



Braishfield Bugle



Friday 16th January 2026

Be kind, be brave, be ready to learn, and be your best.

Dear Families,

It has been a real pleasure to spend some time this week visiting the different classes and seeing the wonderful learning taking place across the school. I always enjoy being in classrooms, and it has been lovely to see the enthusiasm, focus and curiosity our children bring to their learning each day.

I have also very much enjoyed learning some of our new school songs, which reflect our values of *Be Kind, Be Brave, Be Ready to Learn and Be Your Best*. We are really looking forward to sharing these with you in the future.

Today, during our Celebration Assembly, we recognised those children who have demonstrated kindness and bravery, awarding them with their class and headteacher certificates. We also celebrated achievements from outside of school, and it was particularly lovely to see some new faces feeling confident enough to stand up and share their achievements in front of everyone.

The highlight of my week, however, was a visit from the whole of Little Acorns. After hearing a story in which the headteacher was a dinosaur, they decided they needed to come and see if I was one too! They were incredibly brave, although understandably a little suspicious, and informed me that they would be keeping a very close eye on me for now. I am hoping to convince them that I am not a dinosaur over the coming weeks!

Thank you, as always, for your continued support. I wish you all a lovely weekend.

Natalie Alldred – Headteacher

headteacher@braishfield.hants.sch.uk

Celebration Assembly – 9am on Friday morning

Our wonderful children who have been awarded certificates this week.

Headteacher's Certificate			
Benjamin fantastic role model			
Little Acorns	Big Acorns	Saplings	Oaks
Charlie B	Ezra Ronnie	Tommy Greyson	Double next week

Upcoming events ...

- Tuesday 27th January 3:10pm - Year 2 Reading Workshop - From Phonics to Fluency
- Thursday 29th January - Y1-6 invited children - Orchestra trip
- Monday 9th February 2:30pm - Parent Forum

- Monday 9th to Friday 13th February - Children's Mental Health Week
- Wednesday 11th February - Little Acorns - Gurdwara trip
- Friday 13th February – Braishfield Be Brave Day
- **Monday 16th February - Friday 20th February 2026 - Half term**
- Monday 23rd February - INSET
- Tuesday 24th February - Oaks - RE day with Southampton City Mission
- Thursday 26th February – Parents' Evening
- Week beginning 2nd March - Braishfield Book Week
- Tuesday 3rd March – Parents' Evening
- Thursday 5th March - Big Acorns - RE day with Southampton City Mission
- <https://www.braishfield.hants.sch.uk/special/calendar/>

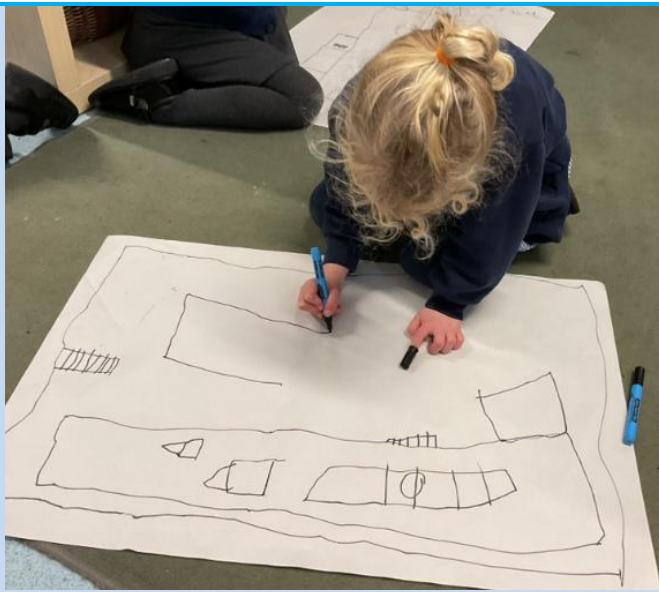
What we have been learning this week...

Little Acorns

This week, Little Acorns have been busy with maps. The children started by playing Pirate Map Bingo, where they matched pictures and began naming different features they could see on maps. Next, they explored aerial photos of our school, with some children inspired to then draw and label their own maps. Towards the end of the week, the children worked collaboratively, using open-ended resources and loose parts to build their own 3D maps in groups. In PSED, the children have been learning about our school value “Be Brave”, taking on challenges and showing persistence when building towers. In PE, they had lots of fun with Miss Allen as they learned three new games: Frog Tag, Snake Bite, and Under the Branches. It has been a fantastic week of curiosity, teamwork, and bravery in Little Acorns!

Mrs Wortham and Miss Jones

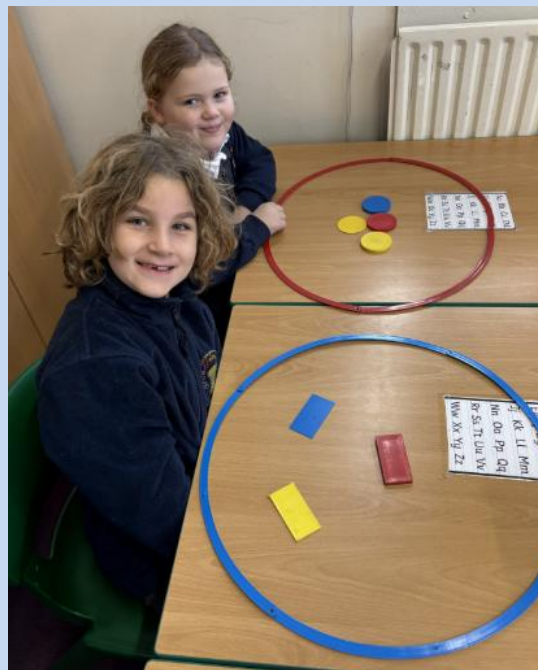




Big Acorns

This week, the children have been busy in English learning how to write sentences with correct punctuation, adding different types of words such as adverbs and prepositions as well as using the conjunction 'and' to join words and clauses. We practised this by using ideas from 'The Queen's Hat'. In maths, the year 2s have been exploring the properties of 3D shapes as well as how to sort shapes and make patterns. In year 1, the children have been learning about numbers up to 16. We have been exploring the place value of these numbers and how to make them in different ways. In PE, the children started their unit around invasion games through attacking and defending games. In PSHE, the children learnt about medicines as well as who to call in the case of an emergency. Finally, earlier this week, the children had a fantastic time during their RE day where they talked about belonging and what it takes to be part of a community.

Mrs Morant



Saplings

This week in Saplings, the children watched a short film clip entitled *The Dream Giver*. They made predictions about the storyline and generated questions inspired by the film. Pupils then created expanded noun phrases related to the story and wrote sentences using subordinating conjunctions.

In PSHE, the children learned about bites and stings, including what to do if someone is bitten or stung, or experiences an allergic reaction. In computing, they continued programming a turtle, using algorithms to create letters. During dance, the children enjoyed combining movements learned in previous weeks to create a “cool” dance routine.

Today, the children created shell structures using balloons and papier-mâché, which will later be transformed into helmets.

Mrs Doherty



Oaks

This week in Oaks, we have enjoyed a busy and exciting week of learning across the curriculum. In Science, we continued exploring new substances by investigating what happens when bicarbonate of soda is mixed with other materials, carefully observing the reactions. In French, we focused on identifying similarities and differences between French and English spellings, helping us to make useful language connections. In English, we wrote thoughtful diary entries and responded in detail to our class text, *Who Let the Gods Out?* In Maths, the children have been developing their knowledge of the formal division written method. We were pleased to see how brave some of the children were despite finding it a bit tricky. We also really enjoyed our second dance lesson, where we started to create mini duets.

Miss Jones and Mrs Niles



Year 2 Reading Workshop: From Phonics to Fluency

We would like to invite all Year 2 parents and carers to attend a reading workshop on Tuesday 27th January at 3:10pm.

The session will explore how children develop as readers in Year 2, why reading fluency is so important, and how you can support your child's reading at home in practical and manageable ways. This is an important meeting that will help you understand how reading skills now link to later success in school.

The workshop will finish in time for parents to collect their children at the end of the school day.

Please could all Year 2 parents complete the Google Form to confirm your attendance: <https://forms.gle/UiraoQSPf7Fujzkr6>

We look forward to seeing you there and working together to support your child's reading journey.

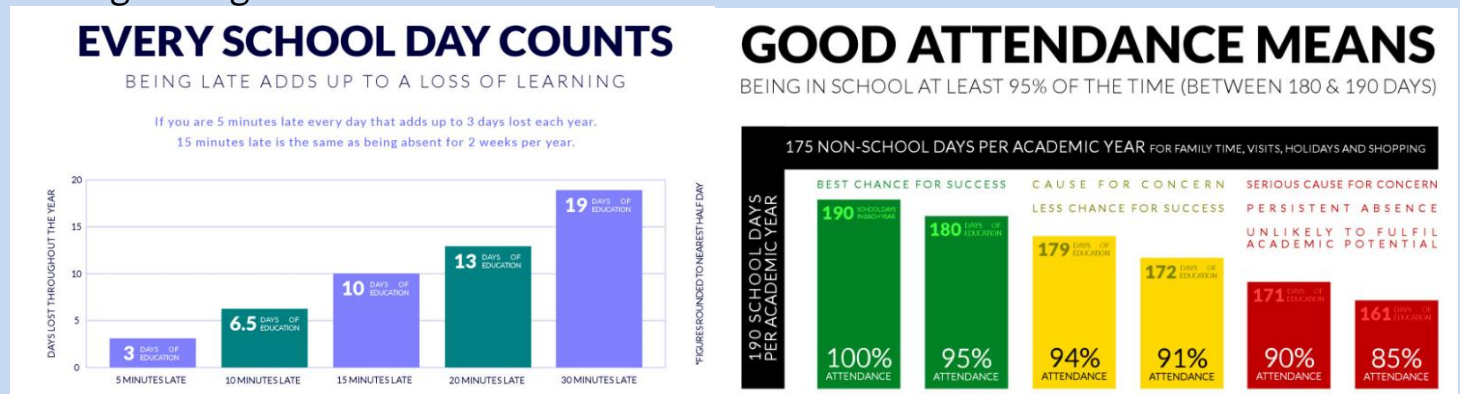
Bike Helmets

We are kindly asking for donations of any old children's bike helmets that you may no longer need. Helmets must be undamaged and suitable for our youngest children. If you are able to help, please could any helmets be given to Mrs Wortham or handed in to the school office. Thank you for your continued support

Why Attendance Matters!

It is the legal duty of parents to ensure that their child receives full time education. Good attendance is vital to a child's progress and achievement. Common sense tells us that absence and lateness disrupt the continuity of learning and therefore affect progress and, ultimately, success. As a result of the direct correlation between attendance and achievement, it is vital that children achieve full attendance.

It is also important to note that short periods of regular absence can be just as damaging to learning as long term absence.



🌟 Congratulations to **Year R, Year 1 and Year 2** who this week have achieved the best attendance in the school with **100%**. Well done for showing such great commitment to learning!

Year R – 100%
Year 1 – 100%
Year 2 – 100%
Year 6 – 95.7%
Year 4 – 95.6%
Year 5 – 95.4%
Year 3 – 90.7%
Overall this week – 96.9%

Overall this year- 96%
Our target is 96.5%

Homework

Big Acorns

Year 1
Phonics - Please practise reading and writing the words from the sheet 'Spring 1 Week 2' that will be in their reading pack.

Reading - Read a minimum of 3 times a week and record this in their reading records

Year 2

Spelling - page 34 Maths page 43

Saplings

Year 3

Spellings - pg. 8/9 (recap lesson) Maths pg. 26

Year 4

Spellings - pg. 29 (recap lesson) Maths pg. 29

Oaks

Year 5

Maths- p42 & 43 and Spelling- p16

Year 6

Arithmetic- p12, Reasoning- p14, Spellings- p13 and Grammar- p13

PARENT FORUM



Monday 9th February 2:30pm

This will be an informal opportunity to talk about what is going well in school and to share ideas about how we can continue to improve. It is an open forum where everyone is welcome to contribute thoughts, opinions, or concerns, with the aim of strengthening parent-teacher relationships and working together to solve problems.

Your voice really matters to us, and we would love to hear from you. Even if you don't have anything specific to share, please feel free to come along and listen. Little ones are very welcome.

We hope to see you there.

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INSET days

The remaining INSET Days for the 2025/26 academic year are as follows:

- Monday 23rd February 2026
- Friday 26th June 2026

Safeguarding:

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 'top-down' 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

Georgia 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.



#WakeUpWednesday

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