



# Westleigh Methodist Primary School Newsletter



## Next week



- Monday- SATs club (Y6)  
Board games club (Y3-6)
- Tuesday-
- Wednesday-
- Thursday- Sean Perkins Author visit  
Phonics and MTC Club (Y4)
- Friday-

Monday 5<sup>th</sup>  
February 2026



## Mrs Ganley's highlights!

A busy week at Westleigh with children showcasing their talents in all areas of the curriculum (including some budding artists in Year 1 using Lowry as inspiration for their charcoal creations).

We had our first Fire Drill of 2026 and I was so impressed with the control and maturity all our children had in ensuring they got to safety sensibly and as quickly as possible. Year 4 and 5 had a fantastic visit to Wigan Athletic and we are looking forward to our author visit next week.

Wishing everyone a safe and happy week!



## Contacting School

01942 702967

[enquiries@wlm.epworthtrust.org.uk](mailto:enquiries@wlm.epworthtrust.org.uk)

'Do All You Can' Golden Broom Award  
Winner: Y1

Miss Hope is so impressed with the how  
tidy and organised the room is.  
Keep up the good work!





# Good Work Awards



Having a great work ethic, enthusiasm in lessons and producing high quality pieces of work is rewarded at Westleigh Methodist. This week we celebrate...

- Jackson and Leeza (Y2) for writing an amazing set of instructions for making a potion.

Well done, we are so proud of you both!



## Attendance matters



Well done to Year 2 for winning Attendance Ted with a fantastic 98.3% attendance rate this week AND well done to Y4 for best punctuality this week too.

Year 4, Year 5 and Year 6 need a special mention (and ice pops!) with incredible attendance percentages too!

They are all a HERO!

Attendance	Y2 (98.3%)
Punctuality	Y4

Reception	94.2%
Year 1	93.1%
Year 2	98.3%
Year 3	86.5%
Year 4	97.3%
Year 5	97.7%
Year 6	95.7%



Children who achieved 100% attendance in Autumn term are proudly wearing their special, metal 'Bronze Award' badges in school this week. Please ensure they wear them every day on their uniform in recognition of this brilliant attendance. Being here every day and being ready on time does improve children's life chances and children that attend less than 96% underperform significantly.



## Safeguarding Our Children

Safeguarding is our priority.

We understand that screentime can lead to concerns and incidents. Below is a guide to some approaches to support transition from screens in a calm way.

**'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, which leads the refusal to often a new voice system overwhelmed by the shift from digital engagement to real-world demands.

**WHEN TIME NEEDS TO BE VISIBLE**  
Visual timers minimise arguments because they make time concrete. For neurodivergent children, experience time binders, to overcome the cognitive distortions the demand. It also removes the adult from the role of 'time enforcer', which instantly reduces tension.

**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 TURNING SCREENS OFF FEELS IMPOSSIBLE**  
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 unpredictable.

**WHEN CONNECTION COMES BEFORE DIRECTION**  
Co-regulation before the transition changes everything. Sitting beside them, naming 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 RITUALS MAKE LIFE SMOOTHER**  
Predictable, repeated and routine like "popsicle → 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.



## Kindness Awards



Kindness is so important to us at Westleigh Methodist. We are celebrating the kindness of:

- Aiden (Y3) for a giving another child a hug.
- Layla Grace (Y3) for taking time to play with another child when asked to.
- Hannah (Y2) played with a child that was upset.

These are small acts of kindness that mean a lot to others. Thank you!

# This Week's Awards



Christian Values  
Champion

Star of the Week



Nursery - Ayaz	Nursery - Samual
Reception - Andi	Reception - Hayley
Y1 - Amy	Y1 - Oscar
Y2 - Holly	Y2 - Marvellous
Y3 - Raysa	Y3 - Harrison
Y4 - Taya	Y4 - Arthur
Y5 - Saleha	Y5 - Vehonga
Y6 - Charlie	Y6 - Ruby

## Wigan Athletic Trip!



Year 4 and 5 had a fantastic day at Wigan Athletic. They enjoyed fun and games as well as a tour and meeting up with Crusty again! Well done for making us proud and representing school in such a positive way.



Please can we remind all children that Smart watches of any kind are to be stored away with phones. Any device that can be used for communication and/or games should be kept safely in the classroom.





# Westleigh Worship

This week, our school came together to look at the value of Justice. We looked where our food comes from and Fairtrade. We shared the story of the Co-operative Farmers and their mission to make sure farmers get paid fairly. It was nice to see how that money helped people in villages in other countries.



# Epworth Worship Together



Each week we have a different focus for our Epworth Worship.

A film is shared between our family of Trust schools - a different film being produced each week by a different school. It is lovely to see the children of our Trust taking a lead in a different aspect of worship.

This week was based on the value of Justice. Children were asked to think about justice means to them. Looking at images and stories from Uganda and compare daily life, water access and school routines with their own.

Children could create a 'Justice Promise': one thing your class can do to act justly this week.

**EPWORTH WORSHIP TOGETHER**

This week's big idea: Edukid & Global Justice

**EDUKID**

**Exploring further**

What does justice mean to you? What does it look like? Can you think of any situations? What can you do if you see injustice? How might daily life be different for children in Uganda compared to the home? Why do you think God cares about justice? What small actions can we take to make the world a better place?

**Your small actions can add up to big differences.**

**Prayer of the week**

Dear God, Thank you for the many things we have. Help us to look to others, the world to suffer and give to those who are hungry and thirsty. Help us to be just, to have mercy and care for people near and far. Amen.

**Explore further at home**

Re-watch the assembly of Epworth staff who have visited schools in Uganda. Talk with your family about where your water comes from and how you use it.

Try carrying a bottle of water for a short walk and imagine doing this every day.

Find out more about Edukid and how they support children and families. [www.edukid.org.uk](http://www.edukid.org.uk)

Say the prayer together at home and think about one way you can help others.



Visit Our Social Media Pages



Please see your child's social media page to see all the amazing work that is happening each week. We are using our pages to highlight the incredible curriculum opportunities that our children receive at Westleigh Methodist Primary School.

Westleigh Primary School @WLMPrimary

- Nursery @WLMNursery
- Reception @ReceptionWLM
- Year 1 @WLMYear1
- Year 2 @WLMYear2
- Year 3 @WLMYear3
- Year 4 @WLMYear4
- Year 5 @WLMYear5
- Year 6 @WLMYear6

# '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.