



## Ready - Respectful - Responsible

1 March 2024

Dear Parent/Carer,

Unbelievably it is March already. The temperatures are somewhat variable and I think it may have been the wettest February for some time! But that's what weather does. Although it runs through a broad annual pattern **It is often unpredictable, disruptive and messes consistently with our winter wardrobes!** In order to manage such vagaries we rapidly resort to relying on **controllable routines to give ourselves a sense of stability.**

**Routines are the rock on which our sanity often rests** as they are manageable and consistent and, on the whole, we can predict what is coming. As adults we like routines, at home and at work, but **for children routines are critical as they can form a safe scaffold within which to operate positively and with a sense of worth and security** - examples could be anything from regularly preparing for school the night before to a regular 'get up' or 'go to bed time' - such simple, safe, repeatable routines help with the development of self-regulation. With this in mind it may be worth considering **Top Tip 3 in the National College's self-regulation top-tips: 'Factor in their basic needs' for this week.** This suggests a focus on meeting and nurturing basic needs such as hunger and rest and clear routines can help in securing these basics, developing good daily rhythms and predictable structures which in turn can help young people with their emotional self-regulation. I've noticed of late the use of the hybrid word 'hangry' a combination of 'hunger' and 'angry' which connects the need for food to an emotional state. Food for thought indeed.

**Today our GCSE Drama students performed magnificently** well for our visiting examiner and our **year 9 Business GCSE students experienced a full-on business strategy** day giving them greater insights into business strategy and presentation skills. Next week we are looking forward to our **Year 11 boost day and parent support exam evening.** It's the first time we've run such an event and we hope to make this part of our annual routine of examination preparation. **There are also further Business studies boost days** for GCSE and A-level students and some year 7 and 8 students will be involved in **the Chiltern Tree Planting initiative.**

**Next Thursday is World Book Day!** We would therefore like **all students to have a book of their choice with them for next Thursday** as they will be doing some reading in school. This can include magazines. Also, we have our **elibrary with books that students can access that can be read on Chromebooks.** Studies have shown that **those who read for pleasure have higher levels of self-esteem and a greater ability to cope with difficult situations.** Reading for pleasure has also been associated with better sleeping patterns. Adults who read for just 30 minutes a week are 20% more likely to report greater life satisfaction so perhaps parents this may be an opportunity to revisit your own reading habits.

Could I also draw your attention to the **Wendover Community Awards 2024.** Further information about this local initiative can be found at the end of this briefing.

Take care - Ian Brierly

**Committed To Excellence**

# REMINDERS & NOTICES

## DATES FOR YOUR DIARY

- **Year 11 'Boost Day'** - **05.03.24**
- **Additional mocks** - **11.03.24**
- **Science week** - **11.03.24**
- **Red Nose Day - Non Uniform** - **15.03.24**
- **Year 7 Consultation Evening** - **21.03.24**

## LAST CALL FOR YEAR 11 HOODIES - DEADLINE 3.3.24

To place an order, please visit the following website: <https://shop.fizz-group.co.uk/>  
Our School Unique ID is: 25827YR11 - You must place an order before 3rd March 2024.

## OPPORTUNITIES

**COVER SUPERVISOR REQUIRED** : An excellent opportunity for any person who has just finished education or any who may be considering a future career in education, or for anyone who would like a role which can fit around their family life. If interested please contact Mrs Perry:  
[cperry@johncolet.co.uk](mailto:cperry@johncolet.co.uk)

**MODERN FOREIGN LANGUAGES VOLUNTEERS:** If you speak French or Spanish and would like to support our MFL department please contact Mrs Simpson, our Head of MFL, directly:  
[isimpson@johncolet.co.uk](mailto:isimpson@johncolet.co.uk)

## SAFEGUARDING SUBSTANCE AWARENESS - SNUS & Contaminated THC Vapes

### SNUS

We are aware that some students have brought **nicotine pouches or SNUS to school**. Attached is an article to make you aware of the dangers and legality of these pouches. Students found with SNUS (including white SNUS) or nicotine pouches in school will have the item confiscated and will receive a consequence in line with the school behaviour policy. Our policy refers to smoking and vaping equipment - SNUS and nicotine pouches will be regarded in this category.

[Tooled up Snus Article](#)

### Contaminated THC Vapes

Public Health Practitioner for Buckinghamshire Council, Josy Dyson, has recently alerted schools to reports of vape liquids & pens containing very strong synthetic cannabinoids 'spice' which are likely being sold as THC vapes in the local areas of Aylesbury. These are causing unintended effects in those who use them.

Here4YOUth, Buckinghamshire commissioned young people drug/alcohol harm reduction service, has prepared some harm reduction information about contaminated vapes. [Drug Alert - Contaminated Vapes - Cranstoun](#). For all queries please contact the Public Health Team on [phadmin@buckinghamshire.gov.uk](mailto:phadmin@buckinghamshire.gov.uk).

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](https://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 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 Durant 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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# AI and Assessments

## A quick guide for students



### What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased



### How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

**THIS IS CHEATING!**



### How do I make sure I don't misuse AI?



#### 1 Know the rules

- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work

#### 2 Reference reference reference!

- If you're allowed to use AI tools, you must reference them clearly
- Name the AI tool you used
  - Add the date you generated the content
  - Explain how you used it
  - Save a screenshot of the questions you asked and the answers you got

#### 3 Declare it's all your own work

– When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references



### What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

**DON'T RISK IT!**



**REMEMBER**  
Misusing AI is cheating!

Know the rules  
Talk to your teachers  
Reference clearly



## EATING DISORDERS

It is National Eating Disorder Week here in the UK. This is a great opportunity to consider anything we can do to prevent children developing disordered eating thoughts and behaviours. Today's children are growing up in a world where perfectionism is highly rated and curated (particularly on social media) and body dissatisfaction is one of the biggest predictors of eating disorders.

Early intervention tips include: family emphasis on body appreciation or [gratitude](#) (a focus on what our bodies can do for us, rather than on what they look like), modelling kindness towards ourselves when we look in the mirror, and focusing on emotional literacy within family life.

Parents need to be aware of the impact of appearance-based social media. Dr Kathy Weston reflected on this in a previous [Wednesday Wisdom](#) which contains vital insights for all parents. Tooled Up also hosts webinars from some of the world's leading researchers and clinicians on [social media](#) and mental health and [eating disorders](#).

No matter the age of your children, it is important to know some of the protective factors that can reduce the risk of an eating disorder ever developing, and to know that there is support available for you should eating issues arise. Remember early intervention is key and you are not alone.

If you have a young, fussy eater at home and are worrying about that, read some Tooled Up tips authored by a paediatric [nutritionist](#). If you have a child whose sibling is struggling with an ED, we have [advice](#) on how they can support their beloved sister or brother. If you have a tween or teen using appearance-based social media, please read through this [resource](#) and consider using it to open up dialogues about digital diets and potential unwanted impact on how we feel about ourselves.

If you are a parent who needs hope and inspiration that young people can recover from eating disorders, listen to our podcast with [Eva Musby](#) and read through the accompanying notes.

If you need extra support, advice or even an additional resource, webinar or talk on this topic within Tooled Up, do not hesitate to reach [out](#) with your request. We are here for you!

## SAFEGUARDING LEADS & INFORMATION



**Mr Crawford**  
Deputy Headteacher  
DSL



**Be Safe,  
Be Kind**



**Mrs Rowland**  
Operational Safeguarding Lead  
DDSL

If parents have any concerns about this practice or, believe that any young person at John Colet School might be at risk, then please do contact one of the members of our Safeguarding Team via

[safeguarding@johncolet.co.uk](mailto:safeguarding@johncolet.co.uk)



### NEW ONLINE SUPPORT SERVICE FOR PARENTS

- Do you have an autistic child?
- Are you recognising difference in your child and you're exploring neurodivergence?

Our new service can help. We're a charity founded in Buckinghamshire in 2001 offering specialist education and support to children with sensory, communication and interaction differences.

We believe every child has the right to high quality education & support and that whole-family well-being is vital if a child is to achieve the best outcomes.

The Parent's Portal was created from having worked with parents and carers and listened to their needs. We can now offer an online solution to help parents to better understand their child's needs and differences and also navigate the SEN process.



For £10\* per household per month, The Parent's Portal offers 24/7 access to:

- Information & guidance to help you support your child's journey through home, school and social life.
- Content curated by practitioners with 20+ years lived experience.
- Evolving library of videos, workshops, forums and webinars.
- Practical strategies and tactics to try at home & in school.
- Guidance on EHCPs & the SEN process.
- A non-judgmental peer support network, to exchange ideas, feel listened to and affirmed.

\*No joining fee, cancel anytime



Scan to register

*"The Portal is so easy to use and it's packed with helpful stuff. We just wish we had something like this when our little boy was growing up. We had nowhere to turn, so this would be a lifeline for our family."*  
Portal User, June 2023

Join today: [www.portal.autismearlysupport.org.uk](http://www.portal.autismearlysupport.org.uk)



### Services for children & families

**Circle Centre Nursery** (formerly known as The Puzzle Centre) established in 2001, our specialist pre-school setting near Buckingham has had 4 consecutive 'Outstanding' Ofsted reports. We have a multi-disciplinary team who offer a needs-led, specialist curriculum for children age 2-5 years with sensory, communication and interaction differences.

**Therapies & Assessments** Our speech & language and occupational therapists can work directly with children to offer either one-off assessments or ongoing programmes of support. Our assessments and reports are often used to support EHCP applications.

**Parent & Carer Support** is integral to all of services as we believe whole family well-being is key to achieving the best outcomes for a child.

*"Words can't quite describe how grateful we are for all the support and love you have given our family. You have taught our son so much. Helped him to express himself and how to experience different things - it means the world to us. Every day we thank our lucky stars that we are part of such a wonderful community."*



### Services for schools, local authorities, practitioners and healthcare professionals

**Consultations** with our specialist therapists or teachers who work with practitioners in their own classrooms/schools or with specific children.

**Support & training** from our specialist team to enable you to improve your autism practice in your school or local authority.

**Bespoke, intensive intervention** tailored on request to meet the needs of your setting or service.



W: [autismearlysupport.org.uk](http://autismearlysupport.org.uk)  
E: [outreach@autismearlysupport.org.uk](mailto:outreach@autismearlysupport.org.uk)

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## LOCAL UPDATES / EVENTS

# AYLESBURY RUGBY WOMEN

ANY LEVEL OF EXPERIENCE  
AMAZING FACILITIES INCLUDING  
GYM AND PHYSIO  
NC3 MIDLANDS (SOUTH) LEAGUE  
WOMENSRUGBY@AYLESBURYRFC.CO.UK

TRAINING TIMES:  
WEDNESDAY 19:30-21:00  
SUNDAY 12:30-14:00



ARFC HP22 5RN

AYLESBURY RUGBY FOOTBALL CLUB

## WENDOVER SPARROWHAWKS NETBALL TEAM

### Fancy joining us for some netball?

**Everyone Welcome**

- Friendly ladies club with a good mix of age and ability
- Training every Tuesday with experienced coach
- 7.30—9pm at Aylesbury High School
- £5 per week (or save money and block book)
- Lots of coached drills and game play at training

Opportunities to join one of our 3 ladies teams for the upcoming summer league and 24/25 ADNL winter league

- Youth training Tuesdays at 6.15-7.15pm (school years 8-11 welcome)
- Opportunities to join a team for the summer league or just come for training

Email [wendoveryouthnetball@hotmail.com](mailto:wendoveryouthnetball@hotmail.com) for info

Interested? Get in touch...

E: [wendoverladiesnetball@hotmail.com](mailto:wendoverladiesnetball@hotmail.com)  
Insta: @wendoversparrowhawks



## WENDOVER COMMUNITY AWARDS 2024

The Wendover Parish Council Community Awards are back for 2024, do you know someone who goes above and beyond to make a difference in Wendover? It's time to give them the recognition they deserve! Nominations are open now and close on the 21<sup>st</sup> March.

Please see more in the link below, I have attached a form for your convenience, there is also an online form available in the link below:

<https://www.wendover-pc.gov.uk/community-awards>

The winners will be honoured at the Annual Parish Council Meeting on the 18<sup>th</sup> of April 2024 at Wendover Youth Centre.