

23rd February 2024

# Tomlinscote School NEWSLETTER



Dear Parents and Carers,

My half term was spent in Italy on the ski trip with wonderful students and staff. The snow was good, the sky was blue and there was plenty of pasta in the evenings! I would like to say a public thank you to the 17 members of staff who gave up their own time to take the students away. In addition, a special thanks to Mr Mount and Mr Taylor who managed the logistics and organisation of the trip superbly.

It is so pleasing to see examples of some of the primary collaborations that are taking place. Please have a read of the Year 10 Design Technology project with Year 4 Ravenscote on page 6 and the Year 9 Drama project with Prior Heath Infant school on page 7. They both looked great fun!

There are quite a lot of features about House competitions throughout the newsletter. Furthermore, the students receive a weekly House bulletin with the latest scores and events. The current position is:



The PE extracurricular update is on the website for this half term. There is also a Minecraft club on Mondays 3:10 to 4:10pm for Year 8 students in B1X. Please encourage your child to participate in the wide variety of clubs on offer.

Have a good weekend

Mr Major

## Key Dates

### **Mon 26th Feb**

Parental Forum 7.00-8.00pm  
Main Hall

### **Wed 28th Feb**

Year 9 Enterprise Day

### **Thu 29th Feb - 7th Mar**

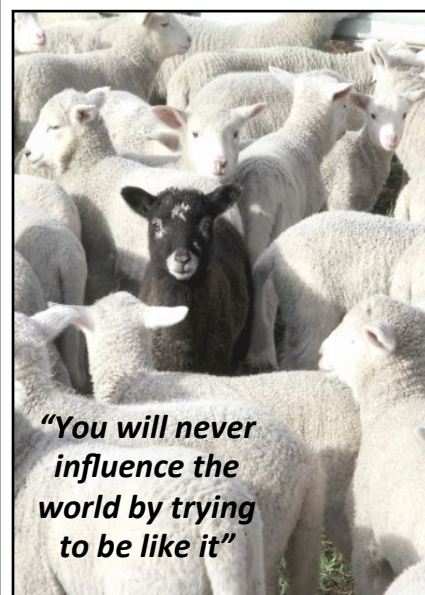
German Exchange

### **Fri 1st Mar**

Year 9 Options Deadline

### **Thu 7th Mar**

Year 10 Progress Meetings  
(in school)





## Students' efforts literally go down hill over half term!

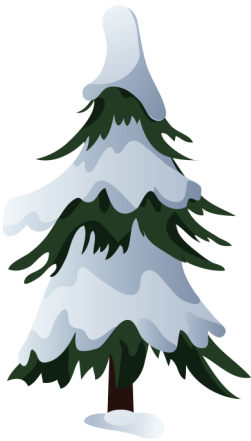
119 students spent half term traversing the slopes of San Martino di Castrozza, Italy. Students participated in 'Ski School' lessons to improve their prowess on skis. With snow on the first day, the Tomlinscote students enjoyed fantastic skiing conditions and enjoyed stunning views of the Dolomite mountains.

During the evenings, students participated in sports hall activities such as Danish longball and staff vs student dodgeball. Both teams proved to be very competitive! On the Wednesday, students enjoyed another chilly activity, namely ice skating, some proving to be more proficient than others!

This was definitely a school trip that they will remember with lots of laughs, memories and spectacular falls!



# Feeling on top of the world!



MEMBER OF

DOLOMITI SUPERSKI

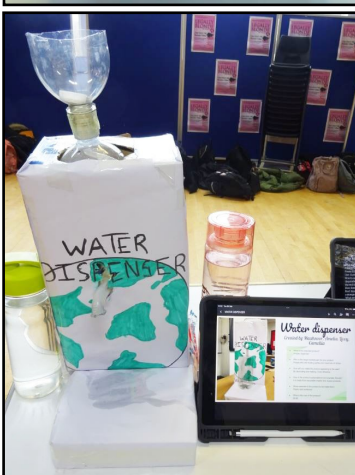
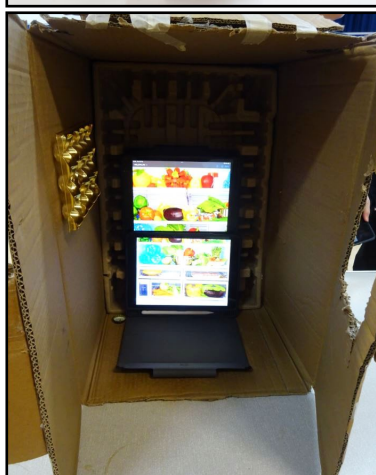
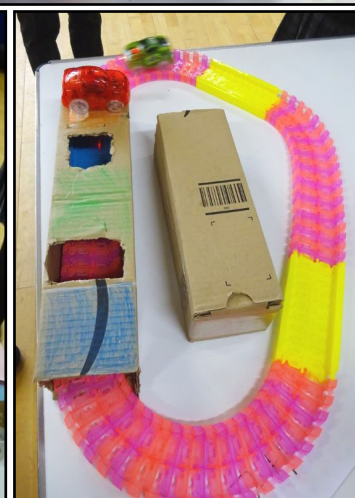
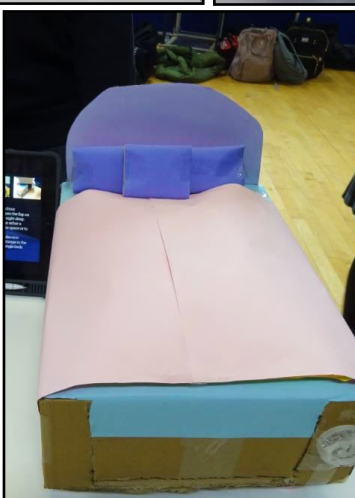
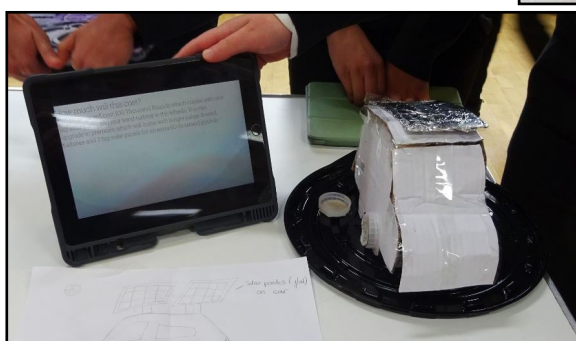


# Year 7 Enrichment Day



Year 7 students really enjoyed and benefitted from their enrichment day this week. They explored the topic of sustainability and were tasked with designing and creating a sustainable invention. The programme of events was led by Year 8, 9 and 10 Wellbeing Ambassadors who guided the Year 7 students through the exercise.

A bamboo bed, a solar powered fridge and car and a water dispenser made from recyclable matter were just a few of the novel ideas!



Winners to be announced.....

## All SySTEMs go!

This week, a small group of Tomlinscote students visited the ACS International School in Cobham, to attend the SATRO STEMfest.

This SATRO STEMfest was designed to be highly interactive and inspirational with an aim to get more young people engaged with STEM subjects. The day focused on STEM SKILLS to enable students to challenge themselves and practice real life scenarios.

The teams were tasked with completing 4 short hands on taster activities covering Science, Technology, Engineering and Maths within different company and industry sectors.

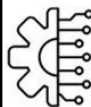
The Tomlinscote team did an amazing job. Mr Molnar who accompanied them was very proud of what they achieved. Our students were complimented on their behaviour and their keen participation. The students proved how creative and collaborative they were as a team, with great problem-solving skills.

A great day was had by all, and a special 'well done' to all the students who represented Tomlinscote so well.



### HANDS-ON ACTIVITIES

Companies offer 15 minute taster activities which showcase different areas of Science, Technology, Engineering or Maths within their company or industry sector. Students will get to take part in four activities.



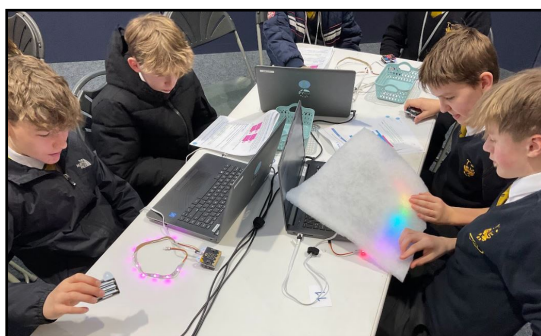
### WORKSHOPS

Companies deliver a more in-depth 30 minute activity which allows students to explore different areas of Science, Technology, Engineering or Maths within their company or industry sector. Students will get to take part in two workshops.



### STEM CAREERS

Students work together to solve a logistical engineering problem whilst finding out about different STEM careers and how their related skills support the success of a project.





# T r a i n i n g !



Tomlinscote Technology Staff and a group of Year 10 students recently assisted Year 4 students at Ravenscote school with a DT project that they are currently undertaking.

The Year 4 students are required to design and make a lamp. To help them with the creation of their electrical circuits, the Tomlinscote DT students provided practical help while explaining how the circuits worked.

Once the students had a good understanding and put into practice what they had been shown, they were able to see their lamps light up. Well done to all the Year 10 students who demonstrated excellent teaching and leadership skills with the project.

The Ravenscote students and staff thoroughly enjoyed having their Tomlinscote visitors over for the morning.



# T r a i n i n g !





Tomlinscote Drama department was invited to create a dramatic piece as part of the World Book Day celebrations at Prior Heath infant school. A group of Year 9 students chose to take part and had been meeting after school to create and rehearse the performance and workshop.

Over 2 half days the students ran sessions with all of the classes at Prior Heath from Reception through to Year 2. The students were transported to the fictitious land of 'Storyville' where the current Mayor was about to stand down. The infant students were introduced to the 3 hopeful candidates; Witch from 'Room on a Broom', George from 'George's Marvellous Medicine' and Fox from 'Fantastic Mr Fox'. The Tomlinscote students acted out each of the stories and led games and activities for the younger students to further explore the characters and stories. The sessions ended with the Prior Heath students voting for the new, rather unconventional Mayor. A great time was had by Prior Heath and Tomlinscote students alike.



## Victorious Videographer



The week before half term, the House competition was to create a video showing what the school values meant to students.

The winner was Emma Hage in 8M from Hawking House. She created a super video that not only showed what the school values meant to her but also what they mean in different contexts across school life!

Congratulations Emma for producing such an inspired video.

CHARACTER

COMMUNITY

EXCELLENCE

PERSEVERANCE

PROGRESSION

Congratulations to Ethan Weighill in 8H for being the overall winner of the latest House Challenge.

The brief was to design a new games character. The House positions after all of the points were totalled were as follows:

1<sup>st</sup> Pankhurst- 100 points

2<sup>nd</sup> Rowling- 80 points

3<sup>rd</sup> Mandela- 60 points

4<sup>th</sup> Attenborough- 40 points

5<sup>th</sup> Hawking- 20 points

Well done to all of the students who entered the competition and a particular congratulations to Ethan for winning the competition.



Ben Thompson in Year 9 recently attended an U14s trials session at Queen Mary's College, Basingstoke. The trials session was to join Chelsea FC Foundation's Player Development Programme. We are pleased to report that he passed with flying colours and has been invited to join them going forward.

The pathway supports young people who want to advance their skills and develop their footballing ability.

This is wonderful news and we look forward to hearing more about this exciting opportunity for Ben.



FOUNDATION

## Tomlinscote Team Results




Tomlinscote Year 11 Boys Football	v	Court Moor 	 Score 1 - 0	Scorer Luca Boeber
---	---	----------------	--------------------	-----------------------

Player of the Match - Charlie Keenan-Wells

The squad are now through to the Quarter Finals!

# Take up the challenge!

	<b>Fortnightly Sporting Challenge Bean Bucket Challenge Results</b>			
				
3rd place 53 points	1st place 111 points	3rd place 53 points	2nd place 87 points	5th place 23 points
PERSEVERANCE	CHARACTER	COMMUNITY	EXCELLENCE	PROGRESSION

<b>Thursday 29th February House competition- Cone Knockdown challenge</b>				
<b>How long does it take your house to knock over all the cones?</b>				
<b>(Outside A-block/playground)</b>				
				
PERSEVERANCE	CHARACTER	COMMUNITY	EXCELLENCE	PROGRESSION

Put yourself forward to compete for your  
House. Be the reason that your House triumphs  
next week!



### Careers Insight session - Careers at ISG (Construction/Project Management/Engineering)

More Tomlinscote students were lucky enough to meet the team of 5 employees from ISG on Thursday. The team returned to talk to students about their work in the local area and opportunities available within this field of work. ISG is a large construction firm who fit out offices around the country, offer engineering services, and construct large scale projects across all industry sectors.

Students got to hear about the variety of roles at ISG through a short introductory presentation from the team. They then had the opportunity to form small break out groups where each employee got to explain their role within the company and their specific route into that form of employment.

It was really interesting for students to hear how varied the jobs were and how diverse the opportunities were within the construction industry.



### **Fancy Football Footwork**

The girls indoor football tournament displayed lots of fancy footwork, excellent finishing and dynamic goalkeeping throughout. There was some tense play with some very tight games for the duration of the tournament, but eventually the red team (Sianna Hegarty, Maddie Vallance, Isabelle Mather, Olivia Allen and Aileana Reid) came away with the prizes winning 1-0 against the white team in the final.

There were outstanding performances across all teams, and special mentions go to Alexia Abbotson and Sianna Hegarty whose skills were unstoppable throughout, both whilst scoring and setting up goals for their teams.



Player of the tournament went to Isabelle Mather for her excellent reading of the game and timing of her tackles to keep her team in the game. Connie Ryan took the goalkeeper of the tournament prize with some game changing moments of brilliance. Well done to all the girls who got involved.

## Emoji Results!

There was a terrific response to the recent  
Emoji competition:

- \* 610 people took part
- \* 24 people got all 31 answers correct

1st	Mandela	3884 answered correctly
2nd	Attenborough	3156 answered correctly
3rd	Pankhurst	2780 answered correctly
4th	Hawking	2513 answered correctly
5th	Rowling	2418 answered correctly



Batman



Spiderman



Thor



Wonder woman



The grapes of  
wrath



Of mice and  
men



Lord of the  
rings



Tale of two  
cities



The very hungry  
caterpillar



The hunger  
games



Alice in  
Wonderland



Sleeping  
Beauty



The Lion King



Princess and  
the Frog



Lady and the  
Tramp



Men in Black



ET



Tokyo



London



Oasis



Guns 'n' Roses



Ellie Goulding



Charlie and the  
Chocolate factory



Doctor Who



Uruguay



Spongebob  
Squarepants



Teenage  
Mutant Ninja  
Turtles



The Gruffalo



Moscow



Blackpool  
Tower



Jack and Jill went  
up the hill

Tel: 01276 709050

email: [office@tomlinscoteschool.com](mailto:office@tomlinscoteschool.com) website: [www.tomlinscoteschool.com](http://www.tomlinscoteschool.com)

# 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

The National College



@natonlinesafety



/NationalOnlineSafety



@nationalonlinesafety



@national\_online\_safety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 21.02.2024