



FREEMAN COMMUNITY PRIMARY SCHOOL

From tiny acorns mighty oaks grow.



Friday 4th September 2026

Diary Dates

September

Monday 7th September

Year 1&2 Meet the Teacher

Wednesday 9th September

Reception Meet the Teacher

Thursday 10th September

Year 3&4 Meet the Teacher

Friday 11th September

Year 5&6 Meet the Teacher

Monday 21st September

Individual Photos

October

Thursday 8th October –

Monday 12th October

Book Fair in the hall.

Tuesday 13th October

Parent Consultations

Thursday 15th October

Parent Consultations

Wednesday 21st October

Year 6 Parent Workshop

Thursday 22nd October

Year 4 Parent Workshop

Opening comment

Welcome back to a new academic year, and a warm welcome to all of our new children and their families. We hope everyone had a great summer and are well rested.

We already have a number of things planned for the year, starting with meet the teacher sessions next week where you will be able to see your child's new classroom and meet their new teacher. You will also find out a bit more about what the children will be learning over the term, and how you can help at home. We look forward to seeing you at these sessions!

Attendance Reminder

Please find below a reminder of our registration times which has been shared with you all this week.

Event	All Classes
Gate opens	8.35am
Gate closes	8.45am
Morning register taken	8.45am
'L' code given after	8.45am
'U' code given after	8.55am
Afternoon register taken	1.00pm
'L' code given after	1.00pm
'U' code given after	1.10pm

Attendance Week beginning 31st August 26

Acorn: 100%

Cherry Tree: 97.5%

Maple: 94.44%

Beech: 82.14%

Hazel: 88.89%

Willow: 99.17%

Oak: 92.59%

Well done **Acorn Class** for being this week's winners!

House Points so far...

We look forward to sharing the first week's totals with you in the next Newsletter.



Uniform Reminder

Thank you for your support in helping children arrive at school ready to learn and dressed appropriately. Please see below for a reminder of our school uniform expectations.

Boys	Girls
School sweatshirt or a bottle green jumper	School sweatshirt or a bottle green jumper and/or cardigan
Bottle green fleece	Bottle green fleece
White or bottle green polo shirt	White or bottle green polo shirt
Grey trousers or shorts	Grey skirt, trousers, shorts or dress.
Black shoes	Green and white gingham dress.
	Black shoes

To help children take part fully and safely in PE lessons, please ensure they come to school with the appropriate PE kit. A list of the expected PE uniform can be found below.

PE Kit
Plain white t-shirt
Black or navy-blue shorts or tracksuit bottoms.
Black or navy-blue plain long sleeve top (no hoodie)
Trainers

To help keep everyone safe during PE lessons, please ensure long hair is tied back and that earrings are removed or suitably taped over. Thank you for your continued support.

Packed lunch reminder

Please be reminded that we are a nut free school. If you make your child a packed lunch or send in their snack, please ensure that it does not contain nut products, as we do have children in school with serious allergies.

Thank you for your understanding.

Freeman After School Club – The Den

We are delighted to offer The Den once again this year. The club is now open for bookings and will be led by school staff throughout the school year. It is available to children in all year groups.

The Club will be held every day the children are in school, from 3:15pm to 5:15pm with two possible collection times: 4:15pm and 5:15pm.

The Club will be held across the Library and the Year 3/4 Activity Area. If the weather is good, the children may go outside and use the playground or the field.

Medical Tracker

We are pleased to introduce Medical Tracker, our new online system for recording and communicating first aid incidents. Should your child bump their head during the school day, a notification will be sent directly to you via email, outlining the incident and any care provided. This will help ensure that parents receive timely and accurate information about their child's wellbeing while at school. Your child will continue to be given a bumped head wristband as usual. Where we feel that an injury requires your attention, we will contact you directly by telephone, ensuring that important information is communicated promptly.

Parking at Drop off and Collection times

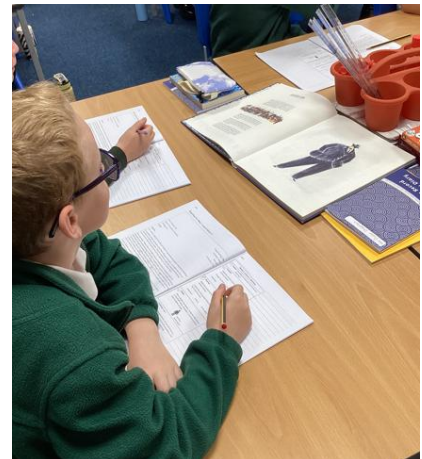
Please can we remind all parents to park considerately when dropping off and collecting your children each day. A local resident has raised concerns with the school as some parents have parked inconsiderately which could potentially be dangerous.

Please take care when parking and be mindful of those around you.

Thank you for your support.

First Few Days Back...

The first few days back have been filled with smiles, excitement and lots of learning. Children have enjoyed meeting their teachers, exploring their new classrooms and reconnecting with friends. We have been impressed by their positive attitudes and readiness to learn. It has been a fantastic start to the term, and we are delighted to share some snapshots of these moments below.



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