

# EMMAVILLE PRIMARY SCHOOL

## WEEKLY NEWS BULLETIN

WORKING IN PARTNERSHIP WITH PARENTS



Last Tuesday, Year 6 ventured on a school trip to Ouseburn. Despite the torrential rain (!), spirits were high and they were excited for the day ahead. In the morning, we headed for a workshop with the Ouseburn Trust, where we learnt about evacuation and rationing, and also had a guided tour of the Victoria Tunnel, which was used as an air raid shelter for the residents of Newcastle during World War 2. We listened to really interesting stories and anecdotes about what it would have been like, and made it all seem much more real to us. Then, in the afternoon, we headed to Northern Print for an art workshop based around World War 2 propaganda posters. We focused on "Dig for Victory" and used a range of stencils and templates, as well as designs of our own, to create our own posters, before using the printing press to make our final products. We were really proud with what we produced, and had a thoroughly enjoyable day in Ouseburn.

Miss McPherson and Miss Stevens



Friday 6<sup>th</sup> February '26

Saturday 7<sup>th</sup> February - Valentine discos at Ryton Social Club organised by the Friends of Emmaville  
3pm - 5pm - Nursery to Y2 children then 6pm - 8pm - Y3 to Y6 children

Tuesday 10<sup>th</sup> February - Safer Internet Day



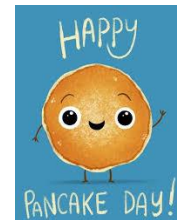
Tuesday 10<sup>th</sup> February - KS1 & Y3 Open the Book Assembly

Wednesday 11<sup>th</sup> February - 2:15pm - 3pm - Parents of Y2 children are invited to attend  
attend a Mastering Number Parent Workshop

Parent Workshops

Friday 13<sup>th</sup> February - Celebration Assembly

Monday 16<sup>th</sup> February - 2:15pm - 3pm - Parents of Y1 children are invited to attend  
a Mastering Number Parent Workshop



Tuesday 17<sup>th</sup> February - Pancake Tuesday Lunch

Tuesday 17<sup>th</sup> February - Y4 - Y6 Shrove Tuesday Assembly with Sam Cree

Friday 20<sup>th</sup> February - 2:30pm - Y4 pupils would like to invite their parents to their assembly

Friday 20<sup>th</sup> February school close for the half-term holiday

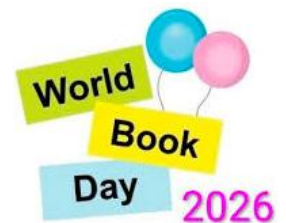


School reopens on Monday 2<sup>nd</sup> March

Tuesday 3<sup>rd</sup> March - Y6 Poetry Jam workshop with Bigfoot

Wednesday 4<sup>th</sup> March - Y5 Poetry Jam workshop with Bigfoot

Thursday 5<sup>th</sup> March - World Book Day



Monday 9<sup>th</sup> March - 3:30pm - 6:30pm - Y5/6 Parents' Evening

Monday 9<sup>th</sup> March - 3:30pm - 6:30pm - Reception Parents' Evening

Tuesday 10<sup>th</sup> March - 3:30pm - 6:30pm - Y5/Y6 Parents' Evening

Tuesday 10<sup>th</sup> March - 3:30pm - 6:30pm - Reception Parents' Evening



Wednesday 11<sup>th</sup> March - 3:30pm - 6:30pm - Y1/2 Parents' Evening

Thursday 12<sup>th</sup> March - 3:30pm - 6:30pm - Y1/2 Parents' Evening

Friday 13<sup>th</sup> March - Celebration Assembly



Tuesday 17<sup>th</sup> March - Adam Bushnell to work with the Y1 children

Wednesday 18<sup>th</sup> March - Adam Bushnell to work with the Y2 children

Wednesday 18<sup>th</sup> March - 3:30pm - 6:30pm - Y3/4 Parents' Evening

Thursday 19<sup>th</sup> March - Adam Bushnell to work with the Y3 children

Thursday 19<sup>th</sup> March - 3:30pm - 6:30pm - Y3/4 Parents' Evening

Thursday 19<sup>th</sup> March - 3:30pm - 6:30pm - Nursery Parents' Evening

Monday 23<sup>rd</sup> March - Friday 27<sup>th</sup> March - Enrichment Week

Friday 27<sup>th</sup> March - 2:30pm - Y1 pupils would like to invite their parents  
to their Easter themed assembly



Monday 30<sup>th</sup> March - Children will need to bring to school a boiled egg to decorate for their class  
Easter competition. 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> prizes will be awarded to each class



Thursday 2<sup>nd</sup> April - Easter Celebration Assembly

Thursday 2<sup>nd</sup> April - school closes for the Easter holiday - School reopens on Monday 20<sup>th</sup> April

I was just wanting to share some news with the school about Lydia and her Dance School, Northern Stars Dance Academy in Prudhoe. What an unbelievable start to 2026, first solo comp of the year for Lydia in Year 6 and she only went and Won it! Competing at the North Star Championships, Miss Lydia took the Grand Final Novice Acro Champion title for 2026! Qualifying in the morning against 20 dancers she came 2nd in Anything goes for her Acro routine then went onto the Grand Final in the afternoon for her Acro routine only to Win it for 2026. Genuinely she was amazing and absolutely deserved it, all the training and hard work behind the scenes is what creates these opportunities and we are so overwhelmed for her, we know how much this means to her and her coach Miss Leanne and we are so proud of her. Competing against girls who are nearly 3 years older she held her own. This day was her day to shine on that stage.

Kelly (Lydia's mum)



Dear Parents/Carers,

For some time now we have been using Zones of Regulation in school. Included in this week's news bulletin is a parent guide to the Zones. The guide can also be found on the school website in the SEND information section & in the policy section. We have found that by using this intervention it has helped children to identify and communicate their emotions, which then allows us to support and encourage them to use strategies that will help when they feel overwhelmed, anxious or worried. Should you wish to find out more about ZOR, at the bottom of the guide there is a list of websites that you may wish to visit.

Best wishes,  
Avril Armstrong



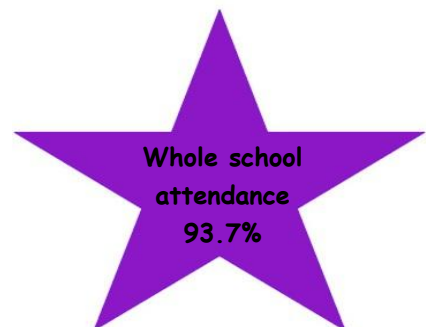
### Reception - Year 6

On Wednesday 18<sup>th</sup> February, if your child would normally have a packed lunch and would like to stay for the Chinese New Year lunch, please let the school office know by email: [emmavilleprimaryschool@gateshead.gov.uk](mailto:emmavilleprimaryschool@gateshead.gov.uk) stating if they require the vegetarian option.

We ask that you let the school office know by **no later than the morning of Tuesday 10<sup>th</sup> February**. This will enable our cook to finalise the food orders for the lunch. The cost of the lunch for children in Y3 - Y6 is £2.90 and this should be paid for through the Arbor app.

### School Attendance - Week Ending 30.01.26

Year 6: North America	89.6%	South America	94.5%
Year 5: Antarctica	92.6%	Oceania	88.1%
Year 4: Africa	97.4%	Asia	96.5%
Year 3: Northern Europe	91.4%	Southern Europe	96.7%
Year 2: Northern Ireland	94.4%	Wales	92.8%
Year 1: England	92.1%	Scotland	97.6%
EYFS: Gateshead	91.1%	Newcastle	93.8%
Crawcrook	95.4%		



Well done to Scotland for the best attendance last week.



Together we Grow'



## Emmaville Parents' Guide to The Zones of Regulation

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At Emmaville Primary School, we use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress.

In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty. We want children at Emmaville to grow into successful teenagers then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

### We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

### What are the different Zones?



**Blue Zone:** low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

**Green Zone:** calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

**Yellow Zone:** heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

**Red Zone:** heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, and elated, out of control.

## The ZONES of Regulation

			
<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified

We will teach the children that everyone experiences all of the Zones. The Red and Yellow zones are not 'bad' or 'naughty' Zones. All of the Zones are expected at one time or another. We will show them that the Blue Zone, for example, is helpful when you are trying to fall asleep.

### **How will my child learn about the Zones of Regulation?**

We introduce the Zones through discrete teaching lessons and through our PSHE curriculum. We also use the Zones language as part of daily school life so all staff will refer to them, not just their class teacher. Some children might prefer not to use the 'Zones language' but label the emotions directly - this is fine and encouraged!

### **How can you help your child use The Zones of Regulation at home?**

- Identify your own feelings using Zones language in front of your child e.g.: "I'm frustrated. I think I am in the Yellow Zone."
- Talk about what tool you will use to be in the appropriate Zone e.g.: "I need to take four deep breaths to help get me back to the Green Zone."
- At times, wonder which Zone your child is in. Or, discuss which Zone a character in a film / book might be in. e.g.: "You look sleepy. Are you in the Blue Zone?"
- Engaging your child in discussion around Zones when they are in the Red Zone is unlikely to be effective. You need to be discussing the different Zones and tools they can use when they are more regulated / calm.
- Teach your child which tools they can use. Eg: "It's time for bed. Let's read a book together in the comfy chair to get you in the Blue Zone."
- Regular Check-ins. "How are you feeling now?" and "How can you get back to Green?"
- It is important to remember to show the children how you use tools to get back to the green zones. You might say "I am going to make myself a cup of tea and do some breathing exercises because I am in the blue zone" and afterwards tell your child how using those tools helped you get back to the green zone.
- Share how their behaviour is affecting your Zone. For example, if they are in the Green Zone, you could comment that their behaviour is also helping you feel happy / go into the Green Zone.
- Put up and reference the Zones visuals and tools in your home.
- Praise and encourage your child when they share which Zone they are in.

## Tips for practicing the Zones of Regulation

- Know yourself and how you react in difficult situations before dealing with your child's behaviours.
- Know your child's sensory threshold. We all process sensory information differently and it impacts our reactivity to situations.
- Know your child's triggers.
- Be consistent in managing your child's behaviour and use the same language you use at home.
- Empathise with your child and validate what they are feeling.
- Have clear boundaries/routines and always follow through.
  - Do not deal with an angry, upset child when you are not yet calm yourself.
- Discuss strategies for the next time when you are in a similar situation.
  - Remember to ask your child how their choices made you feel (empathy).
- Praise your child for using strategies. Encourage your child to take a sensory break to help regulate their bodies.
- Create a 'calm' box full of things which help to keep your child calm and alert. The following are a few suggestions:
  1. A bottle of bubbles
  2. A story to listen to or read
  3. Calming music
  4. Sensory cushions/toys - with glitter on
  5. A blanket to wrap up in
  6. Fidget toys/sensory balls/stretchy bands
  7. Mindful colouring
  8. Reminders for deep breathing activities (Use a star or finger of one hand to trace around the other whilst controlling breathing).



9. Play-Doh

10. Hug a cuddly toy
11. Drink some water

### **Common questions on the Zones of Regulation**

#### **Can my child be in more than one zone at the same time?**

Yes. Your child may feel tired (blue zone) because they did not get enough sleep, and anxious (yellow zone) because they are worried about an activity at school. Listing more than one Zone reflects a good sense of personal feelings and alertness levels.

#### **Should children be punished for being in the RED Zone?**

It's best for children to experience the natural consequences of being in the RED zone. If a child's actions/choices hurt someone or destroys property, they need to repair the relationship and take responsibility for the mess they create. Once the child has calmed down, use the experience as a learning opportunity to process what the child would do differently next time.

#### **Can you look like one Zone on the outside and feel like you are in another Zone on the inside?**

Yes. Many of us "disguise" our Zone to match social expectations. We use the expression "put on a happy face" or mask the emotion so other people will have good thoughts about us. Parents often say that their children "lose it" and goes into the Red Zone as soon as they get home. This is because children are increasing their awareness of their peers and expectations when in the classroom. They make every effort to keep it together at school to stay in the Green Zone. Home is when they feel safe to let it all out.

#### **Where can I find out more about the Zones of Regulation?**

[www.zonesofregulation.com](http://www.zonesofregulation.com)

[www.weareteachers.com/zones-of-regulation-activities](http://www.weareteachers.com/zones-of-regulation-activities)

<https://www.theotttoolbox.com/?s=zones+of+regulation>

**£5 PER TICKET**

Friends of Emmaville

# Valentine's Party

Ryton Social Club  
3-5pm

## 7 February

<https://www.eventbookings.com/b/event/valentines-disco-nursery-year-2>

Friends of Emmaville

# VALENTINE'S party

FEB **7** 6 - 8PM

Ryton Social Club

<https://www.eventbookings.com/b/event/valentines-disco-year-3-year-6>

**£5 PER TICKET**