Grimsargh St Michael's



Inspiring, believing and achieving in our loving Christian community

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Date: Friday 19th September 2025 Issue: #02

Let your light shine before people so that they may see your good works and glorify your father in heaven. (Matthew 5:v.16)



Congratulations to the children who have been chosen to receive our Christian Value award this week.

Reception (Mrs Aspinall) - not joining assembly just yet

Year 1 (Miss Threlfall) - Theo T

Year 2 (Mrs Coupe) - Harry R

Year 3 (Mr Johns)- Pella W

Year 4 (Mrs Parsons) - Jemima B

Year 5 (Mrs Todd) - Brook W

Year 6 (Mrs Knight)- Rua E-A

WEEKLY ATTENDANCE

(Week beginning 9th September)
SCHOOL MINIMUM TARGET: 96.4%

WHOLE SCHOOL: 99%

Reception: 99%

Year 1: 98.6%

Year 2: 99.4%

Year 3: 99.1%

Year 4: 99.1%

Year 5: 98.6%

Year 6: 99.4%

Motorists

Please be mindful of each other and of Sarah, our crossing patrol, at what I know is a frustrating time. There is a significant increase in the time it is taking, due to the widening of the bridge, for families as well as school staff to get to school on time, but we need to ensure safety is not compromised.



SOCIAL MEDIA

'grimsarghstmichaels'

on Instagram

'Grimsargh St Michael's C of E PrimarySchool' on Facebook.

Diary Dates

Monday 22nd September

3pm Whole School Worship

Tuesday 23rd

3pm Hymn Practice

Wednesday 24th

3pm Key Stage Worship
10:30am Year 4 swimming

Thursday 25th

3pm Key Stage Worship

9am Author Visit- Matt Davies 3:30pm Hockey League matches (4:20pm & 4:40pm)

Friday 26th

2:45pm Celebration Assembly

Parents and Carers Welcome to:

- St Michael's Day Worship in Church
 9:30 am on Monday 29th September
- Harvest Worship in Church 9:30 am on Monday 6th October.



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SHOW ROUNDS

Come and have a look around our wonderful school...our head boy and girl and their deputies are excited to show you around.

We have the following dates and times available:

Monday 6th October: 1:45pm or 2:15pm

Wednesday 15th October: 1:15pm, 1:45pm, 2:45pm

Monday 20th October: 1:15pm, 1:45pm, 2:15pm, 2:45pm

Please contact our school office (01772 653600) to book a time.

MATHLETICS

Scores for: 1.9.25—14.9.25

Children scoring 1000+ points:

1st place: year 3 22 children
2nd place: year 4 19 children
3rd place: year 5 17 children

4th place: year 613 children5th place: year 29 children6th place: year 18 children

SPORT

Hockey

Yesterday, our mixed hockey team played their first two league fixtures. We opened the season against Broughton. We had some good chances and defended well, however we lost a close game, 1–0.

Our second game was against Barton St.

Lawrence. We started off well and Elyse scored an excellent first half hat-trick to no reply. Barton came out fighting and scored a well earned goal, but we went again with two further scores, with Elyse's fourth and Finley joining her on the scoresheet. An excellent team performance ended with a fantastic 5-1 victory.

Thank you to Mr Bretherton and to Mrs Traynor for helping to transport our team. Mr Johns.

Well done to: Elyse T. Jocelyn G. Finley G.
Miles C. Charlotte B. Harry E. Zak J.
Rory B. Emilia E

Multi-skills

On Tuesday, 6 of our K\$2 children represented our school at a multi skills event at West View Leisure Centre. They represented our school brilliantly and competed well in each event. There was throwing and catching, kicking and running skills involved. We came 7th out of 10 teams. Mr Booth

Well done to: Samuel L, Shaun C, Joshua P, Sarah H-K, Rua E-A and Asiyah M



PUPIL LEADERSHIP TEAM

Thank you and well done to all of the children who applied for Head Boy and Girl this year. We were blown away by the effort each and every child put into their speeches and presentations.

The year 5 and 6 children voted and we are proud to announce the following Pupil Leadership Team for 2025-26:

Head Boy: Rory B
Head Girl: Charlotte B

Deputy Head Boys: Shaan S and

Elijah H

Deputy Head Girl: Mia-Rose P

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to our new council members!



Reception-Isla-Mae C and Oliver D

Year 1- Cassie S and Freddie C

Year 2- Elijah N and Martha W

Year 3- Conor G and Esther H

Year 4- Kai L and Jemima P

Year 5- Elise T and Jack E

Year 6- Emilia E and Finley G



Reception-Reggie T and Mabel C

Year 1- Hugo R and Elana S

Year 2- Jack W and Bonnie H

Year 3- Harry C and Beth Mc G

Year 4- Nes C and Ren G

Year 5- Ruby C and William T

Year 6- Harvey G and Quinn T

The children will be presented with their badges on Monday and they will wear them with pride.

We are looking forward to our first meetings and working on our sustainability projects.





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Safeguarding

Top Tips on Supporting Children with Self-Regulation



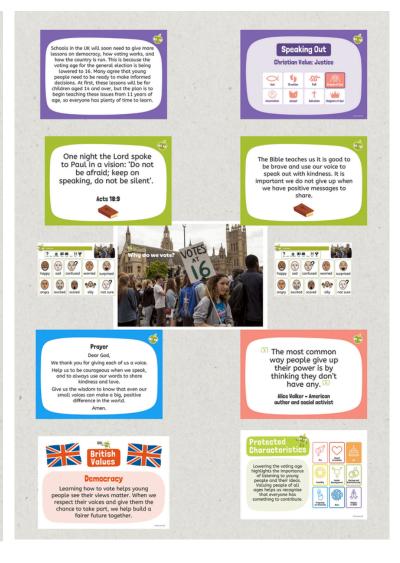
As infants, we all rely completely on adults to help us resolve situations that are causing us to become upset or stressed. This is known as co-regulation. The next phase, once autonomy has begun to develop, is called self-regulation: this is when children start to become capable of exercising more control over their impulses and behaviour, and managing their own emotions.

This vital developmental milestone, however, isn't reached spontaneously. Learning to self-regulate requires sensitive guidance from trusted adults — simply talking with children about their thoughts and feelings, for instance, can ease the route to self-regulation. This #WakeUpWednesday guide has some expert tips for supporting children to reach this goal.

WORSHIP this week...

How will you live out How will you live out Prayer God's Big Story? God's Big Story? Father, We thank you for your big story. That you sent your Son to be our rescuer. We thank you that you call us to tell your story. Help us to serve and love. Help us to share the good news of your Son Jesus. Help us to make a stand for justice Helping young people learn How does Bishop Philip live out God's Big Story? 'Living Out God's Big Story' You can tell the story too Ordain other people to go out Preaching about Jesus and share God's Big Ston Having good relationships with Inter faith sport people of other faiths.

PICTURE NEWS



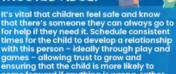
10 Top Tips on Supporting Children with SELF-REGULATION

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



me forward if anything is wrong, rather an 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 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

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.

B. 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 foo personal with children, they should still see us experiencing and handling our own feelings. Teil 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 tea



WakeUp Wednesday

The National College







