

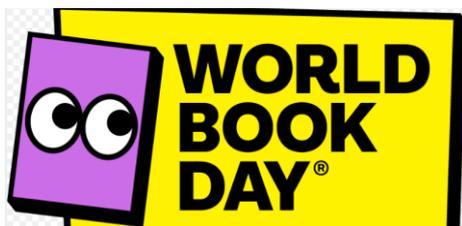


27<sup>th</sup> February 2026

### World Book Day

World Book Day 2026 is on Thursday 5<sup>th</sup> March. We really enjoy celebrating the work of the charity, World Book Day, and their purpose: To champion the fun of reading because it seriously improves children's lives.

On the day we will be asking children to come dressed to school either in pyjamas or dressed up as a book character.



### Diary Dates

- 4-6<sup>th</sup> March – Year 3/4 residential
- 5<sup>th</sup> March – World Book Day
- 13<sup>th</sup> March – Reception Year Farm Trip
- 13<sup>th</sup> March – Year 4 Parent session
- 19<sup>th</sup> March – Reception Year Parent session
- 20<sup>th</sup> March Comic Relief Mufti Day
- 23<sup>rd</sup> March – 5TC Shakespeare Performance – Derngate
- 25<sup>th</sup> /26<sup>th</sup> March Termly Learning Conferences
- 27<sup>th</sup> March – Last day of term 3:15 finish

### Sporting Success

Well done to our KS2 New Age Curling Team who represented Northampton this week in a competition and came 2<sup>nd</sup> place in the whole of the county.

We are very proud of how they played as a team and supported each other.



### Parking around School

Please can we ask people to park considerately and safely when picking up or dropping off children to school. It is important for the safety of everyone that cars are not parked on bends or on yellow lines.

### Attendance

As a school we are keen to get our attendance as high as possible as there is a clear link between attendance and academic and social progress. Our target is 96%. Well done to the classes listed below who have met this target so far this year.



Attendance %	Impact over 1 school year	Impact over 5 school years
100%	0 days missed	0 days missed
96%	8 days missed	¼ year learning lost
90%	19 days missed	½ year learning lost
85%	28 days missed	¾ year learning lost
80%	38 days missed	1 year learning lost

# 'POSITIVE APPROACHES TO BEHAVIOUR' TRANSITIONS FROM SCREENS WITHOUT MELTDOWNS

## WHEN TURNING SCREENS OFF FEELS IMPOSSIBLE

Screens offer predictability, dopamine, focus and a strong sense of control. For many, especially neurodivergent young people, switching them off isn't a simple request — it's a sudden neurological drop. What looks like refusal is often a nervous system overwhelmed by the shift from digital engagement to real-world demands.

## WHEN THE BRAIN NEEDS TIME TO ADJUST

Two-step warnings give the brain space to prepare. "In five minutes we're finishing, and then it's time for dinner" helps reduce the shock factor. Without warning, the transition can trigger fight, flight or freeze responses, because it feels abrupt, confusing and dysregulating.

## WHEN TIME NEEDS TO BE VISIBLE

Visual timers minimise arguments because they make time concrete. Many neurodivergent children experience time blindness, so a countdown they can see externalises the demand. It also removes the adult from the role of 'time enforcer', which instantly reduces tension.



## WHEN CONNECTION COMES BEFORE DIRECTION

Co-regulation before the transition changes everything. Sitting beside them, noticing what they're doing, or offering a gentle cue helps shift their nervous system into a safer state. A regulated adult creates a regulated pathway out of hyperfocus.

## WHEN THE BODY NEEDS A BRIDGE

Sensory bridges support the physical shift. Stretching, standing up, cold water on hands, a favourite fidget, or a quick movement break helps reset dopamine levels and ease the jump from screen focus to the next activity. Think of it as a warm-up for the nervous system.

## WHEN RITUALS MAKE LIFE SMOOTHER

Predictable, repeated end routines like "pause → save → stretch → drink → next activity" give the child something familiar to anchor to. These rituals reduce anxiety and establish a rhythm the brain can rely on every time, making meltdowns far less likely.