



GLEBE

GLEBE PARENT NEWSLETTER



I hope you all had a lovely half term break and have had a good week.

As with last half term, we've got to pack a lot into only 5 weeks until we break for Easter.

We have a busy week next week, with an author, John Dougherty, visiting us on Monday.

World Book Day is fast approaching so details of what we are doing to mark it are included in this week's edition.

We've got trips galore planned for the coming weeks with year 3 already being out and about this week.

Get settled, this week's edition is a long one.

Weekly Attendance %

6K	100
3R	100
4JL	99.6
RG	99
2M	98.7
RB	98.6
1C	98.6
2P	98.3
2S	98.2
3V	97.9
6A	97.8
1A	97.2
4W	95.8
6L	95.7
3ME	95.4
4J	94.8
5I	94.6
RP	94
5V	93.1
5G	91.5
1L	90.4

Whole School

96.5%

FRIDAY 23RD FEBRUARY 2024

HIGHLIGHTS

Year 3 Trips to the Rock Show

The Rock Show Live at Uxbridge Library has been a year 3 highlight for several years now. Harrow and Hillingdon Geological Society display many of their rocks at the Library and do a great job of making rock formation as exciting and interesting as the 'Rock Show' headline suggests!

The year 3 classes had a fascinating time learning about the properties of different rocks, how to identify types of rocks, picking up and handling the samples and they saw fossilised dinosaur poo. A particular favourite of most of the children was being able to see the fluorescent rocks light up in the dark box.

Being able to see ammonite and squid fossils in the flooring of the Chimes shopping centre was also a lot more exciting than you might imagine!

Mrs Everett



HIGHLIGHTS

Year 2 Blaze Netball Taster Sessions

On Thursday, Year 2 were very lucky to have a netball taster session with Blaze Netball Club.

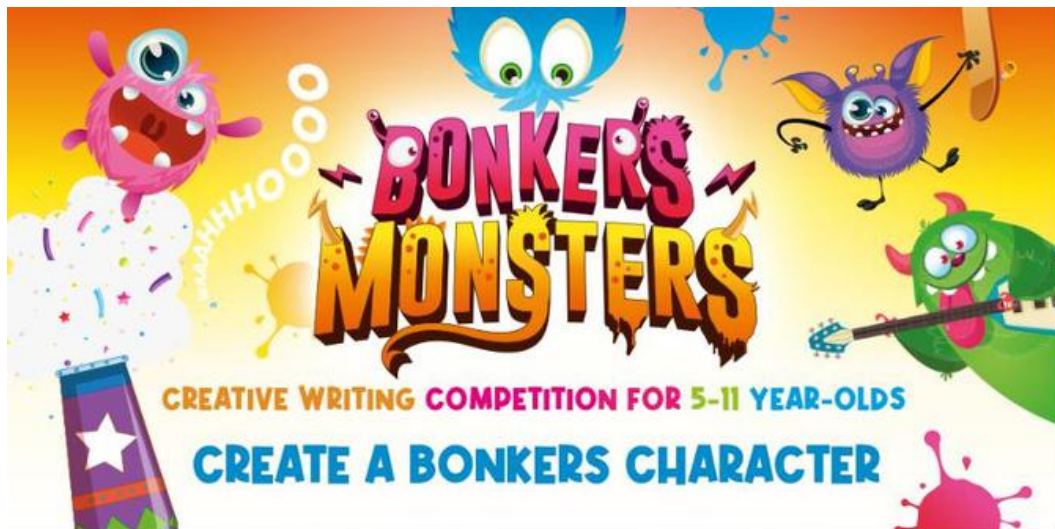
The children absolutely loved it! They enjoyed jumping into hoops when the music stopped using key netball techniques and being careful with which foot to use first. This then became trickier as the number of hoops available began to dwindle!

They then practiced their throwing and catching skills with a partner and worked hard to do this as many times as possible within a one minute time frame!

Year 2 had a fantastic time and thoroughly enjoyed expanding their skills!



Writing Competition – Years 2, 3, 4, 5 and 6.



Can you write a story about a bonkers monster?

The best 2 pieces of writing from each class will be chosen and the lucky winners will come together to go to the cinema as a prize, in March. The entry can be made either in their homework book or on paper.

The Deadline for the competition is **Wednesday 28th February**. Any entrants after this date will not be counted.

Entry is optional.

MR DWYER'S CUP FINAL REPORT

Champions, again! A huge congratulations to the boys' A Team who won the Ruislip and Northwood District Cup competition on Wednesday. It was a rematch of the final of the Alan Budden Cup back in October, where the boys had run out 1-0 winners. This was a different kettle of fish though, a 50-minute game would play into Glebe's favour. The boys were incredibly lucky to have the opportunity to play on the first team pitch at Hayes and Yeading FC and the quality of the surface really benefitted us, as the boys were able to get the ball down and play their brand of football, despite the rainfall. Glebe raced into an early lead, which helped to ease Mr Young's nerves, thanks to a header by Bobby from a Harry J corner. Just before half time, following some fantastic work by Georgie on the left-hand side, Bobby made it 2-0. Early in the second half, Blake slotted the ball past the keeper and into the bottom left corner. The final was all but over, however the boys weren't done yet! Ethan added a fourth with a poacher's finish before Bobby rounded his hatrick off with a few moments to spare. The final whistle went and there were huge cheers from the stand, as well as from the boys on the pitch! It was lovely to see so many people cheering the boys on from the stands: parents, siblings, grandparents, friends and staff; thanks so much for making the effort, it meant a lot to the boys. The team will enter the Hillingdon Borough finals in the Summer Term and will do their best to turn the double into a treble! As always, the boys represented the school impeccably. A huge well done to: Kayden, Kaito, Harry C, Harry J, Bobby, Daniel, Georgie, Ethan, Blake and Elliot (who won a cup final on his birthday - I'm sure it's one he'll remember!).



PROUD PAGE

The A Team

I know Mr Dwyer has given you a run down of exactly what happened during the match on Wednesday but I just wanted to give you my perspective.

I cannot emphasise the pride I felt before, during and after the match on Wednesday. The support from Glebe families was fantastic which I know really spurred the boys on.

On the pitch, the team represented Glebe exceptionally, playing really entertaining football. But more than that, they demonstrated the ethos of Glebe - their respect and support for each other was tangible and they are a fantastic team in every way. They pressed and pressed throughout the game - never giving up or becoming complacent.

As children of 10 and 11, they were clearly excited at their win - rightfully so - but they were also conscious of their competitors and showed maturity and thoughtfulness in their celebrations.

Blake, Bobby, Daniel, Elliot, Ethan, Georgie, Harry C, Harry J, Kaito, Kayden wreathed in red with Mr Budden (literally) on their shoulders, you have made everyone at Glebe so happy and so very proud.

Mr Dwyer and Mr Young - thank you and congratulations.

RAINBOW BOOSTERS UPDATE

Rayan's Rainbow Boosters Expedition

Over half term, Rayan Chauhan from 2M, travelled to India for the first time, to visit a rural school on the outskirts of Pune, Maharashtra as part of the Rainbow Boosters Project set up by his father.

8 months ago, Rayan and a few of his school friends took part in an online zoom workshop in the Glebe ICT room, where they connected with students at this rural Indian school, through the new computers and connectivity they have received. They introduced themselves, shared hobbies and interests.

Rayan, with his parents and brother Kian, in class RG, travelled to the school to spend time with the students in their classrooms, in the new computer lab seeing what they have been learning. They played a friendly football match and spent time building connections.

Rayan got to meet in-person the boy he was paired with in the online workshop, and they got to know each other more including each other's pizza preferences! During the school assembly Rayan gave a speech to 200 people, sharing the origin story of Rainbow Boosters and his aspirations for the trip. Thank you to Miss Mogan and his fellow classmates who supported him in preparing and giving him the confidence to get up in front of a group of complete strangers. He did an amazing job, was very brave, calm, and clear!

RAINBOW BOOSTERS UPDATE

Rayan's Rainbow Boosters Expedition

You can see Rayan's journey here in this video:
<https://youtu.be/cWoEz6wRxfE>

As a family, we would like to thank the school and all of those who supported last year to fund the building of the computer lab and continue to back us as we aim to give small yet impactful boosts that really are changing lives.

Rainbow Boosters is an ongoing project where we are identifying small yet significant ways to support these students. On our trip we learnt the 30 students were unable to pay the nominal fee to go to school this year, so our focus is to support them in ensuring they have access to a vital and quality education.

If you would like to support this initiative, you can do so here: https://www.justgiving.com/crowdfunding/rainbow-boosters2024?utm_term=74mvpEm9Y

Thank you and for more updates go to www.rainbowboosters.com

Pritesh, Bhavika, Rayan & Kian Chauhan



LOOKING AHEAD

Visiting Author



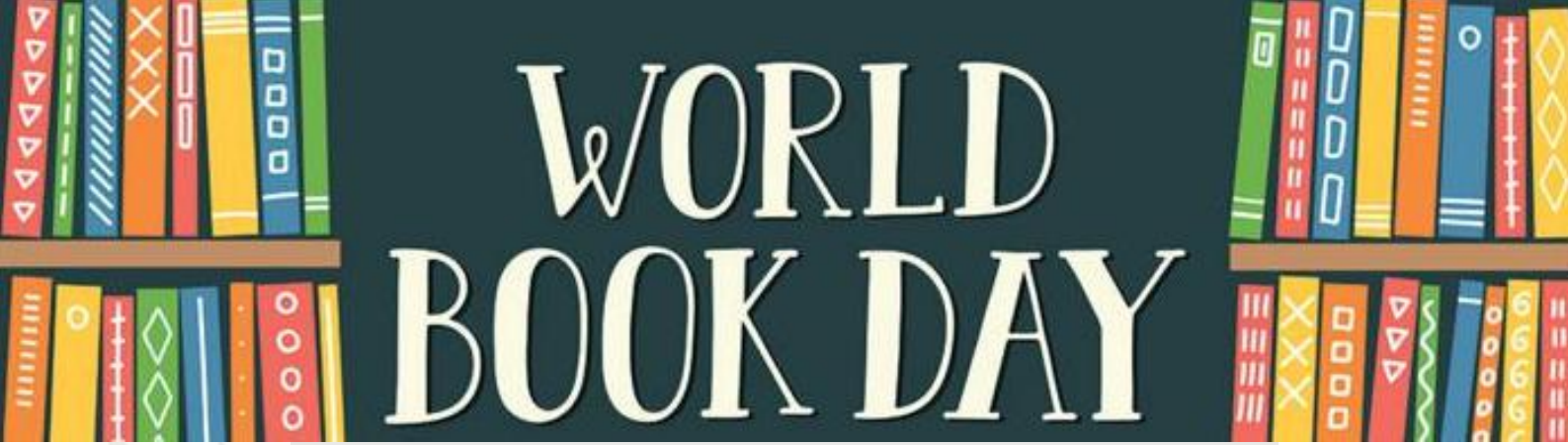
We are very excited to tell you that, on Monday, we have an award winning author visiting our school to work with the children from Reception all the way to year 6!

John Dougherty is the award-winning author of around 30 books for children including *There's a Pig Up My Nose* (winner of Oscar's Book Prize 2018); the critically-acclaimed *Stinkbomb & Ketchup-Face* series; a well-received poetry collection, *Dinosaurs & Dinner-Ladies*; and *The Hare-Shaped Hole* (2023). Others of his books have been shortlisted for the Branford Boase Award and the Ottakar's (now Waterstones) Children's Books Prize.


After school, on Monday, he will be in the small hall where copies of his books can be purchased and signed.

A huge thank you to FOG who have funded this really exciting opportunity for us.

Miss Rhodes

A banner for World Book Day featuring a dark blue background with the text 'WORLD BOOK DAY' in large, white, serif capital letters. The text is flanked by two rows of colorful book spines in various patterns and colors (yellow, green, blue, red, orange).

WORLD BOOK DAY

A large, stylized, light grey graphic of a tree or plant with many branches, located on the left side of the page.

As usual, we will not be celebrating on the Thursday like the rest of the world but on Friday 8th March as lovely end to our week. This year, the children can choose to either dress up:

- as a favourite book character, or
- they can come to school wearing comfy clothes/ pyjamas/loungewear.

During the day each class will have some "comfy reading time" where the children can chill out, get comfy and read their books as well as other fun reading-focused activities throughout the day.

After school on that Friday, we will be holding a "Find a Book a Home" opportunity: where the children can come and choose a book for free to take home with them.

WORLD
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REMEMBER



Key Information & Dates



Spring Term - 2024

Tuesday 27th February - 5V trip to the Royal Institute

Wednesday 28th February - 5G trip to the Royal Institute

Thursday 29th February - 3R Class Assembly at 9.15am – parking for parents attending on the playground from 9.05am (not before for health and safety reasons)

Friday 1st March - 5I trip to the Royal Institute

Friday 8th March - World Book Day

Monday 11th March - Year 4 trip to Verulamium

Monday 25th - Thursday 28th March - Year 6 Bikeability training

Tuesday 26th & Wednesday 27th March - Year 3 trips to the Chiltern Open Air Museum (two classes going on one day and one class going on the other day.)

Thursday 28th March - Term ends - school day finishes 1 hour early

Inclusion Workshops for Parents

Date

Thursday 25th April 2024 at 9:00am

Monday 20th May 2024 at 2:30pm

Tuesday 25th June 2024 at 9:00am

Workshop

Handwriting

Building and maintaining relationships

Social stories and meeting your child's sensory needs



If possible, please let them know that you are planning to attend so they can prepare enough resources for everybody. Please email sen@glebeprimary.org

We look forward to seeing as many of you as possible.

REMEMBER



Key Information



SEN Support Plans

If your child is on the SEND register, your child's SEN Support Plan will be sent home with them next Friday (1st March).



Pre-Loved Uniform Sales

We would like to make you aware that we will now also be selling white polo shirts as part of our pre-loved offer. As ever, items can be ordered via our designated email address: glebeuniformsales@gmail.com

Please include your name, the items you need with sizes and your child's name and class so we can send the items to you via them.

Thanks again for your continued support.

The Pre (and currently loved!) Team

UPDATES

This week's
winners are



2M

4JL



CURD CORNER

Terracycle are ending the collection of handwash pumps and refill pouches, therefore we will stop accepting these after **Friday 1st March**.

You can still recycle handwash pumps and refill pouches at Boots through their "Recycle at Boots" scheme; the nearest participating stores are Ruislip and Uxbridge. Refill pouches can also be recycled with plastic bags at most supermarkets.

Thank you for your support.



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®



**National
Online
Safety®**

#WakeUpWednesday

14 WAYS TO BE KIND ONLINE

Showing kindness online can mean so much to someone else. It is a choice we can all make that helps others, puts people's needs before our own and which can generate feelings of empathy and compassion. Small gestures can have a large impact and often one act of kindness can lead to more, making the world a happier and more positive place. That's why we've created this guide to suggest a few simple 'acts of kindness online' that can benefit people's mental health, support their wellbeing and encourage a more positive approach to engaging online.

1. BE POSITIVE

Post about things that make you happy and that you're thankful for. It could brighten up someone else's day.

2. OFFER TO HELP

Sometimes a friend or family member might post a question online or ask for help with something they can't do themselves. If you know the answer or are able to offer help, provide support and send a response. Something that may be easy for you might be difficult for someone else.

3. SHOW APPRECIATION TO OTHERS

If somebody you know has done something good or shown kindness themselves, thank them for it. It costs nothing and showing them that you appreciate it means so much.

4. SHARE FUNNY VIDEOS OR IMAGES WITH FRIENDS & FAMILY

We often come across funny videos or images online that make us laugh and then we move on. If you found it funny, your friends and family might too. It could help someone smile who may be having a bad day.

5. LIKE, LOVE & CELEBRATE

If somebody posts something that you like on social media, like it, love it or celebrate it! It's a small gesture but could mean a lot.

6. VIDEO CALL YOUR FRIENDS & FAMILY

It can be easy to be consumed by daily routine. Using apps like Zoom, FaceTime or WhatsApp are great for connecting with others far away and shows you're thinking of them even though you can't physically meet them in person.

7. TELL SOMEONE YOU'RE THINKING OF THEM

We can't always tell how people are feeling online and just dropping somebody a message to ask if they're ok or that you're thinking of them could literally make their day.

8. SHARE POSITIVE POSTS

If you see something online that inspires you, share it with people you know. An inspirational quote, a beautiful photo or a motivational video can lift spirits, improve self-esteem and help make people feel better about themselves.

9. HOST AN ONLINE QUIZ

Video conferencing apps are a great way to get friends and family together. If you know someone who is feeling lonely, host an online quiz and invite them to join in. It could really cheer them up.

10. THINK BEFORE YOU COMMENT

Sometimes thinking before you act can be just as significant as acting in the first place. Showing thought before you comment could stop you posting something hurtful, offensive or negative. It's always better to post positively or post nothing at all.

11. COMPASSIONATE UNDERSTANDING

BE &

Being empathetic towards others and their situation is often an act of kindness and selflessness that gets overlooked. If you notice someone who is upset, drop them a message and offer to listen.

12. CONNECT FRIENDS & FAMILY WITH SIMILAR INTERESTS

You may know two people amongst your friends and family who you trust and know well who have similar interests and likes. Introducing them can be a great way for them to make new friends but remember to always ask their permission first.

13. RECOMMEND SOMETHING YOU ENJOY DOING TO OTHERS

If you enjoy doing something online, such as playing a game, or if you've found a great learning resource, share it with others. Even if you've watched a good film, letting others know can be an act of generosity that brings them excitement or pleasure at a time when they might need it the most.

14. PRAISE OTHERS FOR THEIR ACHIEVEMENTS

Sometimes your friends or family might post something online that they're proud to have done. It might be an exam they've passed, learning a new skill or just completing a task. Either way, it's always kind to recognise hard work and effort through praise and celebration.

Meet our expert

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



MESSAGE FROM THE LONDON BOROUGH OF HILLINGDON

Since the pandemic the number of trained childminders has significantly dropped across the borough. Add to this the need for more wrap around care and the changes in childcare funding we are now facing a 'crunch' point.

At Learn Hillingdon we offer Childminding Training including support from the Childminding team within the Local Authority.

Introduction to Childminding is an 8-week course to help prospective childminders understand about the course, which includes:

- Safeguarding and welfare, including the new EYFS Framework and ELG's
- Observation and assessment and planning for development opportunities
- Planning for their business
- Planning for registration and initial Ofsted visit

The course starts Tuesday 23rd April (online) 6.30 pm - 9.30 pm.

Becoming a childminder offers:

- Flexible working hours that suit you and your family
- Working from your own home
- Making a positive impact for children, parents and the wider community

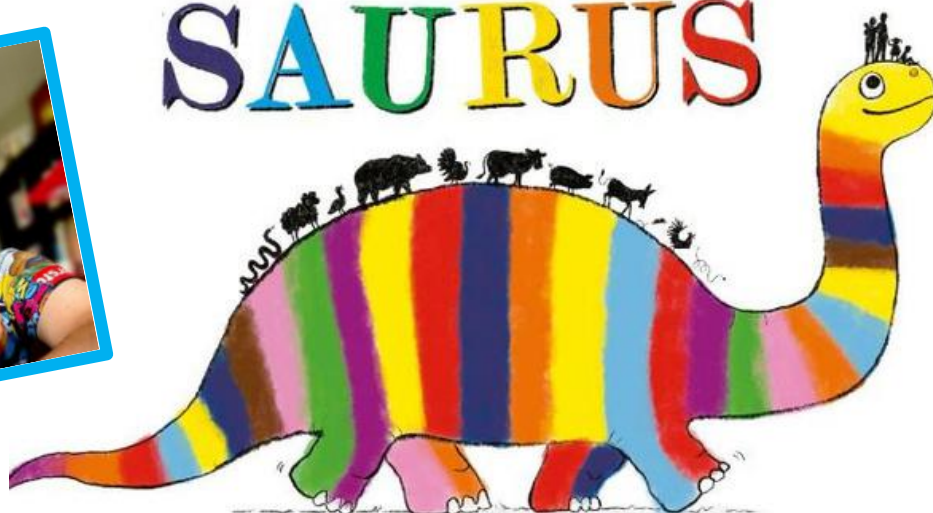
For more information, including how to attend one of the childminding briefings, please email tdonnelly@hillington.gov.uk



What's
on...

at Uxbridge Library

RAINBOW SAURUS



**Saturday 24th February
11.00am to 12.00pm**

**Join author and illustrator Steve Antony
for a fun session of storytelling and drawing**

Ages 4-9 years

To book online, visit Discover Hillingdon or call 01895 250714
Parents/carers must stay with their children to ensure their safety and enjoyment




HILLINGDON
LONDON

www.hillingdon.gov.uk/libraries

Parent Carer Support

Raising children doesn't come with a handbook, and sometimes knowing who to reach out to for support or advice is tricky.

Brilliant Parents and the Stronger Families Key Working team are offering a friendly and informal drop-in for parents/carers of 0-18 year olds and 0-25 year olds for those with SEND.

We'll be there for a chat, to share advice, support and a range of information in relation to parenting, and mental and emotional wellbeing for all the family.

2024	Harefield Children's Centre High Street, Harefield UB9 6BT	Uxbridge Family Hub Civic Centre, High Street, Uxbridge UB8 1UW	Hayes Family Hub College Way, Hayes UB3 3BB
	Wednesdays 1-3pm	Fridays 5-7pm	Fridays 10am - 12pm
March	6th	8th	15th
April	3rd	12th	19th
May	1st	10th	17th
June	5th	14th	21st
July	3rd	12th	19th
August	7th	16th	23rd
September	4th	13th	20th

For more information contact Sarah on:

07495 024 449 or

sarah.rust@brilliantparents.org

Our goal is to empower parents to feel safe, strong and healthy, whilst building resilience and confidence in your parenting decisions, with the support of a community network.

VACANCIES

Harefield School is hiring!

- Lead practitioner for Maths
- English teacher with additional TLR
- Learning and behaviour mentor
- Learning support assistant
- Exam invigilators

<https://www.hfschool.org.uk/about-us/vacancies/>



NURSERY



HIGHLIGHTS

RECEPTION



We continued our work on 'What the ladybird heard'.



We also did some math work on 1 more.



We looked at non-fiction books about minibests.

We worked on our fine motor skills



We made our own bug homes



We learnt about the lifecycle of a butterfly

In Reception we have been learning about Minibeasts

We went on a bug hunt



PIC•COLLAGE

HIGHLIGHTS

YEAR 1



HIGHLIGHTS

YEAR 2



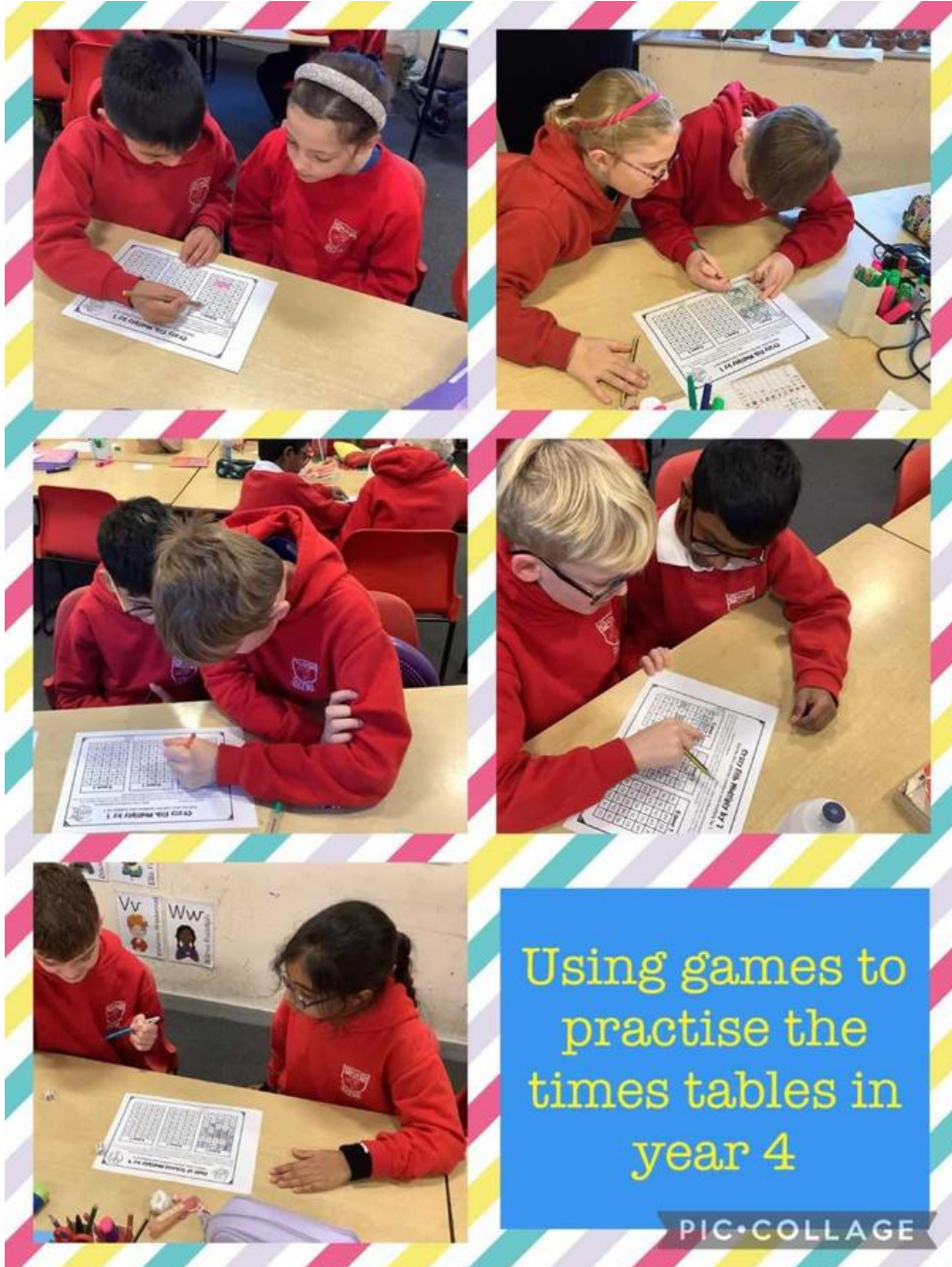
HIGHLIGHTS

YEAR 3



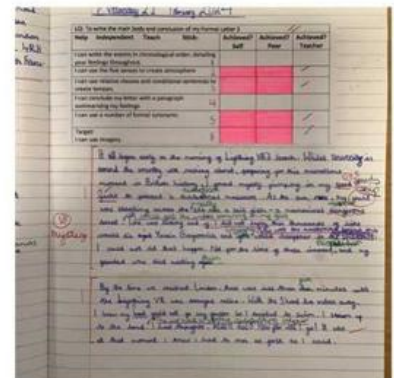
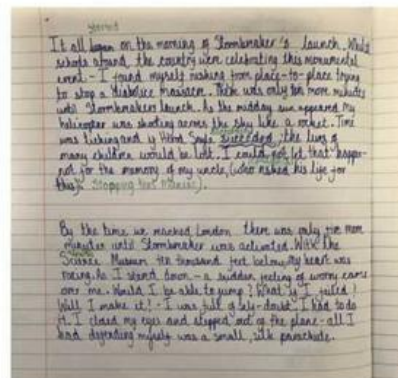
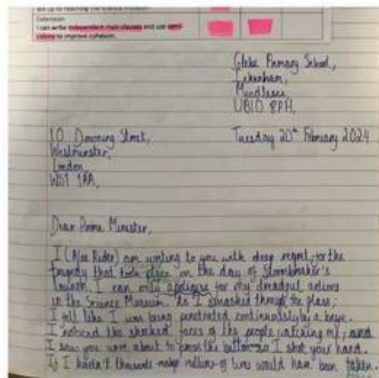
HIGHLIGHTS

YEAR 4

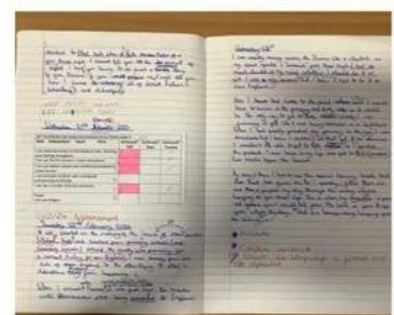
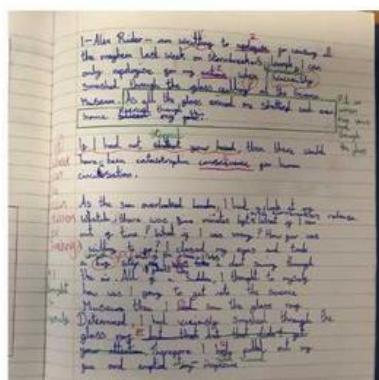


HIGHLIGHTS

YEAR 5



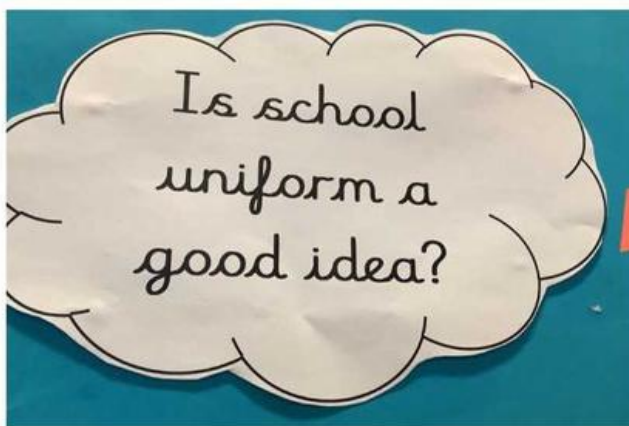
YEAR 5 WRITING A LETTER AS ALEX RIDER



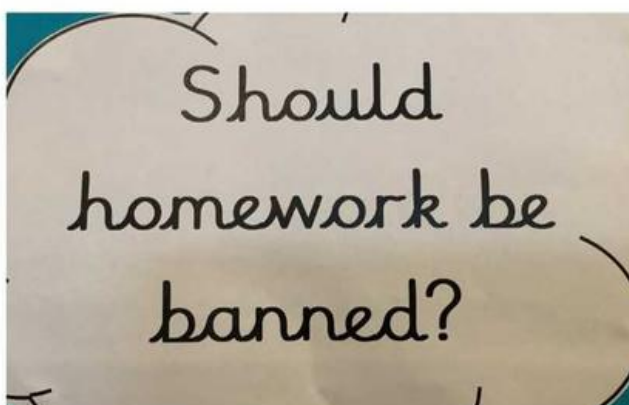
PIC•COLLAGE

HIGHLIGHTS

YEAR 6



**YEAR 6 HAVE BEEN
RESEARCHING A TOPIC
WHICH THEY WILL WRITE A
BALANCED ARGUMENT
ABOUT.**



HIGHLIGHTS



Wishing you all a lovely
weekend.

Mrs Penney



GLEBE
WEEKLY
SCHOOL
NEWS