



Dear Parents and Carers,

**'Achieving Greatness Together'**



*At Hillside we believe that reading underpins learning, well-being and future success. We want to continue developing our reading culture in school. This week we have listened to ideas from staff, children and from our Parent Council. More information out our various strategies to support 'Reading to achieving' will be shared next week.*

*Support your child by encouraging them to read daily and don't forget to update their reading record. Reading records are checked every morning on arrival. You may have seen that we have launched our 'Little Free Library' outside of the school. We are encouraging everyone in the community to 'Pick, read and swap'.*



*Thank you for all your ongoing support. Read, read and read!*

*Mrs Wass*





# 20 is plenty!

Children who read for 20 minutes a day will...

Improve  
focus and  
concentration

Have a world of  
imagination and  
creativity  
opened to them

Have  
stronger  
writing skills

Improve and  
strengthen  
memory

Be exposed to  
1.8 million  
words a year

Have a  
broad  
vocabulary

Have better  
general  
knowledge

Encourage  
a love for  
learning

Learn how to  
develop  
empathy

Improve  
test results

Improve  
communication  
skills

Improve  
critical  
thinking skills

Have  
reduced  
stress levels





*There is no such thing as wet play in EYFS!*

*Reception have had a wonderful time splashing in puddles this week. Making our paths colourful and running around in the rain. Although some might hide from the wet weather we have had some soggy adventures with plenty of fun.*





*On Wednesday, Y6 had their Parent Café which focused on Maths.*

*They had a lovely afternoon of playing games which support their learning and teaching their adults how to do lots of different skills. Thank you to all the parents who were able to come!*





**Providing every child with rich opportunities to be creative, collaborative and active in their outdoor play!**

OPAL (Outdoor Play and Learning) is a school improvement program that transforms playtime by providing varied resources (natural & man-made) and freedom, helping children develop resilience, creativity, and social skills through inclusive, self-directed play, reducing boredom and behavioral issues, and creating a positive culture of active, joyful play.





**Autumn / Winter Menu Week 1**

10<sup>th</sup> Nov, 1<sup>st</sup> & 22<sup>nd</sup> Dec, 19<sup>th</sup> Jan, 9<sup>th</sup> Feb, 2<sup>nd</sup> & 29<sup>th</sup> March

WEEK ONE	FAVOURITES MONDAY	WORLD TUESDAY	ROAST WEDNESDAY	PIZZA PARTY THURSDAY	FISH FRIDAY
Main Meal Option 1	Red Tractor Pork Sausage Roll & Home-baked Potato Wedges	Beef Taco with Corn Tortilla, Tomato Sauce & Sunny Rice	Roast Chicken Gravy, Stuffing & Roast Potatoes	Wholemeal Tomato & Cheese Pizza & Home-baked Potato Wedges	MSC Fish Fingers & Chips
Main Meal Option 2	Macaroni Cheese	Italian Quorn Meatballs served with Pasta <sup>VG</sup>	Quorn Grill, Gravy, Stuffing & Roast Potatoes	Vegetable Sausage in a Bun with Home-baked Potato Wedges <sup>VG</sup>	Vegetable Fingers & Chips with Ketchup <sup>VG</sup>
Sandwiches	Ham	Cheese	Tuna Mayonnaise	Cheese	Ham
Vegetables	Baked Beans & Sweetcorn	Country Mored Veg or Broccoli	Seasonal Greens & Carrots	British Red Tractor Garden Peas, Sweetcorn	British Red Tractor Garden Peas, Baked Beans
Baked Jacket Potatoes	Jacket Potato with Cheesy Beans, Tuna Mayo or Cheese or Beans	Jacket Potato with Cheesy Beans, Tuna Mayo or Cheese or Beans	Jacket Potato with Cheesy Beans, Tuna Mayo or Cheese or Beans	Jacket Potato with Cheesy Beans, Tuna Mayo, Cheese, Salmon Mayo, or Beans	Jacket Potato with Cheesy Beans, Tuna Mayo or Cheese or Beans
Dessert	Vanilla Shortbread <sup>VG</sup> & Chocolate Sauce	Chocolate & Pear Crumble <sup>VG</sup> & Custard	Strawberry Jelly <sup>VG</sup>	Oaty Date Cookie	Vanilla Ice Cream

Available Daily: Salad, Fresh Bread, Fresh Fruit & Yoghurt

**Autumn / Winter Menu Week 2**

27<sup>th</sup> Oct, 17<sup>th</sup> Nov, 8<sup>th</sup> Dec, 5<sup>th</sup> & 26<sup>th</sup> Jan, 16<sup>th</sup> Feb, 9<sup>th</sup> March

WEEK TWO	FAVOURITES MONDAY	WORLD TUESDAY	ROAST WEDNESDAY	PIZZA PARTY THURSDAY	FISH FRIDAY
Main Meal Option 1	Pork Sausage & Mash with Gravy	Red Tractor Beef Pasta Bolognese & Garlic Bread	Roast Chicken, Gravy, Yorkshire Pudding & Roast Potatoes	Wholemeal Margherita Pizza & Home-baked Potato Wedges	MSC Battered Pollock & Chips
Main Meal Option 2	Veggie Sausage & Baked Bean Hot Pot <sup>VG</sup>	Plant-based Pasta Bolognese & Garlic Bread	Quorn Grill, Gravy, Yorkshire Pudding & Roast Potatoes	Macaroni Cheese	Cheese Flan & Chips
Sandwiches	Ham	Cheese	Tuna Mayonnaise	Cheese	Ham
Vegetables	Broccoli, Sweetcorn or Baked Beans	Broccoli, Cauliflower & Carrots	Seasonal Greens & Carrots	British Red Tractor Garden Peas, or Sliced Carrots	British Red Tractor Garden Peas, Baked Beans
Baked Jacket Potatoes	Jacket Potato with Cheesy Beans, Tuna Mayo or Cheese or Beans	Jacket Potato with Cheesy Beans, Tuna Mayo or Cheese or Beans	Jacket Potato with Cheesy Beans, Tuna Mayo or Cheese or Beans	Jacket Potato with Cheesy Beans, Tuna Mayo or Cheese or Beans	Jacket Potato with Cheesy Beans, Tuna Mayo or Cheese or Beans
Dessert	Chocolate Mousse	Chocolate Fudge Cake	Apple Crumble <sup>VG</sup> & Custard	Flapjack <sup>VG</sup>	Shortbread Pin Wheels & Fruit Slices <sup>VG</sup>

Available Daily: Salad, Fresh Bread, Fresh Fruit & Yoghurt

**Autumn / Winter Menu Week 3**

3<sup>rd</sup> & 24<sup>th</sup> Nov, 15<sup>th</sup> Dec, 12<sup>th</sup> Jan, 2<sup>nd</sup> & 23<sup>rd</sup> Feb, 16<sup>th</sup> March

WEEK THREE	FAVOURITES MONDAY	WORLD TUESDAY	ROAST WEDNESDAY	PIZZA PARTY THURSDAY	FISH FRIDAY
Main Meal Option 1	Beef Burger with Home-baked Potato Wedges	Mild Chicken Curry served with Mixed Rice	Roast Chicken, Gravy, Stuffing & Roast Potatoes	Margherita Pizza with Home-baked Potato Wedges	MSC Fish Fingers & Chips
Main Meal Option 2	Vegetable Burger with Home-baked Potato Wedges <sup>VG</sup>	Vegetable Sausage Hotdog served with Home-baked Wedges	Quorn Grill, Gravy, Stuffing & Roast Potatoes	Vegetable Lasagne & Garlic Bread	Crispy Vegetable Fingers & Chips <sup>VG</sup>
Sandwiches	Ham	Cheese	Tuna Mayonnaise	Cheese	Ham
Vegetables	Sweetcorn, Baked Beans	Broccoli, Cauliflower & Carrots	Seasonal Greens & Carrots	British Red Tractor Garden Peas, Baked Beans	British Red Tractor Garden Peas, Baked Beans
Baked Jacket Potatoes	Jacket Potato with Cheesy Beans, Tuna Mayo or Cheese or Beans	Jacket Potato with Cheesy Beans, Tuna Mayo or Cheese or Beans	Jacket Potato with Cheesy Beans, Tuna Mayo or Cheese or Beans	Jacket Potato with Cheesy Beans, Tuna Mayo or Cheese or Beans	Jacket Potato with Cheesy Beans, Tuna Mayo or Cheese or Beans
Dessert	Chocolate Oaty Slice <sup>VG</sup>	Syrup Sponge Pudding & Custard	Apple & Cinnamon Rolls	Vanilla Cookie & Fruit Slices <sup>VG</sup>	Iced Sponge Cake with Sprinkles

Available Daily: Salad, Fresh Bread, Fresh Fruit & Yoghurt

England's target for 'free sugar' intake for your child  
\*Recommended fruit and vegetable portion sizes are calculated using School Food Standards.  
On average our desserts do not exceed a third of a child's recommended 'free sugar' intake.

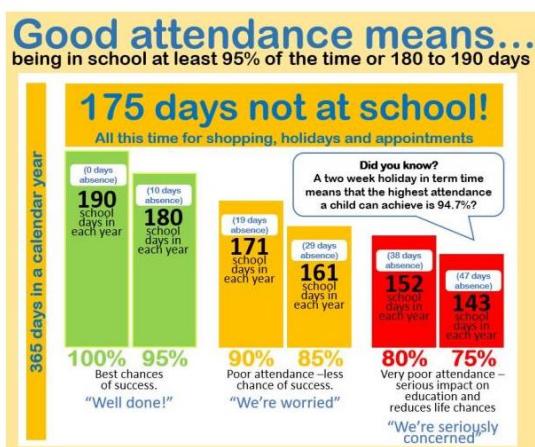




***Success really does start with attendance***

***We support first and think about the family!***

We want every single one of our children to be an Attendance Hero:



Here  
Everyday  
Ready  
On time

**Target 25-26 = 96%**



**Whole School 94.59%**

***Every day counts!***

**6C 99.3%, 5LC 97.67%, 6M 97.33%, RL 96.8%, 3R 96.67%, 2M 96%, 4H 95.67%, 2C 95.38%, 3C 95.33%, 1D 95.24%, 4T 95.17%, 1L 91%, C1 88.43%, 5P 87.93%, RB 86.82%**

*If your child is not well enough to attend school, please report this by phoning the Office on 01473 601402 option 1 from 7.30am. We MUST receive this information by 8.45am*

***Please support us in reducing the number of school days lost.***

***A day off school means a day where learning is lost.***





## Diary Dates

### Spring Term 2026

WB 9<sup>th</sup> February- Children's Mental Health Week

Tuesday 10<sup>th</sup> February- Safer Internet Day

Friday 6<sup>th</sup> February- NSPCC Number Day

Thursday 12th February- Online safety workshop for families

Friday 13<sup>th</sup> February- Last day of the half term

Monday 23<sup>rd</sup> February- Return to school

Monday 2<sup>nd</sup> March- Reading week

Thursday 5<sup>th</sup> March- World Book Day

WB 9<sup>th</sup> March- Science Week

Friday 20<sup>th</sup> March – Red Nose Day

Friday 27<sup>th</sup> March- Last day of the term

Monday 12<sup>th</sup> April – Staff training Day

Tuesday 13<sup>th</sup> April – Children return to school

WB Monday 11<sup>th</sup> May – Year 6 SATS week

WB Monday 11th May- Mental Health awareness w

Friday 3<sup>rd</sup> July to Sunday 5<sup>th</sup> July- Year 6 residential



### SAFEGUARDING CHILDREN

Suffolk County Council is committed to safeguarding children.

To report a child at risk of harm, abuse or neglect, you can contact Customer First on

**0808 800 4005**



### Parent Cafes

- Nursery – Tuesday 10th February 10:30am – Stay and play
- Reception - Thursday 12th February at 2pm – Mark making/writing
- Year 1 – Tuesday 24th February at 2:15pm – Reading focus
- Year 2 - Wednesday 4th February 2:15pm– Maths focus
- Year 3 – Tuesday 3rd February 2:15pm – Maths focus
- Year 4 – Friday 23rd January at 2:15pm – Multiplication focus
- Year 5 – Thursday 22nd January at 2:15pm – Reading focus
- Year 6 – Wednesday 21st January at 2:15pm – Maths focus





At The National College, our *WakeUpWednesday* guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit [nationalcollege.com](http://nationalcollege.com).

## 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 time 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.





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Trust

**REALIS=F  
FUTURES**  
Enhancing people's lives



## BOOK NOW

Speak to the office or  
email:

[jasim.miah@realisefutures.org](mailto:jasim.miah@realisefutures.org)



### WHEN:

Thursday

12/02/26

9.30 to 11.30

### WHERE:

Online at your  
home

EMAIL: [jasim.miah@realisefutures.org](mailto:jasim.miah@realisefutures.org)

OR call: 07522 569570

In Partnership with:

Hillside Primary and Nursery School  
Belstead Ave, Ipswich IP2 8NU



**BOOK YOUR  
FREE SPACE**



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## Attendance tips of the week!

**Reminder: Our doors open at 8.30am and we encourage attendance at this time. Attendance is expected by 8.44am.**

**This week we had 63 lates which although is an improvement is a concern and needs urgent improvement. We are monitoring closely every day.**

**Let's all work together to support your child to attend school every day, on time, to make every day count.**

**PUNCTUALITY**  
IF ANY OF THESE SOUND FAMILIAR THEN IT'S TIME TO FIX YOUR TIMEKEEPING!

**WHAT TO DO THE NIGHT BEFORE**

- Get everything you need for school ready.
- Set your alarm with plenty of time to spare.
- If you bring your lunch to school - make it now.
- Turn off electronic devices 30mins before sleep.
- If you use your phone before bed download a blue light filter app to look after your eyes.
- Remember that people aged 11 - 16 need 8 - 10 hours of sleep!

**WHAT TO DO IN THE MORNING**

- Get out of bed as soon as your alarm goes off.
- Have a shower first thing - it will wake you up!
- Have a nutritional, but quick, breakfast. Fruit, toast and healthy cereals are perfect and will give you enough energy to last to lunch time.
- Keep an eye on the clock and don't waste time.
- If you wait for friends, don't wait if they are late.
- If you're late - don't make excuses - we've heard them all before and honesty works much better!

## House points

**Suffolk: 139**

**Cambridge: 126**

**Oxford: 86**

**Bristol: 97**

