



Shirley Schools



Weekly Communication

Friday 28th January 2022

Dear Parents and Carers,

Please find attached to the school website the following letters;

- Public Health Letter

COVID—We will continue with all COVID measures on our risk assessments. Please continue to support us by wearing masks and following our guidance.

To contact any member of staff, please email office@shirleyschools.co.uk marked for the attention of the member of staff and your email will be forwarded.

Dates for your Diary

Shirley Infant School

January

Monday 31st **INSET DAY - School closed to Pupils**

February

Fri 11th FOSIS Year 1 Cake Sale
Friday 18th School Pyjama Day—No donation

Friday 18th **School closes for Half Term**

HALF TERM

Monday 28th **School re-opens for SPRING 2**

Monday 28th Year 2 Fire of London Workshop in School

Shirley Junior School

January

Monday 31st **INSET DAY - School closed to Pupils**

February

Wednesday 2nd Year 5 Tundra Wolf Swimming Lesson

Friday 4th PTA Quiz

Monday 7th Year 5 Minstead Residential Group A

Wednesday 9th Year 5 Minstead Residential Group B

Wednesday 9th Year 5 Tundra Wolf Swimming Lesson

Tuesday 15th Year 3 Egyptian Banquet - Dress up

Wednesday 16th Tundra Wolf Swimming

Friday 18th Year 5 Climate Summit Dress up Day - Smart / professional

Friday 18th **School closes for Half Term**

HALF TERM

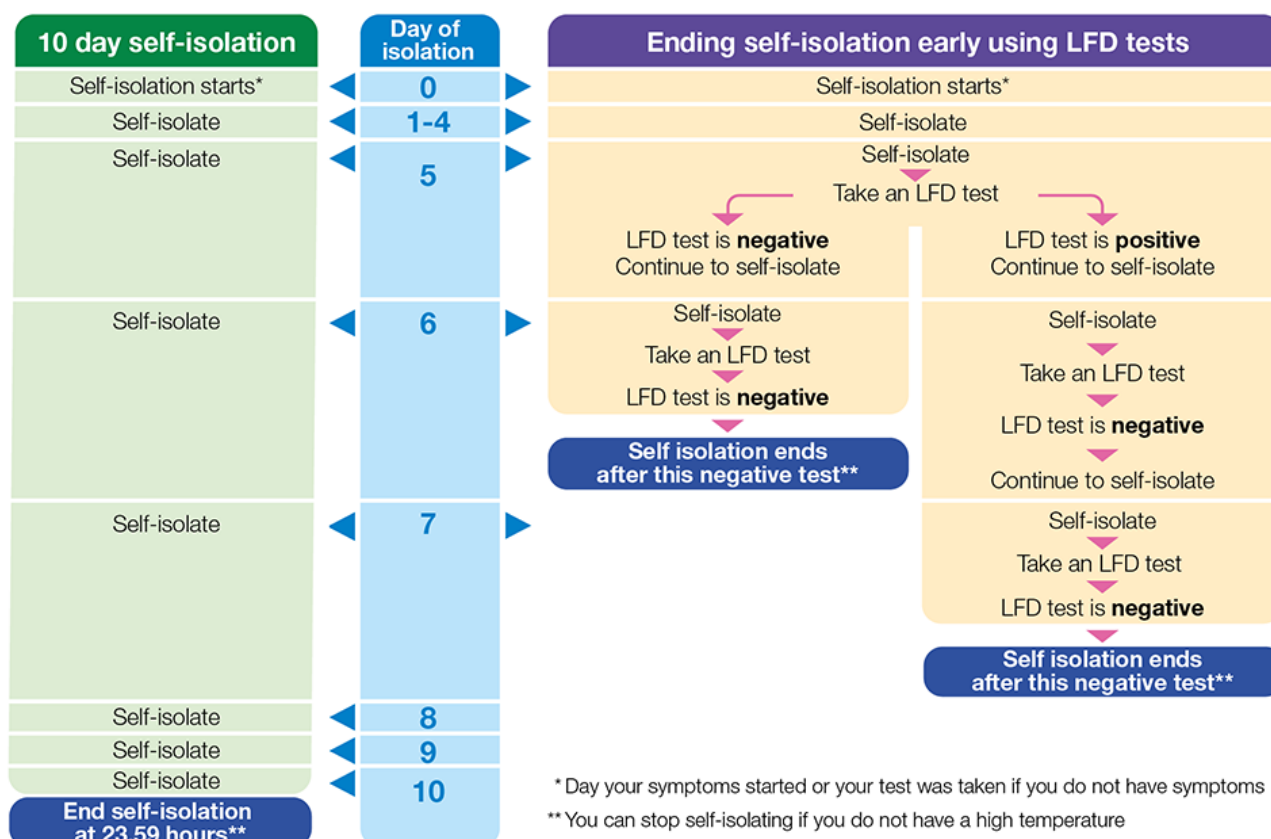
Monday 28th **School re-opens for SPRING 2**

COVID Update Box

Anyone who develops 1 of the 3 main COVID-19 symptoms should stay at home and self-isolate and take a PCR test. They must self-isolate if they get a positive test result for a minimum of 6 days, even if they have had a recent negative lateral flow test – these rules have not changed.

If your child has symptoms, please provide evidence of the PCR booking and tests result to the office via email. Children may return to school if PCR is negative.

Examples of when to end self-isolation if you have had COVID-19 symptoms or have received a positive COVID-19 test result



Lateral flow tests are taken by people who do not have COVID-19 symptoms.

If your children test positive on an LFT and have no symptoms they must isolate for at least 6 days

From 11 January in England, people who receive positive lateral flow device (LFD) test results for coronavirus (COVID-19) will be required to **self-isolate immediately and won't be required to take a confirmatory PCR test.**

From Monday 17 January, people who are self-isolating with COVID-19 will have the option to reduce their isolation period after 5 full days if they test negative with a lateral flow device (LFD) test on both day 5 and day 6 and they do not have a temperature. **For example, if they test negative on the morning of day 5 and the morning of day 6, they can return to their education or childcare setting immediately on day 6.**

The first test must be taken no earlier than day 5 of the self-isolation period, and the second must be taken the following day. All test results should be [reported to NHS Test and Trace](#).

If the result of either of their tests is positive, they should continue to self-isolate until they get negative results from two LFD tests on consecutive days or until they have completed 10 full days of self-isolation, whichever is earliest under this new approach, anyone who receives a positive LFD test result should [report their result on GOV.UK](#) and must self-isolate immediately but will not need to take a follow-up PCR test.

Changes to our behaviour policy

Alongside updating our Shirley Schools vision and values, we have been reviewing our behaviour policies and looking at how they impact on the relationships between staff and children, and how we can incorporate the latest research into trauma-informed and attachment-friendly responses in order to enhance these relationships..

We believe that, in the same way children need different types of adult support with their learning, they need varying support with how they behave in response to uncomfortable feelings. We need to differentiate how we respond to different children and how we support them with their behaviour, and children need different levels of scaffolding for this just like they do in lessons.


What are the changes?

| What's new? | What's staying | What's going? |
|---|--|--|
| <ul style="list-style-type: none">• Understanding that children are lacking skills rather than motivation• Assuming and praising positive intent• Knowing we get more of what we focus on• Zones of Regulation• Explain, remind, action• Collaborative problem solving | <ul style="list-style-type: none">• Praise for effort• House points and effort stars (at the moment)• Headteacher awards | <ul style="list-style-type: none">• Assuming children can overcome intense emotions in order to meet the adult's expectations• Consequences (that are really punishments in disguise)• Language and actions that shame or cause anxiety• Behaviour ladders/charts |

What are the new strategies?

Zones of Regulation

Zones of Regulation is a simple and effective way to help children identify their emotions, using coloured zones, and to begin to use strategies to regulate these.

| | |
|---|--|
|  | <p>It provides a common language and compassionate framework to support positive mental health and skill development for all children, including those with additional learning, emotional or behavioural needs, and those who have experienced trauma.</p> <p>Zones of Regulation gives a systematic way to teach emotional regulation by categorising all the different ways we feel (and states of alertness we experience) into four concrete coloured zones. The idea is that this system helps children develop the skills to independently regulate and calm themselves while also honouring and respecting each student and their unique self - what works for one may not work for all.</p> |
|---|--|

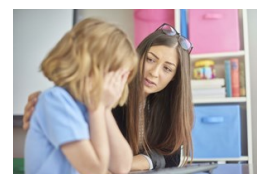
Explain, remind, action

If children are not meeting the expectations in class or on the playground, a member of staff will explain how their actions are impacting those around them and what they need to be doing instead. If the behaviour continues, a reminder will be given and help offered to discover the barrier to making the right choice.

If this does not help the child modify their behaviour then an action will be taken. This action may be protective for the child or their peers, either as a one-off or longer term while a solution is found to the issue; it may be restorative, or both.

Collaborative Problem Solving

This is an approach based on the belief that children do well when they can. When there has been a conflict, Collaborative Problem Solving involves the adult taking the time to explain the issue calmly to the child, then listening and making sure they understand the child's experience before explaining the impact of the incident - then they both work together to come up with a solution. This means the child feels that the adult is an ally to them, and is therefore more likely to want to work with them, and to carry on learning afterwards.



The foundation for this is an understanding that children are not trying to do the wrong thing, instead something is stopping them from having the specific priority, in the moment, that we would like. The adult's priority might be for them to follow an instruction - whereas, due to something that has upset the child (that we may not be aware of), their priority is to feel better - and the way they try to achieve this can be maladaptive or unhelpful in the situation they are in.

In addition to this, children's skill in any particular situation is not constant and fixed - it varies according to the conditions, the environment, and their feelings and resilience in that moment:

| | |
|--------------------------|---|
| Conditions: | The learning or behaviour that is expected of them in that moment, how much sleep they have had, whether they are hungry/thirsty, |
| Environment: | The people and things around them, the noise, lighting, temperature etc |
| Feelings and resilience: | How their morning was at home, how their break/lunchtime was, whether they are worried about something that has happened or anxious about something coming up |

In general, all children want to be doing well and pleasing the adults around them. Instead of assuming that children are wilfully choosing not to do what they are asked, and then using consequences to modify concerning behaviours, Collaborative Problem Solving assumes that the child's intent is positive and recognises that they are currently lacking the skill(s) they need. It gives them the chance to work with an adult to find a way forward that takes into account the needs of everybody involved (which builds empathy), and it empowers the child to be part of the solution, rather than being blamed for the problem.

This method is non-punitive, non-adversarial, non-exclusionary, and trauma-responsive and has a track record of dramatically improving behaviour and dramatically reducing or eliminating issues caused by problematic behaviour. We think it is amazing, and we are really excited about the improvements to relationships that are already evident.

Where can I go to find out more?

Zones of Regulation: <https://www.zonesofregulation.com/index.html> as well as the 'Understanding Zones of Regulation' leaflet shared this week

Collaborative problem solving: <https://livesinthebalance.org/our-solution/>

Workshops: we will be offering parent workshops on both of these topics in the near future and will provide more information about these in due course.

What are the ZONES of regulation?

- The ZONES is a concept designed by Leah Kuypers, a licensed occupational therapist, to help a children gain skills in the area of self-regulation.
- The ZONES of Regulation help us think, talk and teach about how we are feeling.
- The ZONES are designed to help the children recognise when they are in different zones as well as learn how to use strategies to change or stay in the zone they are in.

The ZONES teach children:

- Vocabulary of emotional terms
- How to recognise their own emotions
- How to detect the emotions of others
- What may trigger certain emotions
- How others may interpret their behaviour
- Problem solving skills



Why teach the ZONES of regulation?

- Provides a common language to discuss emotions – a language that is **non-judgemental**.
- The Zones of Regulation is simple for children to understand but is helpful for all!
- The Zones teach healthy coping and regulation strategies.

How can you help yourself?

| The BLUE zone | The GREEN zone | The YELLOW zone | The RED zone |
|---|---|--|---|
| | | | |
| How might you feel? | How might you feel? | How might you feel? | How might you feel? |
| sad tired bored moving slowly | happy okay focussed ready to learn | nervous confused silly not ready to learn | angry frustrated scared out of control |
| What might help you? | What might help you? | What might help you? | What might help you? |
| Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes | The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn? | Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break | Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help |

SELF-REGULATION

...is defined as the capacity to manage one's thoughts, feelings and actions in adaptive and flexible ways across a range of contexts." Jude Nicholas

It encompasses:

- Self-control
- Resilience
- Self-management
- Anger management
- Impulse control
- Sensory regulation



WHY IS SELF-REGULATION IMPORTANT?

Life is 10% what happens to us and 90% how we react to it. *Charles Swindoll*

Research has found that higher academic achievement is more likely when interventions include self-regulation components.

Typically, children who can self-regulate will turn into **teens who can self-regulate.**



A person who can self-regulate is able to:

- remain CALM AND ORGANISED in a stressful situation. ([Executive Functions](#))
- cheer themselves up after a disappointment. ([Emotional Regulation](#))
- knows when they are experiencing sensory overload and can make adjustments. ([Sensory processing](#))
- Understands when it is appropriate to cheer and shout and when to be quiet. ([Social cognition](#))

It's special menu time again



1st February 2022

Allergy children can have sweet and sour chicken or Chinese rice , exactly the same as the others just a special diet recipe that has no allergens.

Pudding is Orange and Mango Smoothie or Apple Oat Bite.

There will be no other food options on this day

Pokemon Cards

We have noticed several children are bringing Pokemon Cards into to school for trading with each other, unfortunately due the issues that this trading causes we need to restrict this to only allow trading on a Friday, therefore can you please ensure your child only brings them to school on a Friday.



Year R Parents

Please check your emails as a Speech and Language Consent Form has been sent out, asking if you feel your child may need help.

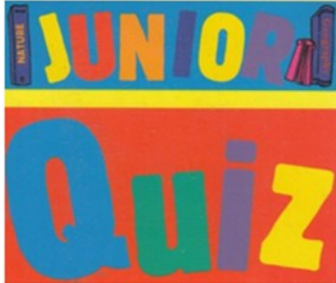
Uniform Reminder

Just a little reminder, can we all please wear the correct school uniform - School jumpers/ cardigans, grey or black skirts / trousers and black school shoes or trainers only.



FOSIS/PTFA

TICKETS STILL AVAILABLE FOR THE JUNIOR QUIZ - Friday 4 February



Sponsored by



Upton Training

www.uptontraining.co.uk

The adult quiz is a sell out! But there are still tickets left for our annual Junior quiz – only £3.50 per child, including a hotdog, cake and drink.

We'll allocate children to teams to ensure that all teams have a mixture of ages. You can let us know who your child wants to be in a team with or just enter them as an individual and we will do our best to match them with other children they know.

Junior Children's Quiz (Yrs 3-6)

Date: Friday 4 February

Time: 4.30pm – 6pm

Entry Cost: only £3.50 per child (includes hotdog, a cake and squash/water)

Additional snacks/sweets available to buy too

All tickets to be purchased via the following link:

<https://www.pta-events.co.uk/sjs-ptfa/index.cfm?event=Shop#.Yeq8rfHP1mB>

INFANT CAKE SALE - Friday 11 February (after school) 2022



Year 1 parents, we need:

Donations (baked or bought)

Volunteers on the day to help sell the cakes

Everyone:

Send your children in with pennies (we will also accept card payments!) and a Tupperware box on the day to carry their purchases!

All proceeds go to FOSIS

DON'T FORGET ...



Our school lottery raises money directly for the **Junior School**. Every week there is a guaranteed cash prize for someone from the school.

This prize money goes up the more tickets we sell.

You are also automatically entered into the national draw where you could win £25,000! The tickets cost just £1 each week.

Sign up here: <https://www.yourschoollottery.co.uk/lottery/school/shirley-junior-school>



If you are **shopping online**, please click on these links first. They then donate to the school at **NO EXTRA COST TO YOU**. Amazon = <https://smile.amazon.co.uk/>

Infants – choose Friends of Shirley Infant School

Juniors – choose Shirley Junior School PTA

Online shopping from bread to bathrooms, use Easyfundrasing, sign up here:

[Infants – Friends of Shirley Infants – Southampton](#)

[Juniors – Shirley Junior School PTFA – Southampton](#)

STAY CONNECTED AND GET INVOLVED...

On Facebook through the private year groups – please remember that these groups are managed by parents and not run by the school:

Infants

Year 2 Face book group - <https://www.facebook.com/groups/172919936937823>

Year 1 Facebook group - <https://www.facebook.com/groups/849370902208557>

Year R Facebook group - <https://www.facebook.com/groups/774368666506974>

Juniors

Parents of Year 6 Face book group - <https://www.facebook.com/groups/1601794303401012>

Parents of Year 5 Face book group - <https://www.facebook.com/groups/1716707195249069>

Parents of Year 4 Face book group - <https://www.facebook.com/groups/649407131910961>

Parents of Year 3 Face book group - <https://www.facebook.com/groups/137311320449399>

Through your class reps (see list below) and WhatsApp groups:

Infants

Woodpeckers - Gayle Doulton and Jo James

Badgers - Tracey Ward and Natalie Formstone

Foxes - Katy Durston and Colette Thorp

Owls - Lisa Witt and Lisa Longhurst

Rabbits - Gemma Gore and Kerrie Read

Moles - Maria Dimech and Tabytha Greenhalgh

Hedgehogs - Sarah Willcocks and Gill McCann

Squirrels - Sarah Scott and Hilary Rebecca

Otters – Zoe Konn and Sarah Whicher

Juniors

A complete list of class reps for Juniors can be [found here](#)

Community Information



Southampton Psychology Service

Telephone consultation service for parents and carers of children and young people with social communication difficulties

Educational psychologists are trained and experienced in child development, learning and wellbeing. We use psychology to promote learning, development and wellbeing for children and young people.

Our new telephone/video consultation service is available to parents and carers of children and young people with social communication difficulties and/or autism. Consultations can be requested where there is a concern about learning and education, behaviour, or worries about wellbeing. Discussions are confidential.

Requesting a consultation

Contact Jackie Holgate on Jackie.holgate@southampton.gov.uk to request a consultation.





Guidance for parents and carers requesting a telephone or video consultation with a psychologist

Contact Jackie Holgate (Jackie.holgate@southampton.gov.uk) to request a consultation with a psychologist. Please do not provide personal information in the email. You will be emailed a short form to complete and send back and offered either a telephone call or video consultation using Microsoft Teams or Zoom.


Your child needs to live in Southampton and either be attending an early years setting, school or college, or be electively home educated. They will have social communication difficulties and/or a diagnosis of autism.

The consultation will last a maximum of 40 minutes. No records will be kept of the discussion and it will remain confidential unless there are safeguarding concerns.

The consultation is a standalone service and the psychologist will not be able to look at other information or reports or carry out any other work in addition to the consultation. It will not lead to any further psychologist involvement and no reports will be written.

The consultation will usually consist of the psychologist asking you about your concerns and aims, gathering more information about the situation and clarifying thinking around the issues raised, before closing with a summary of the discussion including any possible ideas and suggestions.

After the consultation you will be invited to provide anonymous feedback about the discussion by completing a short form online.



February half-term kids' activities

With February half-term just around the corner, it might be a good time to get some fun and creative activities planned in to keep the kids entertained. From all-day Culture Clubs to our brilliant Wizard School, you'll find something for everyone.



Monday 21 February

[Kids' Culture Club - Heroes and villains sculpture day](#) | SeaCity Museum | 9am-5pm | £35

Tuesday 22 February

[Kids' Culture Club - Messy History](#) | SeaCity Museum | 9am-5pm | £35

[Pokemon Money Boxes](#) | Southampton City Art Gallery | 10.15am, 11.45am or 1.30pm | £7

Wednesday 23 February

[Wizard School](#) | Tudor House and Garden | 10.30am | £6

Thursday 24 February

[Bubble Blossom Painting \(5yrs +\)](#) | Southampton City Art Gallery | 10am | £7

[Southampton Through Time Show](#) | Southampton City Art Gallery | 11am | Adult £6.00, Kids £4, Family £18

Find all our activities on the WeGotTickets website.

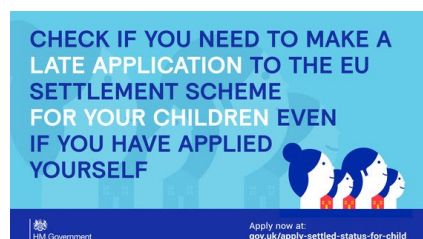
Website: shorturl.at/cAKO1

It's not too late to apply for the EU Settlement scheme

Those eligible for settled or pre-settled status under the EUSS may be able to make a late application to the scheme if they have reasonable grounds for having missed the deadline. It is important that anyone who can apply does so urgently to protect their right to live, work, study and access benefits and healthcare in the UK.

[Apply to the EU Settlement Scheme \(settled and pre-settled status\).](#)

Website: - shorturl.at/qtzR7



COVID 19 Safe habits

<https://www.youtube.com/watch?v=rCSKmBNUqes>

Easing of Plan B Restrictions from 27 January

The Prime Minister has announced the easing of some COVID-19 restrictions which were introduced to combat the Omicron variant. The call to work from home, the mandatory wearing of face coverings as well as the use of the NHS COVID Passes will be dropped. Regular testing and self-isolation requirements remain in place and we urge our community to keep self-isolating in line with current Government regulations.

COVID-19 is still with us, so we need to continue practising safe behaviours such as washing hands regularly, wearing a face covering in crowded public spaces, testing regularly, self-isolating when required to do so and, most importantly, getting vaccinated and boosted when eligible. Watch the short [COVID safe habits video](#) which reminds us how we can continue to keep ourselves and those around us safe and further prevent the spread of COVID-19.

First, second and booster vaccinations are available across the city at a number of walk-in clinics, for full details visit the [Hampshire, Southampton and IOW NHS website](#). If you have already booked via the NHS national booking service and no longer need it, please don't forget to cancel your appointment.