will follow in due course. Apologies to those of you who may have already started to make Prom arrangements. This change was completely out of the school's control. Further information will follow shortly.

Countdown to World Book Day - Thursday 7 March 2024



All of our students will receive a World Book Day token, which can be exchanged for one of the FREE World Book Day books from shops that are taking part. [Participating retailers - World Book Day](#)
Students can now have a look at the available books in advance by using the 'Look Insides' via the link below.
[World Book Day 2024 | Book2Look](#)

Activities for families to enjoy together

World Book Day World of Stories offers a great range of free audiobooks, plus discover more on the free Yoto App, courtesy of World Book Day official audio partner, Yoto.

[World Book Day Audiobooks](#)

Reading Recommendations pages can help students discover new books, including tips and recommendations from the £1 book authors.

[Reading Recommendations \(worldbookday.com\)](http://worldbookday.com)

Please note that you are responsible for reading and checking all terms of conditions and for ensuring that books are appropriate for your child as these books recommended and suggested by World Book Day span a wide age range from very young to titles only suitable for older teens.

At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit nationalcollege.com.

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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Congratulations/Well Done

Headteacher Commendations

Congratulations go to the following students who received Headteacher Commendations this week.

Ava Mills	Noah Greaves	Lauren Handsaker	Keira Langowski-Gadd
Joshua Smith	Sky Landucci	Kiera Denner	Isabella Marsh
Molly Randall	Francesca Timperley	Eva Aulton	Ellie-Mae Brookes
Lily-May Wright			