



# St Augustine's Academy Newsletter

## 27<sup>th</sup> March 2026



### Headteacher's Message



### Wild Worship

Dear Parents, Carers and Children,



Easter is upon us and we begin our newsletter with a picture of the beautiful Easter garden created by Mrs Babiak and the Gardening Club. The garden has been on display in school and will travel to St Augustine's Church for the Easter period where it can be enjoyed by the whole community.

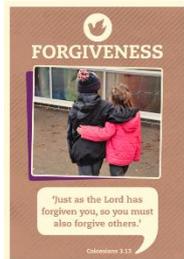


We would like to congratulate the above children for being such good role models for everyone at our school. This week they received a special ice cream treat as a reward!

We would like to wish you all a blessed and Happy Easter and we will see you all back at school on Monday 13<sup>th</sup> April.

Best Wishes,

Amanda Howes – Headteacher



Our pupil worship leaders planned and led a wonderful Easter Wild Worship for the whole school in our beautiful forest school.

We looked for the signs of new life all around us, such as the blossoming trees and birds singing. We shared hot cross buns and created a cross from stones which reminded us of the tomb that Jesus rose from on Easter Sunday.

Thank you to the children for creating something so special and for reminding us what an important time of year this is.



**'Let your light shine before others that they may see your good deeds and glorify your Father in heaven.'** Matthew 5:16



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## Year 3 and 4's Easter Play



This week, Year 3 and 4 delighted us with their Easter production of 'The Three Trees'. The children brought the story to life with the most incredible singing and every child played their part superbly. Thank you to everyone who was involved in helping the children to learn their words, fit costumes and put on such an amazing show. Well done to all the Year 3 and 4 children and staff, you have certainly begun our Easter celebrations in the best possible way.

## Thank You For Our Easter Eggs



We would like to say a huge, "THANK YOU!" to the residents of Sundown Avenue for their incredible kindness in gifting Easter Eggs to every child in the school. The delight on the children's faces was wonderful to see.

**Thank you so much!**



**CONGRATULATIONS to the following children.**

**Our Stars of the Week are...**

- Year 1 – Rares
- Year 2 – Orhan
- Year 3 – Esfir
- Year 4 – Emma
- Year 5 – Filip
- Year 6 – Sabina



**Our 'Lyfta' Pupils of the Week are...**

- Year 1 – Aaron
- Year 2 – Jedrzej
- Year 3 – Natalie
- Year 4 – Mason
- Year 5 – Ellie
- Year 6 – Lili



**Our Vocabulary Velociraptors are...**

- Year 1 – Lily
- Year 2 – Lacie-Mai
- Year 3 – Curtis
- Year 4 – Beau
- Year 5 – Jada
- Year 6 – David



**✠ Christian Values ✠**

Romunu, Oluwafireunm, Eron, Semehal, Harriet, Filip, Tymon

**🇬🇧 British Values 🇬🇧**

Tommy, Rose, Lois, Jax, Harley, Antoni, Kacper

**\*Effort\***

Olivia, Rares, Kyren, Jesse, Anaya, Jada, Samantha

**✍ Handwriting ✍**

Mia-Leigh, Jessica, Eleora, Aria, Emma, Skye, Lillie

**📖 100 Reads 📖**

Emily, Medeea-Elena, Greyson, Jessica, Jedrzej, Gwen, Tommy, Philip, Elijor, Sara, Semehal, Alfie, Elijah, Aria, Johan, Aurora, Kajetan, Antoni, Sabina, Samiksh

**📖 200 Reads 📖**

Lily, Gwen, Mohammed, Zayaan, Orion, Archie, Diana

**12 x 12 times tables**

Abel, Anaya, Emma, Chloe, Evelyne, Evie, Harley, Josh, Marco, Max, Roman, Trinity

**Our Attendance Bear Winner is...**

**Year 6 – 97.2%**

**The House Point totals this week are...**



**204**

**211**

**201**

**205**



The children in Early Years have been learning about the emergency services and this week were visited by the police service.

The children had a wonderful time trying on uniform and even sitting in the police car! They learnt so much!

Thank you to Bedfordshire Police for visiting our school and for helping our children with their learning.

**Diary Dates**

Mon. 13 <sup>th</sup> Apr.	Children return to school Vocabulary Velociraptors – Art Week Lyfta – Arlo in UK – Cosplay
Mon. 20 <sup>th</sup> Apr.	Vocabulary Velociraptors – Trees Week Lyfta – Kwon in China – Planting Trees
Thu. 23 <sup>rd</sup> Apr.	St George's Day – Brownie/Scout etc. uniforms may be worn.

Sometimes we have to change diary dates due to circumstances beyond our control. Please keep checking the school diary regularly for updates.

## The Power Youth Initiative Parent/Carer Online Discussions

The Power Youth Initiative are offering a series of interactive online discussions aimed at informing the parents and carers of young persons who are at risk of exploitation and the violence associated with it.

These take place every Monday from 13<sup>th</sup> April until 4<sup>th</sup> May (11.00-12.00pm) online via Microsoft Teams

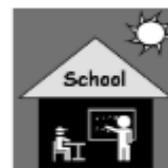
Parents/Carers contact Gemma Hoddle (VEPP Young Person Engagement & Community Officer) via email: [gemma.hoddle@beds.police.uk](mailto:gemma.hoddle@beds.police.uk) for the meeting link.



## Chew's Foundation Uniform Grant



2026



# Chew's Foundation

## Can we help with a uniform grant?

Chew's Foundation is a Christian Charity, which can offer help to parents, to meet some of their expenses, at the start of the new school year

Starting school or beginning a new year in September, can be an exciting time for your children but it can bring New Expenses!!

We may be able to help, if you find difficulty in meeting the extra costs associated with a new term.

We can offer a confidential financial grant towards Uniforms, required by your child for School.

You need to reside in Dunstable, Houghton Regis, Totternhoe or Caddington, have a limited income and be in receipt of Universal Credit/Housing Benefit (proof will be required) to qualify.

Application forms are available via email only from:

Julie Tipler, Clerk

Chew's Foundation, Grove House

76 High St North, Dunstable LU6 1NF 07759 235796

Email: [dunstablecharity@yahoo.com](mailto:dunstablecharity@yahoo.com)

Website: [www.associationofdunstablecharities.co.uk](http://www.associationofdunstablecharities.co.uk)



**PLEASE NOTE THE CLOSING DATE IS FRIDAY 1ST MAY 2026**

**APPLICATIONS RECEIVED AFTER THIS DATE WILL NOT BE CONSIDERED.**

Maximum of 4 grants per household and up to 16 years old only

At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit [nationalcollege.com](https://nationalcollege.com).

## 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 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

The National College

# Working Together to Tackle Violence and Exploitation

**FREE**  
community  
event

Keeping people safe is something we all share responsibility for.

Join local organisations and national charity Faz Amnesty for a community event focused on raising awareness about violence and exploitation.

The day will highlight how different agencies work together to prevent harm, support those at risk, and protect our community.

There will also be a knife crime amnesty, giving you a safe and anonymous way to hand in weapons. It's a simple step that can help reduce harm and make our community safer for everyone.

Family-friendly activities will also be available, with entertainment for children and young people.



**Tuesday 7 April**



**Leighton Buzzard High Street**



**9am 3pm**

