

End of Term 1



NEWSLETTER



Message from Mrs McCluskey

As we reach the end of our first term, I want to take a moment to celebrate what has been a truly wonderful start to the academic year.

Our new Rainbow children have settled in beautifully – their enthusiasm, curiosity, and joy have brought such energy to our school family. I have visited all year groups- it's been fantastic to see how hard our children are working and how engaged they are in their learning.

We're also pleased to share that the school is becoming more actively involved with the PTA. The PTA is currently run by a small but dedicated group of parents, and we're incredibly grateful for their continued support. To keep our much-loved events running – from discos to Christmas Shopping – we do need more helping hands. If you're able to volunteer some time or skills, please do get in touch with the office. Every bit of help makes a big difference.

The PTA is currently fundraising for some exciting projects, including a new sand pit for our children, additional Chromebooks to support digital learning, and continued subsidies for school trips to ensure they remain accessible to all families.

Finally, thank you to everyone who attended Parents' Evening. Your partnership and support are vital to your child's success, and it was a pleasure to welcome you into school to celebrate their progress.

Have a wonderful half term break.

Lenham Primary School @LenhamPrimary · 14h
Rainbow Class were extremely lucky to receive a visit from lots of different vehicles ahead of their topic @Cornerstonesedu 'Marvellous Machines.' They spent the afternoon being police officers, environmental officers and tractor drivers!





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School Events

Macmillan Cake Sale: We raised £179.50

Girls Football Tournament: The Year 5 & 6 girls attending Gallagher Stadium and played amazingly well.

Cross Country Running: Some children from Year 5 & 6 ran 1 mile and ALL beat their personal best in the My Run competition.

Harvest Festival: Thank you for your kind donations- all have been delivered to the Lenham Food Bank.

Boys Football Tournament: The Year 5 & 6 boys attending Gallagher Stadium and played incredibly well.



House Points for Term 1

The house with the most House Points this term is **Yee (red)**.

Well done to all the members.

You will be enjoying a Non-Uniform day on Thursday 30th October for this achievement.



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Our Student Leaders

The children have auditioned and applied for our student leader positions.

Page House Captains



Theo and Elora

Pidcock House Captains



Thea and Flo

Storey House Captains



Ronnie and Ripley

Yee House Captains



Daniel and Flo

School Council 2025



1. Myles and Francesca
2. Jenson and Zara
3. William and Serena
4. Simeon and Indiana
5. Forrest and Ella
6. Thea, Noah and Oscar

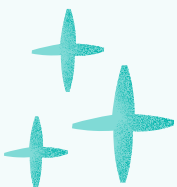


Zumba Leaders 2025



Year 5- Daisy, Olivia, Chloe F, George, Henry M, Amelia
Year 6- Shane, Theo, Daniel, Ava, Flo H, Abigail, Elizabeth

Sports Leaders and Journalists are being announced in Assembly today!





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PTA

Thank you to those who have helped support the opening of Cabin Coffee.

We need lots of help in Term 2.



UPCOMING EVENTS 2025
PLEASE LET US KNOW IF YOU CAN HELP



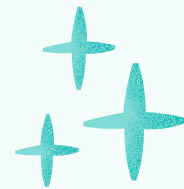
COFFEE TIME EVERY FRIDAY
ON THE PLAYGROUND AT 15:00
£1 a cup **31ST OCT**

7TH NOV DOUGHNUT FRIDAY
ON THE PLAYGROUND FROM 15:05

CHRISTMAS SHOPPING EVENT **15TH DEC**

18TH DEC CHRISTMAS SILENT DISCO
KS2- 3:15-4:30

THE PTA DO AN AMAZING JOB- BUT THEY NEED HELPERS
IF YOU CAN HELP AT ANY OF THE EVENTS ABOVE, PLEASE
EMAIL THE SCHOOL OFFICE



IT'S CHRISTMAS PARTY TIME
THURSDAY 18TH DECEMBER

TICKETS **£5 EACH**

INFANTS MOJI DISCO 2-3PM

JUNIORS SILENT DISCO 3:15-4:30PM

WEAR YOUR PARTY CLOTHES TO SCHOOL



Please email if you can help at any of the events. If we do not have enough help, events may have to be cancelled.

office@lenham.kent.sch.uk



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PRESENTED BY PTA

JUNGLE BOOK

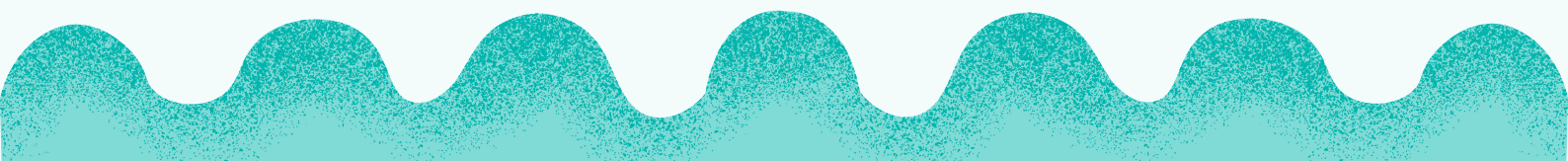
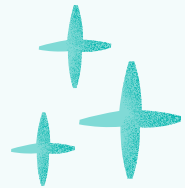


THE PTA HAVE BOOKED A
FANTASTIC
PERFORMANCE FOR THE
CHILDREN ON

12TH NOVEMBER
1PM- 3PM

IF YOU CAN DONATE £2 TO THE
SHOW IT WOULD BE GREATLY
APPRECIATED

DONATION BUCKET WILL BE ON
THE GATE FROM MONDAY 10TH





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LENHAM
PRIMARY SCHOOL

Parents are an important part of our Lenham Family.

Presents

**LENHAM
FAMILY
Forum**

Come and join our family forum for ALL parents following our school PRIDE values outlined below.

**FRIDAY 14TH
NOVEMBER AT
14:50**

P- Parent Support
R- Respect
I- Inclusion
D- Diversity
E- Encouragement

Come and meet everyone - coffee and biscuits will be provided. We would love to meet you and build a great family forum together!



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At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators DEALING WITH TRAUMATIC & CHALLENGING EVENTS

Children and young people may face a wide range of traumatic or challenging events – from bereavement and illness to bullying, family breakdowns, or witnessing violence. These experiences can affect their mental health, behaviour, relationships, and academic progress. With the right support from trusted adults, children can begin to feel safe, rebuild resilience, and develop healthy coping strategies. This guide offers practical and empathetic ways to provide support and promote positive outcomes.

1 A PREDICTABLE ENVIRONMENT

Children who have experienced trauma often feel unsafe or uncertain. Creating routines, setting clear expectations, and maintaining consistency can help restore a sense of security. This structure offers reassurance and helps children feel more in control of their surroundings.

2 USE LANGUAGE THAT MATCHES THEIR AGE

Speak clearly and sensitively, choosing words that are appropriate for the child's age. Avoid overwhelming them with too much information at once. Offer gentle, honest explanations and focus on reassurance, especially when talking about difficult or sensitive subjects.

3 TRAUMA AND THE BODY

Mention briefly that trauma can show up in physical ways, such as changes in sleep, appetite, concentration, or as physical aches and pains. Consider this before labelling behaviour as 'difficult' or 'lazy'. Some children may become withdrawn, while others may be more outwardly challenging. Highlight that there's no 'one way' children respond.

4 AVOID RETELLING OR RELIVING TRAUMA

Children sometimes get asked to explain or repeat their experience multiple times. Striking a balance of when to listen and when to gently redirect can help to avoid unnecessary re-traumatisation. Acknowledge, but don't probe for detail unless safeguarding procedures require it.

5 AVOID DISMISSING OR MINIMISING FEELINGS

Seemingly well-meaning comments like "It's not that bad" or "You're okay" may shut down children's emotional expression and are often not helpful. Instead, acknowledge what they're feeling, even if it seems small. Validating a child's emotions helps them feel seen and encourages open communication in future.

6 UNDERSTAND HOW THEY'RE FEELING

Many children don't have the words to express their emotions, especially during distress. Supporting them to name what they're feeling – such as angry, scared or sad – builds emotional literacy. Tools like emotion charts, drawing, or storytelling can help externalise feelings in a safe, manageable way.

7 BE AWARE OF YOUR OWN RESPONSES

Children pick up on adult emotions and reactions, often mirroring them. Staying calm, even in challenging situations, helps children feel more secure. Practising your own self-regulation is an important way to model healthy stress management and encourages children to do the same.

8 SEEK PROFESSIONAL SUPPORT

While many children benefit from everyday emotional support, some will need more specialised help. If symptoms persist, worsen, or disrupt their daily life, consult with school safeguarding leads, a GP, or a mental health professional. Early intervention can prevent long-term difficulties and support healthy recovery.

9 MAINTAIN CONNECTION

Isolation can worsen the impact of trauma. Encourage involvement in group activities, praise their efforts, and ensure they feel like a valued part of the school or family community. Meaningful connection with trusted adults and peers builds resilience and a sense of belonging.

10 BE PATIENT – HEALING TAKES TIME

There's no quick fix for emotional recovery. Children may have good days and setbacks, and progress may not always be visible or linear. Your ongoing support, patience, and presence can help them move forward at their own pace, knowing they are not alone.

Meet Our Expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school by integrating mental wellbeing within the curriculum, school culture, and systems. She has been a member of the advisory group for the Department for Education, advising them on their mental health green paper.



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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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