

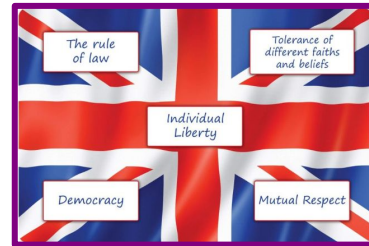


Hillside Primary School and Nursery

“Achieving Greatness Together”



Friday 1st March, 2024



Dear Parents and Carers, I hope you are well.

At Hillside, promoting an understanding of the fundamental British Values is a key part of life and they are an integral element to our approach to teaching and learning and the wider school community.

We ensure that all our children are taught about democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. Here are some ways we promote the values:

*The school ethos and behaviour policy revolve around 'respect' and discussions and assemblies focus on what respect means and how it is shown, ‘**At Hillside we are kind, safe and brave**’.*

We actively promote diversity through celebrations of different faiths and cultures in lessons and assemblies.

We explore a wide range of themes that cover tolerance, mutual respect and democracy through lessons such as PSHE and RE.

We also invite visitors to speak and work with our children e.g. Fire Service, Police and our local Member of Parliament. Democracy is promoted through our active Pupil Voice Teams where children are regularly asked to contribute their ideas and to vote on issues of importance to them. This includes an elected School Council, Sports Council and our Senior Pupil Team. For more information, please click here

<https://hillsideprimary.co.uk/our-school/british-values>

Wishing you a wonderful weekend. We are excited about Book Week next week! Best wishes,

Mrs Wass

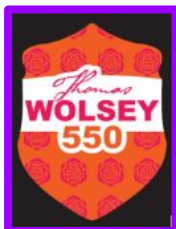




The Hare and the Tortoise

Key Stage 1 enjoyed a performance from the New Wolsey Theatre on Monday. The children sat enthralled as they watched the actors perform with expression. The performance also included music played on a real cello. It was wonderful!

'I wish I could write one of those stories!' Tobias said on his way out.
'The Hare was the funniest one.' said Tae'Veah.



Reimagining Tudor Ipswich in Minecraft



A wonderful enrichment opportunity

A small group of children and parents participated in a digital workshop to create a Tudor landscape of Ipswich. They were intrigued by the transformation of our local area over time.

All the children were able to access their own computer and build a house of farm which contributed to work from other schools - making this event a real collaboration.





Education & Skills
Funding Agency

SUFFOLK ADULT LEARNING



The Gruffalo Workshop

A free workshop in Hillside
Primary School, based on
this popular children's book

For parents/grandparents
and carers and their
children (EYFS/Reception
and Year 1 children only)

Thursday 7th March
9-10.30 am

Would you like to:

- make a Gruffalo puppet and use it to tell the story?
- create an owl collage?
- play a Gruffalo child counting game?

All resources provided.

TO BOOK A PLACE, PLEASE EMAIL:

office@hillsideprimary.co.uk

or return this flier to the school
office with your name and your
child's name and class written on
the back



Roman Day!

XXVII/II/MMXXIV



On Tuesday Y3 celebrated the start of their new History topic, the Romans, with a day full of fun and exciting activities!



"I enjoyed dressing as a Roman for the day and seeing how great my friends look. I also like that the teachers dressed up with us!"

"I loved having a go at the different sports!"

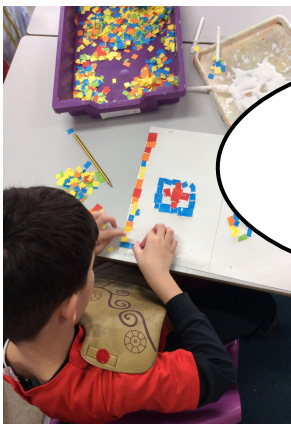


"I found it interesting learning about Roman Numerals."



"My favourite part was designing and making my own shield, just like the Romans used in battle!"

"I liked making a mosaic, it was fun to do!"



"My favourite part was making my own clay pot."



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



PARENT VOLUNTEERS NEEDED

*Get involved and make a
difference!*

- Share your views with the Parent Council,
- Listen to our fantastic readers,
- Come and share your skills and talents!

If interested please email
office@hillsideprimary.co.uk FAO Mrs Wass
or speak with a member of the Office.



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Friday 1st March, 2024

Hillside is taking part in Beat the Street!

<https://www.youtube.com/watch?v=KJbOghMQ5ZM&t=2s>

You can find more information on the website:

<https://www.beatthestreet.me/ipswich>

Weekly Attendance

We want every single one of our children to be



an Attendance Hero:

Here
Everyday
Ready
On time



Overall attendance is 91.5% Target 96%.

Every day counts!

Yr 3 Fox 98.8%, Yr 6 Osprey 96.7%, Yr 4 Puffin 96.6%, Yr 1 Squirrel 95.5%, Yr 2 Robbin 94.8%, Yr R Butterfly 94.3%, Yr 3 Deer 94.3%, Yr 3 Badger 94%, Yr 1 Hedgehog 93.8%, Yr R Ladybird 91.9%, Yr 5 Dolphin 91.9%, Yr 2 Wren 91.3%, Yr 4 Kingfisher 90.5%, Yr 6 Kestrel 86.7%, Yr 5 Seal 83.5%

Well done Fox 98.8 %!



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Friday 1st March, 2024

Diary Dates

Week beginning Monday 4th March - Book Week at Hillside (details have been shared)

Thursday 7th March - Dressing up as a book character

Week beginning 11th March - Science Week at Hillside

Friday 15th March - Red Nose Day (more details to follow)

Monday 25th and Wednesday 27th March- Parents Evening (more details to follow)

Thursday 28th March - Last day of the term

Hillside School Dates 2023-2024

September 2023							October 2023							November 2023							December 2023						
M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su
				1	2	3							1			1	2	3	4	5					1	2	3
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
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25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
							30	31																			

January 2024							February 2024							March 2024							April 2024						
M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su
1	2	3	4	5	6	7				1	2	3	4					1	2	3	1	2	3	4	5	6	7
8	9	10	11	12	13	14	5	6	7	8	9	10	11	4	5	6	7	8	9	10	8	9	10	11	12	13	14
15	16	17	18	19	20	21	12	13	14	15	16	17	18	11	12	13	14	15	16	17	15	16	17	18	19	20	21
22	23	24	25	26	27	-	19	20	21	22	23	24	25	18	19	20	21	22	23	24	22	23	24	25	26	27	28
29	30	31					26	27	28	29				25	26	27	28	29	30	31	29	30					

May 2024							June 2024							July 2024							August 2024						
M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su
			1	2	3	4	5					1	2	1	2	3	4	5	6	7				1	2	3	4
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20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	

■ Staff training days – school closed
■ School holiday closures
■ Bank Holidays



WORLD BOOK DAY[®]

7 MARCH 2024



Easter Menu- Wednesday 27th March

Traditional Roast Turkey
With Stuffing

-

Vegetarian Wellington

-

With Roast Potatoes, Gravy
Peas & Carrots

-

Easter Biscuit

Also Available: Jacket Potatoes With Choice Of Fillings, Salad,
Fresh Fruit & Yoghurt

Beginner ENSEMBLES

KS2 Fun ensemble playing for children in their first year of learning their instrument

WEEKLY ACTIVITIES ACROSS SUFFOLK
FREE

Bring your instrument

From Thursday 7th March
Chantry Academy
3.45 - 4.30pm

Find out more: 01473 263400
rebrand.ly/KS2BeginnerInformation





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Maths class awards

Well done to:

Osprey, Dolphins, Puffins and Fox.

Individual winners are: Amiyah, Majus, Castiel, Luciana



Weekly Award Winners



Well done to:

Ruby D, Elisabeta I, Sas O, Esmæ K, Ruby P, Ianis-Andrei R, Milana S, Holly D, David N, Awesome A, Ethan H, Layla D, Renato V S, Evie T, Maya I, Osafame O, Yahis R, Adalyn A, Gabriel B, Elena-Raysa N, Andra R, Ronnie C, Cristian B, Malik R, Milena K, Pijus G, Ariana H, Sebastian M Jayden P, Dominka K, Charlie N, Oscar T, Sophia B, Cristina B, Ameny B da S, Maya A, Aminah S, Isla B, Alan P, Mario R, Niamh-Rose C, Inioluwa S, Bushra D, Nadia J, Spencer F, Luciana D-E-S, Dawan M-A, Toby T, Julia W, Renesmai M, Vanessa S, Wilma O C

It's great to be gold!