Arbor

Communication with school

Life Long Learning For All

October 2025

email: admin@broombarns.herts.sch.uk

Reminder - If you need newsletters or policies translated, please contact the office.

The following dates are a small fraction of the term and diary dates the school have arranged. Please check our website for future dates, events, insets and term dates: BROOM BARNS PRIMARY SCHOOL » DIARY DATES

Wed 1st October 2025 - Fri 31st October 2025	Black History Month
Thu 9th October 2025, 9:00am - 11:00am	Individual and Broom Barns Siblings photos
Thu 16th October 2025, 1:30pm - 7:00pm	Parent Consultations
Mon 20th October 2025	Bollywood Dance Day – Rec to Y6
Wed 22nd October 2025 - Thu 23rd October 2025	Inset Days
Fri 24th October 2025	Occasional Day
Mon 27th October 2025 - Fri 31st October 2025	Half Term
Fri 31st October 2025	Deadline for Secondary applications
Fri 28th November 2025, 10:30am - 11:30am	Nursery Decoration Day
Fri 28th November 2025, 1:30pm - 2:30pm	Reception to Year 6 Decoration Day
Fri 5th December 2025, 5:00pm - 6:30pm	Christmas Family Disco
Thu 11th December 2025, 11:00am - 11:50am	Nursery Songs with Parents
Thu 11th December 2025, 2:00pm - 3:00pm	Reception to Year 2 Nativity
Tue 16th December 2025	Y3 Last Swimming Lesson of the Term
Wed 17th December 2025	Pantomime at the Gordon Craig Theatre
Thu 18th December 2025	Christmas Jumper Day
Thu 18th December 2025, 9:30am - 10:30am	Y3 to Y6 Carol Service at the Church to Parents St. Andrew & St. George, St. Georges Way.
Thu 18th December 2025, 11:30am - 1:30pm	Christmas Dinner Day
Fri 19th December 2025	Nursery Closed
Fri 19th December 2025, 1:30pm	End of Term
Mon 22nd December 2025 - Fri 2nd January 2026	Christmas Break

We made an incredible £875 for the Garden House Hospice. Thank you to everyone who came to support such a worthwhile charity.

Winners

Name the Teddy – Coco, Janush

How many sweets in the Jar – 356, Lyra

Raffle – Marley, Jordan, Gracie, Peggy, Isobel, Damian, Szymon, Sonny, Alex, Florence, Esmae

Staff

Mrs Hayhurst

We would like to welcome Mrs Hayhurst, our new Higher Level Teaching Assistant, to the school. Mrs Hayhurst will be working in our Year 2 class and is an experienced HLTA. We hope you will all make her feel welcome.

Parent Consultations 16TH OCT - Have you booked your appointment?

Making Your Booking - To book your slots;

- go onto your Arbor App > go to the Main Dashboard >
- click on Guardian Consultations to open up the date available >
- scroll down to the 'Meeting' section and click onto this section >
- click 'Time Slot' – this will open up the time slots still available >
- click the green section ' Time Slot' – to confirm >
- you will be asked 'Are you sure?', click 'Yes' >
- the confirmation will be on your screen and you will receive an email

Secondary Transfer Dates

1 September 2025 Online application system **open**.

September and October Secondary and upper schools hold their open events (Details available at www.hertfordshire.gov.uk/schoolsdirectory)

31 October 2025 Deadline for applications 2 December 2025 Last date to: • submit reasons for making a late application and for that application to be considered 'on time' • notify us of a change of address and for that address to be taken into account for allocation day Please refer to the online admission pages for more detail about these processes.

30 January 2026 Last date to make a late application to be considered for allocation day.

2 March 2026 Allocation Day. School places are offered.

Policies can be found at - Broom Barns Primary School » Policies

E-safety Parent Guides: The National College | CPD for Schools, Trusts, Colleges & Nurseries

STEVENAGE SWIMMING CLUB

STEVENAGE SWIMMING CLUB

www.stevenageswimclub.org.uk

STEVENAGE SWIMMING CLUB ACADEMY

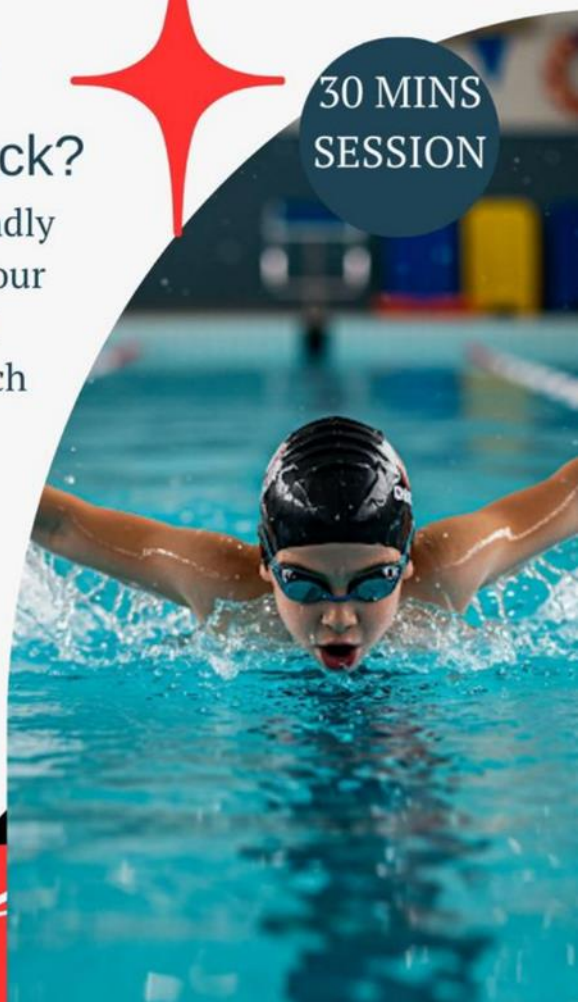
Is your child 4 - 8 years old?

Can they swim 10m front & back?

30 MINS SESSION

Discover the joy of swimming in our friendly and supportive club. Dive in and watch your children's confidence grow. Qualifed and inspirational teachers will help them reach their potential.

FRIDAY & SUNDAY EVENINGS



CONTACT US FOR INFO

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At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit nationalcollege.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 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®

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