



Key Dates Coming Up

Monday 22nd September – EYFS and ARP Phonics and Early Reading Meeting

Tuesday 23rd September – Year 6 SATS Meeting

Tuesday 23rd - Friday 26th September – PE Café

Thursday 25th September – Harvest Festival

Thursday 2nd October – Year 1 Phonics and Early Reading Meeting

Friday 10th October – Spooky Disco (FoR)

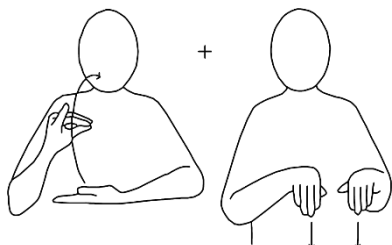
Week beginning Monday 22nd September

Language of the Week

	Hello	Good Morning	Good Afternoon
Romanian	Salut	Bună dimineața	Bună ziua

[Greetings in Romanian | Romanian Lesson \(learnro.com\)](https://learnro.com)

The Makaton Sign of the Week – Cafe



Character Virtue of the Week - Resilience



Dear Parents and Carers,

I hope this finds you well.

Zones of Regulation

For some time now the school has used the Zones of regulation framework to support and promote positive behaviour for learning and behaviour. The framework is also a trusted, evidence-based program that aims to build emotional regulation and behavioural skills for school and life. This year the staff have already had additional professional development and training for the Zones of Regulation; as we look to further strengthen this framework across the school. One of the primary reasons we are having the focus we are on the zones is because we are looking to ensure that in addition to our children leaving here secure with our Raglan Character Virtues, that they are also able to self-regulate their emotions and well-being when they leave us and have to be far more self-reliant at secondary school.

Why Teach Self-Regulation? Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.

The Four Zones. Sorting Our Emotions into Four Zones Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique with in our brains and bodies. To make them easier to talk about, think about, and regulate, The Zones of Regulation organises our feelings, state of alertness, and energy levels into four coloured Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well- being.

Blue Zone

The **BLUE ZONE** describes low states of alertness and down feelings, such as when a person feels sad, tired, sick, hurt, lonely, or bored.

Our energy is low, and our body is moving slowly when we are in the Blue Zone. When in the Blue Zone we often need to rest and recharge to meet our goals. We can regulate by seeking (or co-regulate by offering) comfort, energizing, or resting. If we are feeling sick in the Blue Zone, we may need to rest. If we are feeling tired, we may need to energize (depending on the context). If we are feeling sad, we may need comfort. In all these situations, the common theme is noticing our lower energy and/or down feelings and options for managing them.

Green Zone

The **GREEN ZONE** describes a calm, alert state. We may be feeling happy, focused, content, peaceful, or calm in the Green Zone. The nervous system feels safe, organized, and connected in the Green Zone, helping us be primed to learn. However, we can learn in other Zones too. When in the Green Zone we regulate by using tools and supports that keep us moving forward comfortably, helping us feel ready to go! In the Green Zone, we might regulate by choosing to eat a healthy snack, exercise, take a break, or pause for a mindful moment. These restorative actions help us proactively care for ourselves so we can move forward with ease.

Yellow Zone

The **YELLOW ZONE** describes when our energy is higher, and our internal state starts to elevate. Our emotions get a little stronger. We may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, nervousness, be overwhelmed, or have the wiggles, when in the Yellow Zone. In the Yellow Zone we may need to take action to regulate to manage our energy and feelings as they get stronger. For example, if we are feeling energetic at the lunch table it helps to use caution and take a deep breath, so we do not spill something. If we are feeling nervous before our performance, we can slow down our racing thoughts and speech by using a mindfulness tool. When we are frustrated, and pause to take notice, we can decide to take a break to collect ourselves before we say something we regret.

Red Zone

The **RED ZONE** describes a state of extremely high energy and intense, very overwhelming feelings. We may be in an extremely heightened state of alertness, potentially triggering our fight, flight, freeze or flee protective response. We may feel elated, euphoric, anger, rage, devastated, out of control, panicked, or terrified when in the Red Zone. When in the Red Zone we might need to pause and assess if we need to regulate and gain a sense of control of our strong feelings and high energy. For example, if we are feeling angry it may help to pause and count to 10 before we act. If we are panicked, we can stop and use our self-talk to help us gain a sense of control of our thoughts in order to meet our goal. If we are elated, such as when a teammate scores the winning point, we might need to pause and take a big breath to regulate our impulse to run out on the field to celebrate if there is still time on the clock.

Across each Day the children can indicate to us which zone they are in. All classrooms have a Zones of Regulation area that they can access. When staff see that a child is in a particular zone, or the a child has indicated at the Zones Station that they are in a zone then, we talk through the zone with your child and work through the process with them to help them regulate.

- We ask them how they would feel in each zone?
- Discuss what emotion they feel in each zone e.g., in the yellow zone I may feel worried.
- How they physically feel e.g., in yellow zone I may have butterflies in my stomach or have sweaty palms (if feeling anxious).
- Then discuss what might they be doing- what be their actions e.g., in yellow zone would they be pacing around, snapping at others, fidgeting?
- Then discuss how to help them move into the Green zone e.g. if I was in the Yellow zone and feeling anxious I might find competing some yoga stretches/ breathing techniques helps me get back into the green zone.
- Create a list of strategies that work for the child- Remind the child that we are all unique and the strategies that work for one person might not help them so they need to think about what would help them.

We remind them that we will experience all zones and there are no good or bad zones- however our success in regulating our emotions depends on us recognising our emotion, understanding it and putting a support strategy in place.

If you are using zones (or something like this) at home and in school let your class teacher know as we want to try and mirror consistency. Using the same language or visuals so not to confuse your child.

If you wish to find out more about how the Zones of Regulation are set up in your child's class do approach your child's teacher. Please do see the attached Zones of Regulation Zones for you to read and possibly use at home.

If you feel that a parent forum would be valuable to help support your child's behaviour and emotional regulation at home, then please can you indicate this on your parent feedback form at Parents Evening. If there is good support for this, I will arrange an information / training session for parents.

Urgent and Important Health and Safety Information

Unfortunately, there are a minority of parents / carers that are parking on the YELLOW ZIG ZAGS, idling their cars to drop children off. This is really dangerous - especially when it happens across the entrances of the school. If you are running late better to park safely and walk the extra distance, then potentially cause a serious injury or worse. Apart from being dangerous, it is a road traffic offence.

Our pupil travel ambassadors, and parent/carers body worked together and succeeded in having the 20mph speed signs in place. It is now proving difficult to attract law enforcement at the times we need it.

I am happy to forward to the Bromley Traffic Enforcement portal the number plates of vehicles that breach the YELLOW ZIG ZAG areas; so please do send these in.

At the end of the day, I would just like to have the safest entry and exit into and out of our school.

If a member of staff asks you to move your car, please do this immediately. They are only trying to ensure maximum safety of all children and parents / carers.

Whole School Assembly: Kindness

This week Mrs Mead led assembly focusing on our Raglan Character Virtue of Kindness. She shared a cultural based story called The Kindest Red. This is a story about what makes a kind world. Being kind is a fundamental value of our school and promoting kindness is something that all staff do and role-model across every day, week and month. Mrs Mead's assembly was again a powerful message in terms of helping the children to see that they are the next generation that will enable peace, kindness and prosperity through the local, national and international world.



World Afro Day Monday 15th September 2025

On Monday the school took part in a terrific World Record event. We took up the invitation to join in a global teachable moment watching an Afro film and then completing an interactive quiz. The world record lesson celebrated the Wonder of Afro hair, Hair & History, Culture & Systemic change.

The Guinness World Record attempt was for the “largest cultural awareness lesson in 24 hours.” The lesson is presented by award winning teacher, Genevieve Bent MBE.

Children from Key Stage 2 participated in the lesson which was both enriching and incredibly informative. This was a terrific opportunity for the children to further raise their cultural awareness; and ensure that we continue to foster our Curriculum Drivers and British Values – especially celebrating Community, Diversity and Mutual Respect.



PE cafe is next week! A reminder of the key information

- Activities
 - Tuesday 23rd - HIIT
 - Wednesday 24th - Gymnastics
 - Thursday 25th - Yoga
 - Friday 26th - Circuits
- Gates will open at 7:50 on Jaffray road- sessions starting from 8:00
- **There must be an adult with the child - you cannot drop your children off** (you are welcome to join in)
- All ages and abilities welcome!

A place we can finally call home:

On Wednesday 27th September, Raglan Girls played their first home match. After years of playing away, Mr Olarewaju's vision to find a home ground came true. The girls played well and started off at a frantic pace. There was a great atmosphere throughout the whole game. St James took a deserved lead early on and then Raglan battled in the second half and scored an equaliser. Well done to all the girls who played; they showed great resilience and spirit and we have high hopes for the rest of the season!



5 Star Food Hygiene Rating for Breakfast Club

I am delighted to report to parents and carers that our school Breakfast Club, led by Mrs Carberry, secured the '5 Star Rating' from the local authority inspectors earlier this week.

Mrs Carberry and the team were excellently prepared – as always – and the inspectors were able to see the terrific Breakfast Club we have on offer daily.

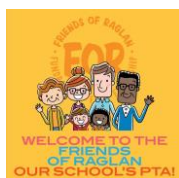
A massive well done to Mrs Carberry and the Breakfast Club Team.

If you wish to access Breakfast and / or After School Club please ensure you book through the Arbor System. If you are experiencing any difficulties booking, please make your inquiries to the admin team.

And Finally...

Now that we are well into the Autumn Term, please ensure that your children are reading as much as possible. For parents of early readers, please ensure you are helping them secure phonics and the basics of reading. For stronger more fluent readers, have a dialogue about what they are reading, and explore the book with them. Being a proficient and fluent reader opens up everyone's life prospects. In addition to this, please do ensure your child is accessing TTS Rockstars. The more they access TTS Rockstars, the more proficient they will be with their times tables. Being proficient with times tables means unlocking virtually all of the maths curriculum.

Thank you for your continued support,
Mr De Freitas



News from FOR

Easyfundraising

For those parents who shop online, there is a quick and easy way that you can help raise funds for the school. Sign up to easyfundraising and when you shop online with your favourite retailers, they'll donate to us. It's free and your shopping won't cost you any extra - the retailers you shop with will donate, not you! Easyfundraising partners with over 7,000 brands and retailers who will donate part of what you spend to a cause of your choice. So far, 75 people have raised over £1,600 for FOR by shopping online via the easyfundraising website.

Please visit <https://join.easyfundraising.org.uk/foraglan/> to sign up.

Employees of Moto Hospitality Ltd

We've found a grant that we would like to apply for, but it requires the endorsement of an employee of Moto Hospitality Ltd. If you or anyone you know works for them please contact FOR to find out how you can help.

Any Florists

We are looking for a parent who is a florist or who enjoys floristry as we have an exciting idea for a Christmas-themed event. If you think this could be you, please contact us to find out more.

Pre-loved Uniform

FOR's online pre-loved uniform shop has lots of great quality items.

Visit <https://friends-of-raglan.sumupstore.com/> to place your order and pay via card. All money goes towards FOR projects, plus you'll be helping us be an eco-friendly school! When you place your order, include your child's name and class and we will send it home with them.

Uniform donations may be placed in the yellow wheelie bin located in the KS2 entrance area. Please only donate clothes that are in a good condition. We are not able to sell soiled or damaged items.

We are planning a sale in the KS1 playground soon to sell pre-loved outdoor learning clothes and wellies (in preparation for outdoor learning starting after half-term). Look out for future information about the date.

KS2 Playground

As mentioned in last week's newsletter, we need volunteers to help remove the existing stage area and artificial grass in the KS2 playground to prepare for the new play equipment which is being installed later in the year. Please let us know if you can help with that or if you can help to transport the removed materials for disposal.

A reminder that you can donate towards the playground updates via our GoFundMe page: [Fundraiser by Friends Of Raglan : New Playground Equipment at KS2, Raglan Primary School](#)

Upcoming Events for your diary

Please look out for emails from the school in the coming weeks for details of events and how to purchase tickets

FOR AGM: Friday 3rd October at 9am

Spooky Disco: Friday 10th October (ticketed event)

Movie Night: Thursday 13th November (ticketed event)

Christmas Fair: Saturday 29th November

Contact FOR: for.ptabromley@gmail.com

FOR Events Ticket Sales: <https://www.pta-events.co.uk/friendsofraglan/>

Pre-loved Uniform Sales: <https://friends-of-raglan.sumupstore.com/>



SIBLINGS AND YOUNG CARERS CLUB

The Maypole Project is creating a new club for siblings and young carers to have their own space and to be with other children and young people who are in a similar situation to themselves.

There will be a mixture of various different fun activities each week including table tennis, table football, arts & crafts and cooking & baking.

When: October 2025 Tuesdays 5pm-6pm

Who: Siblings and young carers aged 7-11 years

Where: Venue TBC

Register your interest now by getting in touch with one of our team on the methods below.

GET IN TOUCH

✉ info@themaypoleproject.co.uk

☎ 01689 851 596

THE MAYPOLE PROJECT

themaypoleproject.co.uk



Registered Charity No. 1120163

CREATIVE HEALTH CLUB

CRAFT - CREATE - CONNECT
NURTURING THE MIND AND WELL-BEING THROUGH CREATIVITY

THURSDAYS
3:30 - 4.30 PM
(YEARS 3 & 4)

FRIDAYS
3:30 - 4.30 PM
(YEARS 5 & 6)



WHAT TO EXPECT:

- HANDS ON CRAFTS; PROMOTING SELF EXPRESSION
- ACCESS TO A RANGE OF CREATIVE RESOURCES
- GROUNDING EXERCISES
- SMALL GROUP SIZES
- SNACK & DRINK PROVIDED

• £77 PER CHILD FOR A TERM (7 WEEKS)

Spaces limited, please get in touch via email to book.

FOR MORE INFORMATION, EMAIL: AMY.CREATIVE@GMAIL.COM



Parents/Carers Walk and Talk Group

The Maypole Project provides a walk and talk group for parents/carers of children and young people with complex medical needs, SEN and disabilities.

It is a chance to get together with other parents and carers to talk and walk around the wonderful green spaces on offer in Bromley and SE London.

When: once a month on a Tuesday

Timings: 10.30am - 11.30am

Where: Various different parks in the borough of Bromley and SE London.

Suggested donation: £5

GET IN TOUCH

✉ phillipprice@themaypoleproject.co.uk

☎ 01689 889 889

THE MAYPOLE PROJECT

themaypoleproject.co.uk



Registered Charity No. 1120163



Disability Pride

Showcasing Disabled talent



Saturday 18th October 2025



1pm to 3.30pm



Bromley United Reformed Church,
20 Widmore Road,
Bromley, BR1 1RY

BSL and captioning
FREE transport & refreshments
Access to quiet space
Family friendly event



Register now or turn up on the day:



xbyxbromley.org.uk/disabilitypride2025



info@xbyxbromley.org.uk



0208 650 2102



07454 288762



Attendance and Punctuality Information

As you know we expect your children to be in school every day and arrive on time. Being in school every day and on time means that children will be accessing the full curriculum; and in the routine from the beginning of the school day. We appreciate and understand that children will be off school when they are ill. To be clear, if a child vomits, has diarrhoea, or both they should be away from school for 48 hours after the last episode. If a child is running a temperature they should also be kept off because this is often the infectious time for colds, flus and infections. We expect parents and carers to inform the school immediately and by 9am if your child is off ill. You should call in or email the admin team.

We also appreciate and understand that on occasion traffic can cause lateness. That said, we do expect children to be in school on time, daily.

If a child's attendance is 90% or below we have a legal obligation and government statutory expectation to act on this. The government refer to attendance at or below 90% as 'Persistence Absence.'

The following is the process that we will be undertaking when your child's attendance is at 90% or below:

Step 1 – general letter as a reminder that your attendance is below the expected 90%.

Step 2 – if it stays this way for the next half term, we will invite you for a meeting with Mrs Collins and Mrs Lisle.

Step 3 – for sustained persistent absence over another half term, you will be required to meet with Mrs Collins and I.

Step 4 – if persistent absence continues for a further half term, we are required to make a referral to the Education Welfare Service, who will then contact you and the school, to establish next steps. This may be a formal action plan constructed by the Education Welfare Service. This may include an 'Early Help' referral with the Local Authority.

Step 5 – should persistent absence continue after this; the school is legally required to make a social care referral.

For children that have chronic and ongoing medical needs, we will clearly be taking this into consideration. Parents and carers must provide the medical professional documentation supporting the medical ailment so that we can inform Education Welfare that this is the reason for the absence(s). We are not permitted to accept parental diagnosis or medical justification for absence.

Leave from School Requests

I will not be authorising the maximum number of 5 days for any exceptional circumstances for a leave of absence, unless attendance is consistently above 97%. Even then this is not automatically granted, and I always look at every individual case on its own merit. As you know, I do appreciate many of you have family abroad, cultural and faith celebrations, as well as specific family circumstances. If parents request or take children out for leave during term time and are below 90% attendance (which is persistent absence), I will consider applying the penalty fine.

Penalty notices

Under section 444 of the Education Act 1996, it outlines the legal responsibilities on parents to ensure their children attend school on a regular basis. Failure to do so is a legal offence and either a penalty notice may be issued or prosecution in the Magistrates Court. Parents/carers may be issued with a penalty notice in relation to their child's unauthorised absence at school. It is the decision of the schools as to whether absences are authorised, though they are expected to follow Department for Education (DfE) guidance. Fines are issued per parent, per child. Each fine is £80 if paid within the first 21 days, with a further 7 days to pay the fine at £120. Failing to pay the penalty notice may result in the matter being taken to the Magistrates Court for the original offence of failing to secure your child's regular attendance at school. Parents/carers should be aware there is **no right of appeal** for a penalty notice that has been issued. If you believe the fine was issued in error, please contact the school to discuss your concern regarding the authorisation of the absence.

Parents and Carers need to be aware that if your child is absent from school for ten or more days in a row (without explanation) they are legally considered 'missing in education.' This will result in the school making a social care referral and contacting the appropriate agencies.

