Monday 18th November 2024

- Odd Socks day
- Super Súper Chefs!
- Parents Evening—Wednesday 20th
- An update from Acorn Class
- Netball success
- Wellbeing and SEND support



Our half term Core Value is **Community**

Today we mark Odd Socks Day to symbolise that we are all different and that all children should be themselves, accepting of one another and celebrate difference.

Thank you for your support in getting all the children to Norton for the 'Súper Chefs' performance and learning together day. Children were immersed in Spanish, song and cooking in a production which also explored gender stereotypes in the kitchen (photos on the next page). This week, we look forward to welcoming you for Parents Evening on Wednesday.

Last week in Acorn Class, glorious coloured leaf prints were created by everyone. Children had a go at identifying all the different leaves found locally to include oak and maple as part of Forest School. The various colours and shapes produced are going to be used in a portrait next week as part of art.

Finally, congratulations to our netballers who finished in 3rd place in last week's tournament!







Upcoming Dates

Every Wednesday - Toddler Group at West Chinnock 2.00pm-3.00pm

Monday 18th November - Year 5 and 6 Football (Bucklers Mead)

Monday 18th November - Wear odd socks to school for Odd socks Day / Anti-Bullying week

Wednesday 20th November - Parents afternoon/ evening

Wednesday 27th November - Coffee and Catch up at

Chiselborough Village Hall, 9.00am-10.00am

Friday 29th November– Snow globe/ Xmas in a jar Competition launch

Wraparound Care

Early Bird Club every day from 8.25am

Afterschool clubs until 4.15pm

Monday: Netball (Years R-6)

Tuesday: Dance (Years R-2)

Multi-Sports (Years 2-6)

Thursday: Board games & activities (Years R-6)

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Well-Being and SEND parent support

This week I am signposting from the 'Somerset Wellbeing Framework'. As you know, we introduced our new relational behaviour policy this term and the 'zones of regulation'. 'Emotion Coaching' is at the heart of the new whole school approach so here is some parent/carer information which will give



you a greater understanding of how and why we have adopted this approach at school and how you can support at home.

Ellie Jaggard, SENDCo and SMHL (Senior Mental Health Lead)

What is emotion coaching?

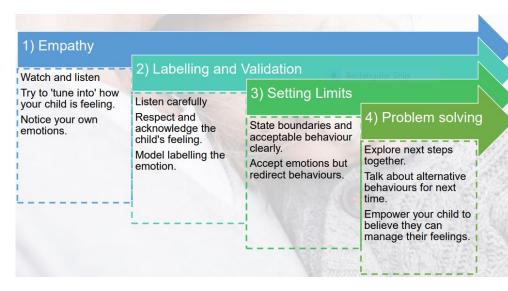
Emotion coaching is a helpful way for parents and carers to support their child's emotional well-being. It involves paying attention to signs of a range of emotions, like when your child has a behavioural outburst or shows it through their body language. Instead of ignoring or downplaying these emotions, emotion coaching encourages you to understand and acknowledge them. By doing this, you can help your child navigate their emotions in a positive way, rather than just focusing on consequences for their behaviour.

What are the benefits of emotion coaching?

- Supports parent/carer-child relationships by promoting open communication and understanding.
- Helps children develop emotional intelligence and awareness.
- Teaches children how to identify and manage their emotions in a healthy way.
- Encourages empathy and compassion in both parents/carers and children.
- Provides a supportive and nurturing environment for emotional expression.
- Fosters resilience and coping skills in children.
- Promotes positive behaviour.
- Strengthens problem-solving skills and decision-making abilities.
- Supports overall emotional well-being and mental health for both parents and children.

Well-Being and SEND parent support

What are the key stages of the emotion coaching approach?





Example questions and scripts



There's no single way to have an emotion coaching conversation; it will be specific to your child's needs in the moment. However, some of the scripts and reflection points in this table might give you I some ideas and prompts for | each stage of the process.



Stage 1: Empathy

- Have you noticed any changes in your child's behaviour, communciation, body languge etc. What might these be telling you?
- What am I feeling? How is that shown in my face/body langauge/voice?
- How can I show my child that I have noticed them and their feelings?

Stage 2: Labelling and Validation

I noticed that you've moved under the table. I'm wondering if the noise of the other people was

too loud for you and you felt a bit overwhelmed?
I can see that you felt sad when you didn't get to press the button. I sometimes feel sad when I can't do the things I want to. That's a normal way

I can see that you're frowning and kicking the sofa. I'm thinking that it made you angry when you had to put the iPad away. Have I got that right?

Emotion Coaching

Questions and **Scripts**

Stage 3: Setting Limits

I can't let you climb on the bookshelf. I need to keep you safe.

You can either sit on the chair here or go for a run around outside. Which one would you like to do?

This isn't a safe place to be lying on the floor. Let's go inside where it is safer and we can have a talk.

It's ok to feel angry but it's not ok to hit people.

Stage 4: Problem Solving

What could we do next time you are feeling angry?

What do you think you will do next time you are feeling like this?

How can I help you when you are feeling frustrated?

It seemed like it helped you to have some space when you were feeling overwhelmed. Maybe next time you feel like this you could tell me you need to go outside.

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