



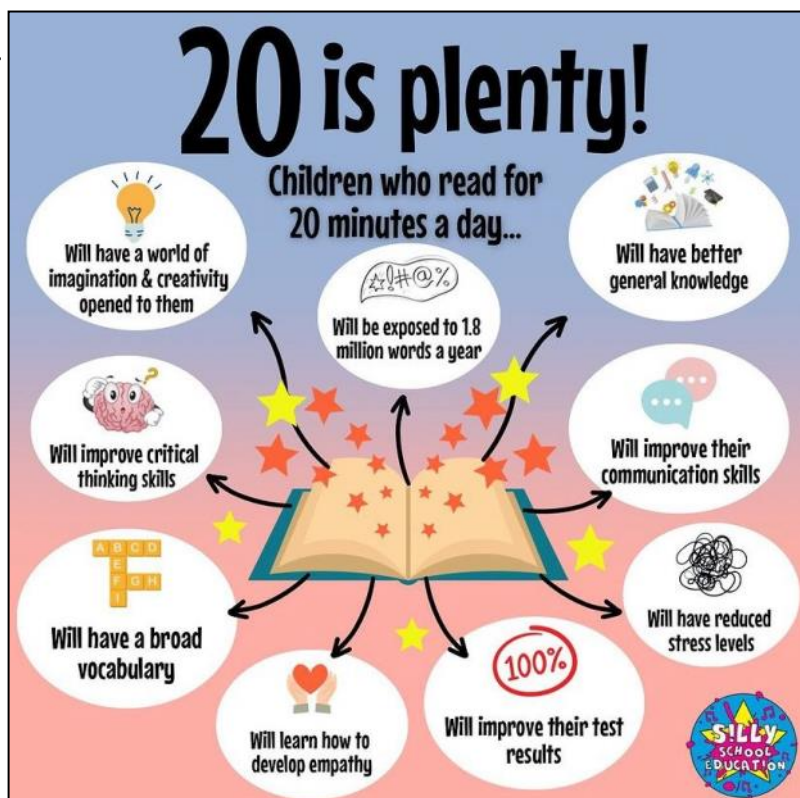
# Newsletter

**Spring Term 15th March 2024**  
**[secretary@jennetts.bonitas.org.uk](mailto:secretary@jennetts.bonitas.org.uk)**  
**John 10:10 Live life in all its fullness**



Dear Parents and Carers,

We love reading at Jennett's Park. Reading takes you places your body cannot take you. I've never been to the Arctic but I know of it from books. I'll sadly never meet a Dodo but I can read about one. I'll also never meet Bilbo Baggins (asides from when we have a play in school) but I can read on his adventures. We not only have a great time but our children shine when talking to others about books.

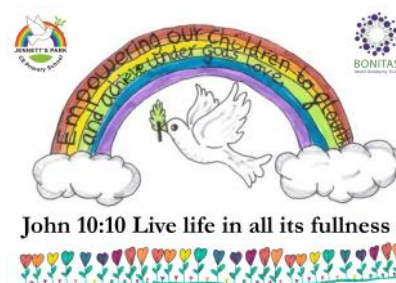


This is a little excerpt from a report we had on reading:

*'Without exception, all of the pupils spoke about reading with passion and excitement. They could say what they were reading and what they had read in the past. They could name authors and reasons why they liked certain books. This varied depending on age. It was notable that the children in upper key stage 2 valued reading highly and enjoyed it.'*

Thank you to all who take time to read with their children. It makes a difference.

See you on the gate, Liz Savage, Headteacher





# Hockey Festival

Huge congratulations to our Year 6's who took part in the Hockey Festival this week. The team teams battled through horrendous weather conditions (as evidenced by some very soggy pictures). Well done to the whole team for persevering and cheering each other on!

*On Tuesday this week, two teams of Year 6 children competed in the Bracknell Forest Primary school Hockey Festival. All sets of players made everyone proud. In the first few matches, both teams won their games and played some excellent passing hockey. Both teams then proceeded to the quarter finals. Sadly, team A lost on penalties to a very strong Harmans Water. In the other quarter-final heroic goalkeeping by Rae saw the team progress in their game which also went to a penalty shoot out. Team B, led by captain Amaiyah, now had to face Team A's victors - Harman's Water. It was a tense Semi-final with very few shots on goal. Brave defending from both teams led to the match being decided on penalties. Charlie Newman took the deciding penalty and he bravely slotted it home. The final was played against a technically good team from Whitegrove. After a tough match, team B lost by 2 goals. They still worked hard and impressed everyone. While we may not have won the tournament, we still tried our very best. Thank you to all the adults who took us there and helped prepare us for the event. A final thank you to Mr Page and Mrs Cooper - we really appreciate your support and thank you for getting so wet. **By Hamza, Yr 6***









# 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



# Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

## 1. WATCH FOR BEHAVIOURAL CHANGES

Children who are experiencing bullying may become quiet, withdrawn, or anxious; however, they may also act on the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or alluding to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.

## 2. THINK THINGS THROUGH

Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.

## 3. BE OPEN AND UNDERSTANDING

Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour, or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're "angry", do they mean "enraged" or "frustrated"? This will help them to understand how they're feeling and why.

## 4. LET THEM SPEAK FREELY

Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.

## 5. CALL A TIME OUT

A conversation about bullying could leave both you and your child feeling distressed. It's important to recognise this and pause at suitable moments to calm down. Take deep breaths, enjoy a hot drink or even have a cathartic cry. This can reinforce trust, while also helping you both feel that you have control over the situation and the emotions that you're feeling.

## 6. STAY INFORMED

Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Class teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.

## 7. PREP YOUR CHILD FOR THE RESPONSE

Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.

## 8. SUMMARISE YOUR CHILD'S EXPERIENCE

When you contact the school, make sure you've precisely described what your child experienced: what happened; when; where; and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.

## 9. LIAISE WITH THE SCHOOL

Any school has a duty to ensure that the members of its community feel safe and included. It's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.

## 10. CHECK IN FREQUENTLY

Once the issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.

## Meet Our Expert

Bob Basley is the Director of Anti-Bullying Quality Mark-UK, which challenges and supports schools to develop sustainable whole-school approaches to prevent bullying, including working with parents and carers. More than 80 schools in England and Wales currently hold the quality mark.



Source: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/766040/survey\\_of\\_pupils\\_and\\_their\\_parents\\_or\\_carers-wave\\_5.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/766040/survey_of_pupils_and_their_parents_or_carers-wave_5.pdf)  
<https://www.oecd.org/education/taia/taia2018tables.html> | [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/621070/health\\_behaviour\\_in\\_school\\_age\\_children\\_cyberbullying.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/621070/health_behaviour_in_school_age_children_cyberbullying.pdf)



# Confirmation

On the 21<sup>st</sup> April Bishop Olivia is attending St Michaels Church to do a confirmation service. They have a number of candidates in the Church who have expressed an interest there is an invitation to the children in the school.

Confirmation is for children Year 5 and 6 (or above) plus adults. Confirmation is when a person confirms the promises that were made when they were baptized. If they were baptized when they were a child, their parents and godparents made these promises on their behalf. As a young person or adult, they may wish to affirm these promises for themselves.

## On-site vacancy with our catering partners



### Catering Assistant

Jennetts Park Primary School

Harrison Catering Services is one of the UK's leading independent catering companies, serving high-quality, freshly cooked food to thousands of people in schools and workplaces every day.

We are looking for a Catering Assistant to join our catering team. The position will assist with setting up our daily Lunch and serving Pupils, as well as clear down at the end of the day.

The ideal candidate will be able to work as part of a team. Full training will be provided along with uniform. You will be rewarded with a competitive salary for working 15 hours per week, term time only.

If you are interested and would like to apply for this role, please email your CV and covering letter to [jennetts.park@harrisoncatering.co.uk](mailto:jennetts.park@harrisoncatering.co.uk)



# Supporting Your Children Workshops




To book a space please email [your full name to Inge.Taylor@bracknell-forest.gov.uk](mailto:your full name to Inge.Taylor@bracknell-forest.gov.uk)

These courses are universal (not specific for SEND or particular ages) and for adults supporting children **not** the children themselves so please arrange childcare if needed






Each course is a **standalone 2-hour session** - please be aware that spaces are offered on a **first come first served basis** and parents should not just turn up

Once you have completed an enrolment form your space will be confirmed

Please only book onto the sessions if you are **going to be able to attend** to avoid other parents missing out on the opportunity to have a place or let me know if you can no longer attend.

<b><u>Helping children to overcome anxious thoughts and worries</u></b>		
<b>A 2-hour session looking at:</b> What happens when children become anxious? Impact current events have had on children's mental health. Techniques for helping children deal with their fears / worries.		
Tuesday 19 <sup>th</sup> March 2024 <b>(12 spaces remaining)</b> @ Bracknell Open Learning Centre.		9.30 – 11.30 am
<b><u>Managing Behaviour in a Positive Way</u></b>		
<b>A 2-hour session looking at:</b> Gain insight into your parenting style / relationship with your child. Learn or revisit positive ways of managing behaviour! Strategies to deal with unacceptable behaviours.		
Thursday 22 <sup>nd</sup> February 2024 <b>(FULLY BOOKED)</b>		6.30 – 8.30 pm
@ Bracknell Open Learning Centre		
Monday 18 <sup>th</sup> March 2024 <b>(12 spaces remaining)</b> @ Bracknell Open Learning Centre		6.30 – 8.30 pm
Tuesday 26 <sup>th</sup> March 2024 <b>(12 spaces remaining)</b> @ Bracknell Open Learning Centre		9.30 – 11.30 am
<b><u>Supporting Children to get a Healthy Night's Sleep</u></b>		
<b>A 2-hour session looking at:</b> The different sleep issues facing our families. Tips on how to get a good night's sleep. Help children develop good sleeping habits.		
Tuesday 12 <sup>th</sup> March 2024 <b>(12 spaces remaining)</b> @ Bracknell Open Learning Centre		9.30 – 11.30 am
Tuesday 26 <sup>th</sup> March 2024 <b>(12 spaces remaining)</b> @ Bracknell Open Learning Centre		6.30 – 8.30 pm



<b>Parenting pre / early-teens in a Positive Way (aged 10 – 13)</b> <b>A 2-hour session looking at:</b> Gain insight into the impact of your parenting style! Positive techniques for managing older children's behaviour. Boosting your relationship and communication with your child.		
Friday 1 <sup>st</sup> March 2024 <b>(FULLY BOOKED)</b> @ Bracknell Open Learning Centre		9.30 – 11.30
<b>Reducing Sibling Rivalry</b> <b>A 2-hour session looking at:</b> Encouraging a more harmonious sibling relationship Learn / revisit techniques for children to cope with being a sibling. Boosting children's emotional literacy		
Wednesday 27 <sup>th</sup> March 2024 <b>(12 spaces remaining)</b> @ Bracknell Open Learning Centre		6.30 – 8.30 pm
<b>Single Parent, Separated and Blended families – supporting children to cope with different family dynamics.</b> <b>A 2-hour session looking at:</b> Different family dynamics and how they can work. Parental conflict resolutions Being the best parent that you can be for your child		
Tuesday 5 <sup>th</sup> March 2024 <b>(8 spaces remaining)</b> @ Bracknell Open Learning Centre		6.30 – 8.30 pm
<b>Supporting a smooth transition to secondary school (YR 5/6 parents)</b> <b>A 2-hour session looking at:</b> What the transition involves The positives and concerns of transitioning to a new setting Boosting your child's ability to have a smooth transition		
Tuesday 16 <sup>th</sup> April 2024 <b>(12 spaces remaining)</b> @ Bracknell Open Learning Centre		6.30 – 8.30 pm
Thursday 23 <sup>rd</sup> May 2024 <b>(12 spaces remaining)</b> @ Bracknell Open Learning Centre		6.30 – 8.30 pm
Wednesday 5 <sup>th</sup> June 2024 <b>(4 spaces remaining)</b> @ Bracknell Open Learning Centre		9.30 – 11.30 am
<b>We're also delivering at the following schools please book directly with the school.</b> St. Josephs                03/06/24 St. Margaret Clitherow   03/06/24 St. Michaels EH        04/06/24 The Pines School         07/06/24 Great Hollands         11/06/24 Meadow Vale            12/06/24		9 – 11 am 6 – 8 pm 9 – 11 am 9 – 11 am 1 – 3 pm 9 – 11 am
<b>Supporting a smooth transition from Year R to Year 1 and beyond</b> <b>A 2-hour session looking at:</b> What's involved in transition from reception to year 1 The best ways to support the transition. Boosting your child's resilience to cope with the change		
Friday 3 <sup>rd</sup> May 2024 <b>(8 spaces remaining)</b> @ Bracknell Open Learning Centre		9.30 – 11.30 am





Easthampstead  
Parish Church



## JOURNEY THROUGH HOLY WEEK WITH US.



### **PALM SUNDAY (24/03)**

Jesus, amid the cheering crowd,  
rides on a donkey to Jerusalem

8am Holy Communion  
9:30am Palm Sunday Parish Eucharist



### **HOLY MONDAY**

Jesus visits his friends in Bethany  
and Mary anoints the feet of Jesus.

8pm Stations of the Cross



### **HOLY TUESDAY**

Jesus foretells the betrayal of Judas  
and the denial of Peter

7pm Holy Communion



### **HOLY WEDNESDAY**

Judas makes a deal with the high priests;  
he agrees to turn Jesus over for 30 silver coins

8pm Stations of the Cross



### **MAUNDY THURSDAY**

The Last Supper takes place.  
Jesus institutes the sacrament of the Eucharist

8pm The Liturgy of Maundy  
Thursday



### **GOOD FRIDAY**

Jesus is sentenced to death by crucifixion.  
He dies on the cross and is buried in a tomb.

12pm Good Friday Reflections  
2pm The Liturgy of Good Friday  
8pm Tenebrae



### **HOLY SATURDAY**

The body of Jesus remains in the tomb.  
He has descended to the dead.



### **EASTER SUNDAY (31/03)**

Jesus rises from the dead

6am Easter Vigil  
8am Easter Holy Communion  
9:30am Easter Parish Eucharist  
6pm Evening Prayer with



Holiday camps  
kids will love  
this Easter!



Jennett's Park CE

Quote JP24 save 10%

We accept childcare  
vouchers and tax-free  
childcare.

**Klarna.**

Available at checkout!



Flexible booking  
options available!



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**Book Now!**

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Search Camp Beaumont and follow us!





# Outstanding Owl and Rainbow Promise Learners



Each week children are chosen for showing Owl learning behaviours or following our Rainbow Promise.



Our Rainbow Promise underpins everything we do at school. Just as the Rainbow was a sign of God's promise to Noah that from that moment God would enable Noah and the people of the earth to flourish and experience life in all its fullness. So as a school community we promise to do our best to enable all the pupils and adults of our school to flourish academically and professionally so that they might reach their potential.

The Rainbow is also a symbol of the diversity of our school community, but as a church school we recognise that we are all created and valued by God, and so as a school community we commit to care for and value each other.

The dove symbolises our need to persevere in some aspects of life as it is not always the first time we find success. It was not the first time that Noah had tried to find dry land and so we much seek strength within ourselves and from God to achieve.

 *Forgiveness*

 *Patience*

 *Support*

 *Kindness & Joy*

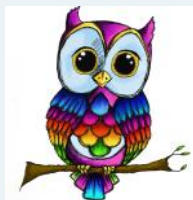
 *Love*

 *Honesty*

 *Respect*

 *Peace*

**These are our Values we try to live each day**



## Our Owl Learning Behaviours:

**C - Collaboration O - Optimism**

**P - Perseverance P - Pride**

**I - Inspiration C - Challenge**

**MD - Managing Distractions**



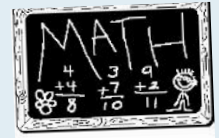


# Pages for Children



## Our Rainbow Moments this week

Robins	Sienna
Woodpeckers	Bella
Stonechats	Grace
Whinchats	Freya
Canaries	Mia
Yellowhammers	Esme
Greenjays	Emily
Parakeets	Mia
Kingfishers	Maisy
Macaws	Leah
Mockingbirds	Ece
Peacocks	Liam
Sabrewings	Whole class
Sunbirds	Whole class



## Our Owl Learners this week

Robins	Ezra
Woodpeckers	Tommy
Stonechats	Adam
Whinchats	Georgia
Canaries	George
Yellowhammers	Felicity
Greenjays	Tommy
Parakeets	Huntley
Kingfishers	Elouise
Macaws	Jacob
Mockingbirds	Daniel W
Peacocks	Noah
Sabrewings	Whole class
Sunbirds	Whole class

## Upcoming Dates for your Diary

18th-22nd March	<b>SEND Support Parents Meetings (SchoolCloud)</b>
18th March	YN/R Hansel and Gretal (in-school—sQuid)
21st March	World Poetry Day Odd Socks Day— <b>World Down Syndrome Day</b>
25th-29th March	World of Work Week
27th March	<b>**Rocksteady Concert 9:30am—postponed due to Jack absence**</b> End of term (nursery)
28th March	<b>Y4 Ukulele Performance (parents welcome)</b> <b>9:15am Macaws</b> <b>9:45am Kingfishers</b> End of term 1:30pm
1st-12th April	<i>Easter holidays—Camp Beaumont</i>
9th or 10th April	<i>Eid ul Fitr</i>
15th April	Y2 Windsor Castle Trip (sQuid)
16th April	National Primary Offer Day
22nd April	Earth Day Class Photographs (moved)
23rd April	St George's Day
25th April	YR National Childhood Measuring Programme
29th April—3rd May	Year 6 Residential
8th May	VE Day
13-17th May	Mental Health Awareness Week
17th May	Pause Day (Acts of Kindness)
20th-21st May	Y5 Residential
21st May	Y4 Rabbi visit
27-31st May	<i>Easter holidays—Camp Beaumont</i>
17-21st May	International Week
20th June	World Refugee Day
22nd June	Windrush Day
25th June	Bracknell Junior Music Festival
26th June	Sports Day (weather dependent)
2-9th July	Book Fair
19th July	End of term 1:30pm



## Term dates 23/24

Spring Term 2024	
Professional Training Day	Tuesday 2nd January 2024 Day 3
Start of Term	Wednesday 3rd January 2024
Half Term	Monday 12th February to Friday 16th February 2024
End of Term Nursery	Wednesday 27th March 2024
End of Term	Thursday 28th March 2024 1:30pm (Good Friday 29th March 2024, Easter Monday 1st April 2024)
Summer Term 2024	
Start of Term	Monday 15th April 2024
Half Term	May Bank Holidays 6th and 27th May 2024 Monday 27th May to Friday 31st May 2024
End of Term Nursery	Wednesday 17th July 2024
End of Term	Friday 19th July 2024
Professional Training Days	Monday 22nd July 2024 Day 4 Tuesday 23rd July 2024 Day 5 (Day 4&5 taken as staff TOIL)

# Squirrels

## Seeking bright eyed and bushy tailed new recruits

2nd Crowthorne are currently running a pilot Squirrels section on Tuesdays 4.30pm-5.30pm. This new group is based at the Pinewood Centre and is open to all children aged 4-6 years old. It aims to provide fun, adventure, friendship, and of course, badges.

We are interested in hearing from potential Squirrels and adults who might be interested in helping to form a new team to run the group beyond Easter.

Please contact [sandra@qtdgroup.com](mailto:sandra@qtdgroup.com) to register your interest and join our pilot project, which is running until 26th March.

**#SkillsForLife**

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**Scouts**  
2nd Crowthorne



# Daisy Fest Family Fun Day



**Saturday 30th March**

**1-6pm**

**Peacock Farm, Bracknell**

**Basil & Crew Farm - Easter egg hunt -  
GEM Bouncy Castles - Your Face or Mine  
face painting and hair braiding - Kids Bee  
Happy sand art - Raffle - Tombola -  
Crafts - and lots of other stalls!**

Registered charity number 1177145





# Bilingua Sing™

Love Learning Languages

Multi-Award  
Winning!



**FREE Spanish sing-along & storytime**  
**Thursday 28th March, 11.15–11.45am**



Learn catchy Spanish songs!

Come along to our FREE Spanish class and story-time suitable for ages 1 month-4 years on:

Thursday 28th March

11.15-11.45am

Bracknell Library, 2, Town Square, RG12 1AT

No need to book, just turn up & older siblings welcome!

Learning a second language has a whole range of developmental benefits for your child:



**It boosts  
their brain  
power**



**It enhances  
their speech  
development**



**It increases  
their self-  
confidence**



Suitable from ages 0–4 years

It's also good for you too, helping to stave off the dreaded 'baby brain'. Which makes it one of the best activities you can do with your little one from when they're just a few weeks old.

**“French, Spanish & Italian Classes with Cari  
Across Wokingham & Bracknell**

**”**

Call: 07729 261018

Email: [cari@bilinguasing.com](mailto:cari@bilinguasing.com)





KIDS GO  
FREE\*

# SCHOOL FUNDRAISER

**SPRING FAMILY RACEDAY  
SUNDAY 24TH MARCH**

Join us, join in and raise money for your school at our springtime extravaganza, featuring the finale of Ascot's Jumps season and countryside-themed attractions.

There are animals to encounter, roaming entertainers to meet and arts and crafts skills to learn. But that's not all; follow our Furlong Friends trail, sit-back and watch a cinema screening, or maybe even get your face painted. And no wondrous day would be complete without a visit from The Gruffalo himself - have your camera at the ready for the opportunity to meet-and-greet.

Queen Anne Enclosure tickets £30 | \*Accompanied under 18s admitted free

**25% cashback donation to your school with code JPSCHOOL**

**BOOK TODAY** [ascot.com](http://ascot.com) | 0344 346 3000