

Newsletter

“ Together, we grow with God ”

14th November 2025 Issue #10

'Grow in the grace and knowledge of our Lord and Saviour Jesus Christ' 2 Peter 3:18

It's been a thoughtful and inspiring week in school as we celebrated Anti-Bullying Week. A huge thank you to our Anti-Bullying Ambassadors who led worship on Monday and helped kick-start the week with the theme "Power for Good." Their message gave us all plenty to reflect on — reminding us how our words and actions can make a real difference to others. We'd also like to thank our Head Pupils and Worship Leaders who represented the school so respectfully at the Remembrance services, paying tribute to those who have served. Year 4 led a moving whole-school worship, helping us understand the significance of remembrance and why it matters—thank you. Finally, good luck to Year 4 as they head to the Dance Festival on Monday! We've been so impressed with their energy and performance during rehearsals — we can't wait to see them shine.

Worship

ODD SOCK DAY

This week, we took part in Odd Sock Day to celebrate the theme of "Power for Good" as part of Anti-Bullying Week. It was a brilliant reminder that everyone is unique and that kindness and respect should be shown to all. We reflected on how we can use our words and actions to lift others up, which links to Ephesians 4:29: "Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up."

Thank you to everyone who joined in — your odd socks and thoughtful conversations helped us celebrate the power of kindness in action.



Stars of the week!

- Reception - Olivia
- Year 1 - Wilf
- Year 2 - Amelia-Rose
- Year 3 - Alex
- Year 4 - Sapphire
- Year 5 - All of Year 5
- Year 6 - Indy

Parable of the Talent!

(Independence)

- Reception - Teddy
- Year 1 - James
- Year 2 - Esmail
- Year 3 - Jesse
- Year 4 - George
- Year 5 - Kacey
- Year 6 - Skye



Attendance

Weekly Attendance

SCHOOL MINIMUM TARGET: 96.4%

- Reception: 91.0%
- Year 1: 97.5%
- Year 2: 96.5%
- Year 3: 94.3%
- Year 4: 98.7%
- Year 5: 97.3%
- Year 6: 90.1%

Our overall school attendance this week was 95.1%.

Lytham Christmas Light Switch On!

This Saturday marks the much-anticipated Christmas Light Switch-On in Lytham. Activities begin from 2pm, with a fantastic line-up of performances to get everyone in the festive spirit. The magical lantern parade will set off from St Peter's Church at 4:45pm, leading us to the square just in time for the light switch-on at 5pm. It promises to be a joyful community celebration and we'd love to see as many families there as possible to enjoy the music, lights and festive cheer together.

Upcoming Events



-  15th November
Christmas Light Switch on
in Lytham
-  17th November
Year 4 performing in a
Dance Festival
-  17th November
Reception and Year 6
Height and weight checks
-  21st November
Boys'
Football Competition
-  21st November
Director of Education for
Diocese visiting school
-  30th November
Confirmation at St John
the Divine
-  2nd December
Girls'
Football Competition

Safeguarding

Top Tips for 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.



School Tours

We're continuing to welcome bookings for school tours for families interested in admissions for September 2026. These visits are a great opportunity to see our learning environment in action, meet staff and find out what makes our school such a special place to grow and learn. If you know anyone with children due to start school in 2026, please do encourage them to get in touch. We'd also really appreciate families sharing our social media posts to help spread the word across the community.

Hitting the Top Notes

Year 6 and the school choir had a truly memorable experience this week, spending the day with Canadian singer-songwriter Luke Wallace. The children had the incredible opportunity to work alongside Luke to write and perform their own song, learning about the creative process and the power of music to share a message. It was a joyful and inspiring day, and the children rose to the occasion with enthusiasm, creativity and confidence.

Chester Zoo

Year 5 had a fantastic visit to Chester Zoo this week, and we couldn't be prouder of them. Their behaviour was exceptional throughout the day, with several members of the public commenting on how polite and respectful they were — a real credit to our school. Most importantly, it was a joy to see the children so engaged and excited as they explored the zoo and discovered the incredible animals. Their enthusiasm and curiosity made the day truly special.

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SCHOOL ADMISSIONS PRIMARY

NORTH

**Do you have a child starting
primary school in September 2026
and living in Lancashire?**

Closing date: 15 January 2026

You **must** apply even if a brother or sister is already at the school,
or the school is linked to your child's nursery.

Apply for a school place now by scanning
the QR code or visit [lancashire.gov.uk/schools](https://www.lancashire.gov.uk/schools)



If travel cost is an important factor in your school preference,
please check the guidance on our website, or call **01524 581148**.

**HAVE
YOUR SAY**

*Between 1 October and 31 January schools are consulting with
you to make sure admission arrangements meet future needs.
To find out more please visit www.lancashire.gov.uk/schoolplaces
and click 'school admission policies'.*

[lancashire.gov.uk](https://www.lancashire.gov.uk)





Lytham C of E Primary School PTFA

£295.81 raised

38 supporters

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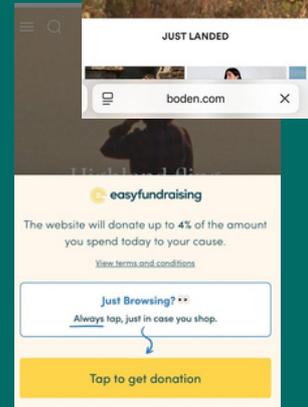
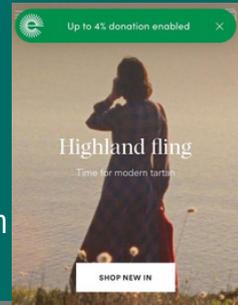
How to support Lytham C of E Primary School PTFA

- 1 **Sign up**
Provide us with a few details to set up your profile with easyfundraising.
- 2 **Download our browser extension**
Our Donation Reminder plug-in pops up automatically when you shop to let you know when a donation is available.
- 3 **Track your donations**
You'll be able to see how much you've raised in your account and we'll send updates on when Lytham C of E Primary School PTFA gets paid.

A quick & easy guide!

It couldn't be simpler, it really is hassle free donating!

1. Download the app
2. Every time you shop on a website, this banner appears to enable the donation
3. Just click it, and the retailer will do the rest for you!



Any questions - we're happy to help at ptfa@lytham.lancs.sch.uk

Affordable Pre-Loved Uniforms – Supporting Every Family

The PTFA is proud to offer a range of pre-loved school uniform through our Uniformerly page, helping families save money while promoting sustainability.

What's Available:

Non-branded items – Free of charge

Jumpers & Cardigans – £5

Blazers – £10

Ties - £1.50

Book Bags - £2.00

Items with minor marks or damage are listed at half price, and everything is sent home with your child for convenience.

How to Order: Browse online and place orders easily. You can even set up alerts to be notified when new items are listed.

Peace of Mind: If you receive something you're not happy with, just get in touch—refunds are available, no fuss.

Need Support? If you're finding it difficult to purchase uniform, please speak to your child's teacher. Alternatively, you can email us at ptfa@lytham.lancs.sch.uk and we'll work with the school to ensure support is provided discreetly.

Want to Donate? If you have uniform to donate, simply drop it into the collection bin in the school office. Every item helps another family and keeps good clothing out of landfill.

Let's work together to make sure every child has what they need to feel confident and comfortable at school.

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.

