



*Working together to be the best that we can be.*

18<sup>th</sup> July 2023

Dear Families,

We are sure you would like to join with us in thanking Mrs Townend for all her endless hours work in being a school governor and more latterly our chair of governors. Mrs Townend has decided that as her son is now heading into his second year of high school, it is time she stepped down. She has been a valuable member of our governing body, offering support to the staff and leadership team, along with leading the governing body in the development and vision for the federation.

Jules Clegg is going to step into the role of Chair of Governors in September. Jules has been a vital part of the Governing Board for many years and is very hands on with the development of school. She currently monitors the safeguarding procedures and policies that our schools adhere to. We are sure she will be an excellent Chair of Governors.

**New governor:**

We welcome Ann Wroe. Ann has lived in Sicklinghall for nearly 30 years, she served as Parent Governor, then Chair of Governors at Sicklinghall School. She has also been a Churchwarden at St Peter's Church, Sicklinghall since 2019 and has been a member of Ouseburn Ward, Harrogate Borough Council. Ann worked for the NHS for 40 years as a doctor in many parts of England, retiring in 2017. Her experience included clinical work but also managerial roles. She brings a wealth of experience to the Governing Board.

**Goldsbrough  
Sicklinghall Federation**



**Cerys Townend (Co-Chair)**

**(Final term)**

Jenny Mills (Parent Governor)

Alastair Morley (Parent Governor)

Jules Clegg

Samantha Parkin

Reverend Stroma

McDermott

**Valerie Wilson - (final term)**

Catherine Richards (Staff Governor)

**Phonics screening / Y2 SATS / Y6 SATS**

Our children / your children, have worked hard, listened carefully, and remembered their learning. We were delighted to hear the results, and we are very proud of them.

A big congratulations to the children and of course to the wonderful staff and parents, who have supported the children in their endeavours to achieve such wonderful results.

**Leavers**

Sadly, it is time to say goodbye to our Y6 children, some of whom have been at the school since their very first day in Reception. We also say goodbye to some children in different year groups, who are moving to pastures new for a variety of reasons.

We wish every single one of them a happy and exciting journey. We just hope they come back one day and tell us about all their adventures; we are sure they will achieve whatever they set their minds to do. We know they have learnt many valuable lessons during their time with us. Good luck!

## Amazing Accreditations

Accreditations are a tremendous accolade for the school. They acknowledge how well our school provides for the children. They approve of the procedures and practices that we have put in place to ensure the children receive the very best from their life in school.

The accreditations we have worked towards recently have been:

### Sun Safe School:

This 4-step accreditation programme demonstrates that our school educates the children about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage. This is an important part of their safeguarding curriculum.



### Healthy Schools Bronze

The aim of the Healthy Schools Award reviews the initiatives in place and the work being carried out to improve the health, wellbeing, and resilience of the school community. Our schools fulfilled all the expectations required to achieve the award through our fantastic PSHE work and how that can support the personal development of the children.

### Emotion Coaching UK Organisation

Emotional Coaching teaches children how to manage their emotions. Through this, when children feel upset or annoyed, they become more able to recognise the emotion and use their learning to be able to be calm.



### Top Tips of Emotion Coaching:

- Acknowledge low levels of your child's emotion before they escalate to full-blown distress.
- Remember emotions are natural and normal, and not always a matter of choice.
- Recognise a child's behaviour is a communication of an emotion they are experiencing.
- Check how you're feeling: are you calm and ready to Emotion Coach the child?

#### STEP 1: NOTICE AND EMPATHISE

Be aware of the different emotions a child may feel. Observe, listen, and learn how the child expresses different emotions. Watch for facial expressions, body language, posture, gestures, tone of voice, and speed of speech.

**"Be curious rather than furious."**

Look beneath the behaviour:



The child's behaviour tells you they are struggling with how they're feeling and need your support. Accepting the emotion will help you to de-escalate the behaviour.



#### BE A 'STAR' FOR YOUR CHILD

- S STOP** - Don't react straight away. Notice how *you* are feeling.
- T THINK** - What feeling might lie beneath the child's behaviour?
- A ATTUNE** yourself with the feeling by putting yourself in the child's shoes.
- R REFLECT** - What would be an equivalent situation for you, as an adult, to feel that way?

#### STEP 2: LABEL AND VALIDATE

Sometimes a child can't tell you what they're feeling, so you can help them to do this. By putting a child's feelings into words, you are comforting them and showing you care and understand. Be aware of your body language and tone, and use phrases like:  
*"It must have made you mad when he took your toy..."*  
*"You look sad. I wonder if you wish it was your birthday party..."*

**"Name it, to tame it." (Siegel, 2012)**

#### STEP 3: SET LIMITS (IF NEEDED)

Provided the child is safe and no one is at risk of harm, limit setting is an opportunity to teach the child about acceptable behaviour. Focus on the boundaries and behaviour the child needs to understand and practice. Perhaps a kind reminder is all that is needed from you: *"We agreed that you need to put toys away before bedtime..."*. Kind reminders acknowledge that none of us learn things straight away. Managing emotions is no different than any other skill - it takes time and lots of practice.

#### STEP 4: PROBLEM-SOLVE

Reinforce the idea that the child has the capacity to develop skills to cope with strong emotions.

*"How were you feeling when that happened?"*

*"Let's think about what you could have done instead."*

*"You could...or..., which one sounds good to you?"*

*"What will help to remember this?"*

(C) EMOTION COACHING UK 2023

Your child's class page is updated weekly on the school website.

Examples of the work they have been doing in class is included in the updates.

Have a look; it is an easy way to keep up to date on what is going on in school.

[www.sicklinghallprimary.co.uk](http://www.sicklinghallprimary.co.uk)

<https://www.goldsboroughprimary.co.uk>