

THE LISCARD BULLETIN

LISCARD PRIMARY, WITHENS LANE, WALLASEY, CH45 7NQ

WEEK BEGINNING 12TH OCTOBER 2026

Please ensure all children are collected from their designated collection areas at the standard dismissal time. We have recently noticed an increased number of pupils being collected early directly from the main office, which causes significant disruption to learning in the classrooms during the final parts of the school day.

Unless a prior collection arrangement has been explicitly approved by the Senior Leadership Team, early collections are strictly reserved for medical appointments. If your child needs to leave early for a medical reason, please follow these guidelines:

- Notice: Provide the school office with at least 24 hours' notice in advance, wherever possible (excluding emergency appointments).
- Proof: Bring official proof of the appointment (e.g., an appointment card, text confirmation, or letter) to the office, or email a copy to the school office ahead of time.

We greatly appreciate your co-operation and support in helping us minimise classroom disruptions and keep the school day running smoothly for every child!

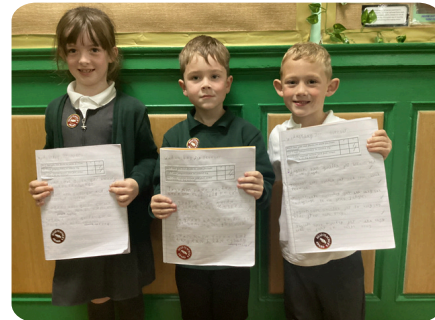
Fantastic achievements from some of our children



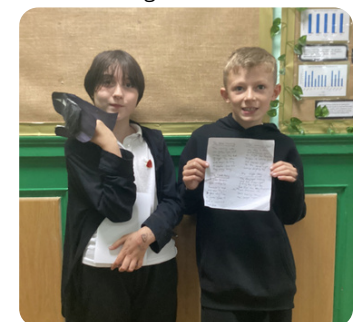
A vibrant and impressive display from Indie, Thalia, and Rosie (4JS), who brought the rainforest to life with a colorful and captivating array of creations for their Amazon homework project! Demonstrating fantastic artistic imagination, they constructed detailed 3D models alongside eye-catching posters to showcase their learning.



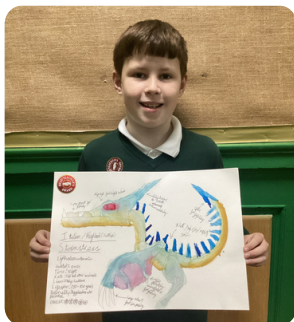
A remarkably creative design from Anna (6MD), who crafted an extraordinary paper dragon that dynamically moves with the motion of her hands!



Fantastic linguistic skill from Freddie, Layla, and Jacob (2SB), who wrote brilliant pieces about jungle jaguars in English! Demonstrating fantastic grammar knowledge, they skillfully wove conjunctions like because and so into their sentences to explain key facts about these majestic big cats.



Wonderful creative talent from Lily and Toby (6MD)! Lily crafted an impressive, moving paper dragon, while Toby wrote a beautifully composed poem to showcase his literary skill.



Exceptional artistic and scientific talent from Alex (6MD), who painted a stunning watercolor dragon as part of an impressive weekend project! Combining fine detail with impressive imagination.



Impressive local knowledge from Sam and Ben (3KO), who crafted a fantastic pirate ship drawing and a detailed map of New Brighton for their local area project!



Wonderful determination from Sam and Oliver (3KO), who have shown fantastic commitment and effort while practicing their words on Spelling Shed!



Superb crafting skills from Oliver (4AW), who built a fantastic 3D model featuring a brilliant variety of different animals!



A wonderful piece of research from Marko (3KO), who put together a detailed fact file all about North Macedonia to share his family heritage with his teacher and class!



Delightful creativity from Orla (1RD), who shaped a brilliant dinosaur using playdough!



An extraordinary creation from Noah (5DR), who designed a marvelous 3D model inspired by his safari journey in South Africa!

WALL OF RECOGNITION

F1

OSCAR
GEORGE

SONNY
STEVIE

F2

ADA
MILA
MAIA

JAKUB
HALLIE
ALIZA

Y1

PARKER
CHARLIE
THEO

ALICE
LOTTIE

Y2

GEORGE
AMELIA
OLIVER

LUNA
ALINA
MILLIE

Y3

OLLIE
JENSON
DAISY

ARLO
OLIVER
EDEN

Y4

ABBIEGAIL
SPENCER
OSCAR
MARGOT

TOMMY
DAISY
WILL
OBI

Y5

FREYA
LILLY
FREDDIE
WESLEY

TYLER
FRANKLIN
HALLIE
BLAKE

Y6

HARRY
BODHI
JAXON

SAM
AALIYAH
POPPY



WEEK 1 21 st September 12 th October				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAIN EVENT Meatballs, pasta with crusty bread	Chicken fajita wraps	Jacket Potato Variety of fillings	Chicken Curry & Rice Naan Bread	Fish Friday
MEAT FREE MAGIC Quorn Meatballs pasta with crusty bread	Quorn chicken wraps	Jacket Potato Cheese & Beans	Vegetable curry and rice and naan bread	Fish Friday
RAINBOW DOCK Seasonal Vegetables	seasonal vegetables	selection of salad sticks	seasonal vegetables	Chips Beans/Peas Gravy/Curry
THE DELI BAR Selection of sandwiches, wraps and pasta Selection of salad	Selection of sandwiches, wraps and pasta Selection of salad	Selection of sandwiches, wraps and pasta Selection of salad	Selection of sandwiches, wraps and pasta Selection of salad	Selection of sandwiches, wraps and pasta Selection of salad
DESSERT ISLAND Cake/Cookie Fresh Fruit	Yoghurt Fresh Fruit	Cake/Cookie Fresh Fruit	Yoghurt Fresh Fruit	Cake/Cookie Fresh Fruit



ATTENDANCE AWARDS

2GS	100%
5DR	99.1%
4VB	98.1%
FAS	93.4%

Let's see which classes have the highest attendance this week!



Showing up every day is the secret to success! Regular school days mean stronger friendships, brighter confidence, and maximum fun in the classroom. Let's celebrate last week's attendance heroes across the school!

Key Stage Winners:

- FAS smashed it again in Foundation 2 with a top-scoring 93.5%!
- 2GS takes the crown in Key Stage 1 with a perfect 100%!
- 4VB grabbed 1st place in Lower Key Stage 2 with an impressive 98.1%!
- 5DR flew to the top of Upper Key Stage 2 with a mega 99.1%!

The Big Picture:

- Weekly Total: Our total school attendance hit 94%.
- Outperforming the Nation: 13 classes beat the National Average this week.
- On an Upward Trend: 11 classes boosted their scores compared to the previous week. Fantastic progress!

Diary Dates

22nd Oct 2026	Halloween raffle
23rd Oct 2026	Inset Day
26th-30th Oct	Half Term
2nd Nov 2026	Inset Day
12th Nov 2026	Glow Disco's
13th Nov 2026	Children in Need



Mrs Jane Fagan
Headteacher

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