



Weekly Update: 9th January 2026

Dear Parents/Carers,

I feel very privileged to write my first weekly update to you all and introduce myself as Mrs Angela Sullivan, your proud and excited new Headteacher here at Curry Rivel C of E VC Primary School.

Thank you so much for the warm welcome everyone at Curry Rivel has given me during this first week. It has been wonderful to talk to so many of you on the school gates at the start and end of each day and the kind, happy and smiley faces that your children greet me with around school are heartfelt. I already feel like a part of the team and I am so passionate and optimistic about the journey into the future.

I believe that working together as staff and within our community will create a sense of belonging for us all where we all want the best for our children. I always strive to make a difference to the lives of our children and create a school culture where we celebrate our experiences, differences and achievements.

Please do remember everyone is welcome.

Kind regards

Mrs Angela Sullivan

Dates for your diary

Friday 9th January

Thursday 15th January 7pm

3-9 February

3-9 February

Spring Newsletters sent home

PTA Meeting at The Firehouse – open to all

Children's Mental Health Week: This is My Place

Book Fair

Wednesday 4th February

Friday 13th February

16th-20th February

MFL Day

STAFF INSET DAY- School closed to pupils

HALF TERM

Dates and INSET Days for Academic Year 2025/26

- Spring Term (First half): Tuesday 6th January- Thursday 12th February
- INSET Day: Friday 13th February 2026
- **HALF TERM BREAK: 16th-20th February 2026**
- Spring Term (Second half): Monday 23rd February- Thursday 2nd April 2026
- **EASTER BREAK: Monday 3rd April- Friday 17th April 2026**
- Summer Term (First half): Monday 20th April- Friday 22nd May 2026
- **HALF TERM BREAK: Monday 25th May- Friday 29th May 2026**
- INSET Day: Monday 1st June 2026
- Summer Term (Second half): Tuesday 2nd June- Wednesday 22nd July 2026

Headteacher:

Mrs Angela Sullivan

Curry Rivel C of E VC Primary School, Church Street, Curry Rivel, Langport, Somerset TA10 0HD

Telephone: 01458 251404

e-mail: office@curryrivel.somerset.sch.uk website: www.curryrivelprimary.co.uk

Communication

Communication with our families is so important to us and I just wanted to ensure you knew how we share updates with you:

- Weekly Update email (Fridays): All main information for all classes
- Termly class newsletter- hardcopy and on website (Pippin class also on Tapestry)
- Email- we will email you if there are additional messages/reminders
- Our Facebook pages celebrate what is going on in school
- Our school website has statutory information, policies and curriculum detail

If you have any questions, queries or messages, do see the class teachers or senior staff at the beginning/end of the day. If you require a longer conversation, do contact the school office to make an appointment as we will be happy to help. Please meet the class teacher in the first instance, as they will know your child best. For safeguarding concerns, please see Mrs Sullivan who is the Designated Safeguarding Lead. Where there are concerns or worries, please speak to us as if we are not aware we will not be able to assist. The class Whatsapp groups are really useful to families, but may not resolve school issues for you.

Curriculum Learning

It is important to us that you are fully informed about the school's curriculum and all that goes on in the classroom - your enthusiasm, interest and encouragement in your child's learning makes such a difference to your child. Your child has come home today with paper copies of the Spring Term Class Newsletters - these will help you to have those daily conversations about the learning happening in class. You can also use the Knowledge Organisers for mini-quizzes once you have read them together with your child - you may find the children quizzing you too! This information is also on our website (Under Children/Classes).

Punctuality and procedures for late pupils

The school day starts at 8.45am and finishes at 3.15pm. At the beginning of the school day, the gates open at 8.40am and they will close at 8.45am, both front and back - pupils and parents arriving after this time will need to come through the front gates and parents/carers will be asked to inform the office for the reason for lateness- we may be able to help! I cannot stress enough the importance of being punctual in the morning. Similarly, children must be collected on time, as staff have meetings, training and preparation to attend to, which can only take place once at the end of the school day. If you are experiencing difficulties with punctuality and would like to talk to us about it, please contact the office. Thank you for your understanding regarding this very important matter.

Spring Clubs

We are delighted to share the exciting range of staff-led extra-curricular clubs available for the Spring term. All clubs can be booked via School Money.

Day	Activity/Club	Location	Staff	Year group(s)	Dates
Tuesday	Arts and Crafts	Camelot	Mrs van Cole and Mrs Samuel	3 and 4	27 Jan 3 Feb 10 Feb 24 Feb 3 Mar 10 Mar

Tuesday	Multi-skills	Playground	Mr Snow	1 and 2	27 Jan 3 Feb 10 Feb 24 Feb 3 Mar 10 Mar
Tuesday	Choir	Discovery	Miss Martin	3, 4, 5, 6	29 Jan 5 Feb 12 Feb 26 Feb 5 Mar 12 Mar
Wednesday	Biscuits Club (SATs)	Blenheim	Mr Bridgeman, Mrs Sullivan and Mrs Shaw	6	14 th Jan, 21 st Jan, 28 th Jan, 4 th Feb, 11 th Feb, 25 th Feb, 4 th March, 11 th March, 18 th March, 25 th March, 22 nd April, 29 th April, 6 th May
Thursday	Cooking	Pippin	Mrs Davies Evans and Mrs Myhill	R	29 Jan 5 Feb 12 Feb 26 Feb 5 Mar 12 Mar

Tuning into Kids Programme – Supporting Emotional Development

We are excited to share that our Parent, Family Support Advisor, along with others is running the Tuning into Kids (TINK) programme, designed to help parents strengthen their connection with their children through **emotion coaching**.

Emotion coaching is a powerful approach that teaches children to understand and manage their feelings, while building resilience and positive relationships. By learning to recognise emotions and respond in supportive ways, parents can help their children develop essential skills for life, such as self-regulation and

empathy.

TINK is delivered as part of a six-week programme. The dates and times of these sessions are as follows:

- Thursday 26th February 9:30 – 11:30am
- Thursday 5th March 9:30 – 11:30am
- Thursday 12th March 9:30 – 11:30am
- Thursday 19th March 9:30 – 11:30am
- Thursday 26th March 9:30 – 11:30am
- Thursday 2nd April 9:30 – 11:30am

The venue is TBC and shall be sent out to parents closer to the time.

If you would like to learn more or join the next session, please complete the jotform using the link below to register your interest:

<https://form.jotform.com/260062470428048>

The deadline is Monday 9th February and there are a maximum of 15 spaces so this will be first come first served.

Please also see the emotion coaching leaflet below, which provides an overview of the principles behind emotion coaching.

Top tips for Emotion Coaching

Acknowledge low levels of your child's emotion before they escalate to full-blown crisis.

Acknowledge all emotions as being natural and normal and not always a matter of choice.

Recognise your child's behaviour as communication of an emotion they are experiencing.

Check on how you're feeling. Are you calm and ready to Emotion Coach your child?

www.emotioncoachinguk.com

The four steps to Emotion Coaching and how this might be used at home:

- 1. Notice your child's feelings and empathise with them.**
Notice any judgements your child's behaviour and emotion cause in you. Remember not being picked for a team is the same feeling as not getting that job you applied for.
- 2. Label and validate the feeling your child is experiencing right at this moment**
"I can see that you get angry when that happens. I would feel angry if that happened to me. It's ok to feel angry"
- 3. Set limits (if needed)**
Emotion Coaching is not about ignoring the fact that some behaviours are not acceptable. After steps 1&2 you need to make clear which behaviours are and are not acceptable.
"I understand you're feeling really sad today, but one of our golden rules is kindness, so hitting your friend isn't an ok thing to do"
- 4. Problem Solving**
When the child is calm, help your child to consider what they could do when they feel those strong emotions next time. Explain why their behaviour was inappropriate or hurtful, find solutions for what they did, not for how they feel, give your child time to suggest solutions and when possible follow his/her lead in picking a solution.

A Pocket Guide to Emotion Coaching

Emotion Coaching UK
a way of being, a way of becoming

Step 1: Notice your child's feelings and empathise with them

It is important to be aware of the different emotions a child may feel. In this stage it is valuable to observe, listen, and learn how your child expresses different emotions and to watch for changes in facial expressions, body language, posture, gestures, speed of words and tone of voice. Look beneath the behaviour you see and wonder what emotion was informing this.

Recognise that your child's behaviour tells you that they are struggling with how they are feeling right now and need your support. It is important not to ignore or avoid the emotions your child is feeling. See this as an opportunity for you to connect with your child. By accepting their emotion and not blaming them for it you can help them to understand and learn to manage that feeling. It will help you to de-escalate a situation or prevent it from getting worse. For example, "I can see you are angry today".

Be curious rather than furious

When you listen to what your child has to say or notice their emotions, you are letting your child know that their emotions are important, that you don't blame them for feeling emotions and that you take their concerns seriously. This will help your child to feel seen and safe, it will help to soothe and start to calm down.

Be a STAR for your child

- STOP** - don't act or react straight away. Notice any emotion the child's emotion/behaviour is making you feel.
- THINK** - what is going on for the child right now? What feeling might be underneath the behaviour? Is it anger?
- ATTUNE** - yourself with that feeling by putting yourself in the child's shoes and maybe...
- REFLECT** - What would be an equivalent situation for you that could cause you to feel that way?

Step 2: Label and validate the emotions your child is experiencing

Sometimes a child can't tell you what they are feeling, so you can help him/her to do this. When your child is crying and complaining at their big sister's party, you could say "you look sad. I bet you wish it was your birthday party" or when there is a fight during play, "it must have made you mad when he took your toy". By putting your child's feelings into words you are comforting them but also showing you care and understand. It puts you in a better position to help them find a solution to the problem they were experiencing.

Name it to tame it

Step 3: Set limits on behaviour if needed

Assuming that your child is safe and none else is at risk of harm or danger, limit setting is an opportunity to teach your child the behaviour that is expected of them. Rather than assuming that your child knows or is always able to respond appropriately - so reprimanding them when they do not, how can you establish and maintain acceptable boundaries positively? Rather than punishing what you don't want your child to be doing, think about what it is that you wish your child to be doing instead. What are the important boundaries and practice? Focus on that. Perhaps a reminder is all that is needed from you: "we agreed that you need to put your toys away before bedtime". Kind reminders acknowledge that none of us learn things straight away and we need practice. Remember how long it takes us to learn some important skills e.g. reading and writing. Managing your emotions is no different, it takes time, teaching and lots of practice.

Step 4: Help your child to problem solve

Reinforce the idea that your child has the capacity within themselves to develop skills to cope with their own emotional worlds.

You might: 1) Talk about feelings that give rise to the problem: How were you feeling when that happened? 2) Identify more productive ways of expressing those feelings: "Let's think of what you could have done instead." 3) Help them find and agree a solution: "You could... which one sounds good to you?" How can you practice to...? What will help you to remember to do this?

Published in collaboration with Emotion Coaching UK
Emotion Coaching UK (2021)
www.emotioncoachinguk.com

Lates

We are aiming to reduce the number of pupils who arrive late.

Class	Number of lates last week	Number of lates this week
Pippin	2	2
Maigold	1	0
Discovery	3	4
Camelot	1	2
Blenheim	3	1
TOTAL	10	9

Please remember that being late can lead to your child:

- Feeling embarrassed in front of their friends
- Missing the beginning of vital lessons making them fall behind
- Missing important instructions for the rest of the school day
- Learning bad habits which could affect their employability in the future
- The impact of being just a little late can accumulate to a loss of learning time.
- The wellbeing and progress of our pupils is our priority, and we know that absence from school is often a sign that additional support may be needed.

The impact of being just a little late can accumulate to a loss of learning time.

Minutes late per day during the school year	Equals days worth of teaching lost in a year
5 mins	3.4 days
10 mins	6.9 days
15 mins	10.3 days
20 mins	13.8 days
30 mins	20.7 days

Overall attendance this week (School target 96%): 94.5%

Highest attendance: Maigold (97.0%)

Celebration

Celebration Assemblies will start again next Friday - parents/carers of pupils receiving weekly awards will be invited via email each week - we aim to get invites out a week in advance (sometimes this is not always possible).

Have a wonderful weekend and I look forward to seeing you all on Monday!

Angela Sullivan
Head Teacher