

SUNNYDOWN SCHOOL

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Headteacher Mr Paul Jensen B.Ed Grad Dip (SEBD) NPQH



Friday 23rd February 2024

Dear all who are associated with Sunnydown,

Safeguarding is incredibly important to me and the entire Sunnydown Community. On an annual basis, we procure an external independent audit - and this took place today through a company called Judicium. All students and staff had the opportunity of completing an online survey as part of the process. Some staff and students through the School Council also met with the Safeguarding Consultant, Joanne Bocko.

I look forward to reading the outcome of the report, which will no doubt acknowledge the excellent work we do in trying to keep your sons safe. Of equal importance however, is anything that is identified that we can do better, which is always the aim here at Sunnydown.

I am asking for some family support in discussing a situation with your sons in the hope that we can prevent future events. Several situations have been brought to my attention regarding the use of the individual changing cubicles in the PE gym, and the toilets in that area as well. An increase of food wrappers, including sweets, being left in cubicles would indicate students are eating at a time when they should be focussed on getting changed. Encouraging your son to eat at break time and lunch time and not sending sweets to school is appreciated.

More of a concern is a series of incidents where the toilet in the PE changing area has been left very untidy. It has been suggested that there has been urine on the floor, and excessive toilet paper left in the toilet. On one occasion, the sink plug had been put in the sink and the tap left on.

I am sorry and disappointed to share this on the front page of our newsletter, but I am calling for your support. Please discuss with your son appropriate toilet and changing room behaviour, and encourage them, should they discover something inappropriate, to speak with a staff member.

The recent events could be a child or several children being silly, but it could also indicate a serious safeguarding concern. Any support you can offer in addressing these recent observations is appreciated.

By way of reminder, all year levels have an allocated toilet which they are encouraged to use. Students will be reminded of this on Monday.

I had the privilege of walking the school site several times this week, and being able to commend a vast majority of students for being engaged in their learning. Sunnydown is an exceptional school where students who are able to access the opportunities provided to them will thrive. Many congratulations to the staff and students for applying themselves to delivering excellent lessons and taking responsibility for active learning.

Have a great weekend.

Paul Jensen

Road closure - Whyteleafe Hill, Whyteleafe - Remedial and lining works

Please see below information regarding remedial and lining works on Whyteleafe Hill, Whyteleafe. These are being delivered in the area this week.

Road closed

4 March

For 2 days

9:30am-3:00pm

NO PARKING

The works are scheduled to start on 4 March. Sometimes plans must change, often due to bad weather or problems on other works in the same programme which can have a knock-on effect. If anything changes with the details of these works, we will be informed and up to date details of the works are on www.surreycc.gov.uk/roadworks

Your Highways Update



Please scan the QR code for news and updates about highways in the local area.

Bogus callers


We do not do private work. If anyone offers to do private work please contact Surrey Trading Standards on 0808 223 1133.
www.surrey.gov.uk/stopcoldcallers

The council's contractor Ringway will be carrying out these works on our behalf.

Contact us

 www.surreycc.gov.uk/highways

 0300 200 1003 (Monday to Friday 9am to 5pm)

 Contact Centre, Dakota, 11 De Havilland Drive, Weybridge, Surrey, KT13 0YP

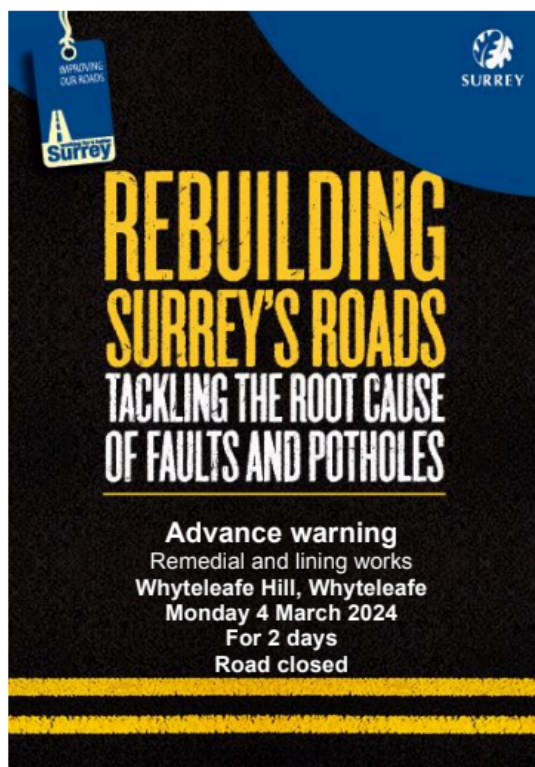
Buses

If you use the bus, check with your bus operator to find out if there are any alterations to the service during these road works. You'll find all Surrey's operators and their websites listed here:
www.surreycc.gov.uk/busoperators

Has one of our signs been left behind?

www.RemoveThisSign.com

We thank you in advance for your cooperation and patience while we carry out these road works.



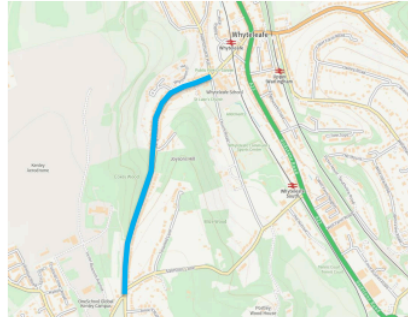
REBUILDING SURREY'S ROADS
TACKLING THE ROOT CAUSE OF FAULTS AND POTHOLES

Advance warning
Remedial and lining works
Whyteleafe Hill, Whyteleafe
Monday 4 March 2024
For 2 days
Road closed

Start date:
Monday 4 March 2024
Duration:
For 2 days
9.30am – 3.00pm
Road closed

Please look out for advance warning signs on site for any date changes or check [one.network](#); or @HighwaysSurrey on Twitter, Surrey Highways on Facebook and @surrey_highways on Instagram

What we are doing
 We are carrying out remedial and lining works on Whyteleafe Hill, Whyteleafe.



Works area:

Whyteleafe Hill, Whyteleafe will be closed from Hornchurch Hill to the surface join outside No.188 (excluding No.144 to No.154) whilst we carry out our remedial resurfacing and repair lining works. Please see this area in blue on the map.

We will make sure you can get to and from your house or business when it is safe to do so. However, there may be a delay to access once works are in progress. Please talk to a member of our staff on site if you need help; talking to our staff can solve most issues.

Please park elsewhere while the works are in progress. It is essential to keep the road free from parked vehicles to enable the works to proceed. Please park elsewhere or your vehicle may be towed away to a nearby road.

This work is weather dependant and sometimes our work is delayed by bad weather.

There will be some noise but, where possible, we will try to keep this to a minimum.

If you would like to sign up for updates on these works, you can do so by visiting the [one.network](#) roadwork map and searching for your road.

Your Highways updates



Scan the QR code to sign up for future highways updates and alerts from Surrey County Council.

Greenhouse Award

Well done to Nathan for being the second person to receive the Greenhouse cup for his hard work, determination and resilience in our one to one sessions.

Nathan - keep up the great work.



Gabe

Online safety

Please see the flyer at the end of this newsletter re ‘10 Top Tips on Supporting Children With Self Regulation.’

Thought for the Week
(W/C 19th February 2024)

What does heritage mean to you?

Thought for the Week
(W/C 26th February 2024)

Do you understand your true value?

Pet of the Week

Meet Coco and Rocco (nearly 13) who are Mrs Peterson's beautiful cats.



<u>Mathematician of the Week</u>	<p>The recipient of Mathematician of the Week, awarded by Mrs Webb is</p> <p>Zack Harrison (7P)</p> <p>For excellent behaviour & engagement in his maths lessons this week</p>
<u>Scientist of the Week</u>	<p>The recipient of Scientist of the Week, awarded by Ms Hristova is</p> <p>Nathan Small (10D)</p> <p><i>For cooperation</i></p>
<u>Artist of the Week</u>	<p>The recipient of Artist of the Week, awarded by Mrs Ogle is</p> <p>Hayden Howells (7P)</p> <p><i>For his fantastic Trump card</i></p>
<u>Writer of the Week</u>	<p>The recipient of Writer of the Week, awarded by Mrs Palmer is</p> <p>KS3</p> <p>Harvey Caruana (9N)</p> <p><i>For his excellent attention to detail in learning about Macbeth</i></p> <p>& awarded by Mrs Jensen is</p> <p>KS4</p> <p>Jayden Smurthwaite (10T)</p> <p><i>For his imaginative use of initiative to help improve his creative writing</i></p>
<u>Chef of the Week</u>	<p>The recipient of Chef of the Week, awarded by Mrs Hull is</p> <p>Arthur Edmondson (7P)</p> <p><i>For Resilience & effort</i></p>

House Points

HousePoints	
James Dean	1,100 House Points
Ollie McEvaddy	800 House Points
Nathan Small	800 House Points
Dominic Hanley	600 House Points
Zack Harrison	50 House Points

Forthcoming Events 2024

Date	Description
Wednesday 6 th March	Year 7 Parents' Evening
Tuesday 5 th March	KS3 Basketball Event
Tuesday 5 th March	National Portrait Gallery Trip (Year 10/11 art students)
Tuesday 12 th March	Bikeability Level 2 - Group 2
Thursday 14 th March	Bikeability Level 2 - Group 2
Friday 15 th March	INSET DAY
Wednesday 27 th March	Year 9 and 10 Curriculum Evening
Thursday 28 th March	Early Finish 1.20pm
Tuesday 2 nd -12 th April	EASTER HOLIDAYS
Wednesday 24 th April	Year 11 Parents' Evening 4.00pm - 6.00pm
Friday 3 rd May	Kenley Bike Event - Year 9
Tuesday 7 th May	Kenley Bike Event - Year 8
Wednesday 8 th May	Kenley Bike Event - Year 11
Thursday 9 th May	Kenley Bike Event - Year 10
Tuesday 14 th May	Kenley Bike Event - Year 7
Wednesday 15 th - Friday 17 th May	Year 9 Residential Trip
Monday 27 th -31 st May	HALF TERM
Saturday 1 st June	SunnyFest
Wednesday 5 th June	Year 8 - HPV 1 Dose
Wednesday 19 th June	Year 10 Parents' Evening 4.00pm - 6.00pm
Thursday 20 th June	Scheduled Formal Graduation event 🎓
Monday 24 th June	Prospero Performance
Friday 28 th June	School trip to The Arc
Tuesday 2 nd July	Prospero Performance - Beauty & The Beast
Tuesday 23 rd July	END OF TERM

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