



## Tiptree St Luke's Church of England VC Primary School

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*know, love, serve; God, Ourselves & Others*

Data protection: Please notify the office if you change your details or change your mind about consent.

**Friday 27<sup>th</sup> June 2025**

### **Camp Week**

The children had a fabulous week enjoying learning in the outside environment. Year 5 had the opportunity to stay overnight in tents on the field, year 4 to stay to dinner until 6pm and year 3- reception took part in outdoor activities during the school day. The children enjoyed lighting campfires, making smores, learning about nature and working collaboratively on tasks. A huge thank you to all of the staff who organised this, stayed additional hours and overnight. An extended 'thank you' to Mr Moody, one of our school governors, who helped during some of the event and stayed overnight with Mr Moriarty. Without the staff and governors volunteering their own time into the evening and overnight, this experience would not be able to be offered to the children.



### **PTFA Family Fun Day**

Our amazing PTFA organised a superb Family Fun Day last Saturday on a very hot day! We would like to extend a massive 'thank you' for all of their hard work before, during and after the event; the layout of the day was excellent and it was wonderful to see the variety of activities/stalls on offer. A grand total of £3064 was raised at the event!

### **Local Opportunities for the Children**

Information on [church events](#) and [local clubs and activities which are available to our children](#) are published on the school website. This now includes information on Colchester United's summer program of events.



## Staff Update

As we draw closer to the end of the academic year, some of our LSA's contracts will be ending due to temporary funding for children, or children moving on to their next school settings. We would like to thank Mrs Turner, Miss Maddox, Miss Boreham and Miss Blake for the support they have offered pupils over the last two terms, and we wish them luck in the future. Miss Boreham will remain working as a cover MDA.

## Special Achievement Award

Congratulations to the following children who have received a Special Achievement Award in this week's celebration worship: Katie S, Rosie L, Ronnie H, Abigail M, Poppie A, Ava C, Skye P, Scarlett C, Isla T, Alex B, Finley, Henry M, Polly, Hudson, Elliott J, Sophia D, Charlie C and Henry A.

## School Council

The School Council have continued to renovate the garden area including painting and planting; all of the pots, plants and soil were purchased with the Perrywoods Voucher that they won!



## Reminders & Dates for the Diary

Staff will aim to deal with any **emailed queries** in three working days however if you haven't received a response, please contact [admin@stlukesschool.co.uk](mailto:admin@stlukesschool.co.uk) who will investigate the matter for you.

When reporting your child's absence, you must leave a message on the **absence phone line** (01621 815456 option 2). This is the first line of communication that is checked in the morning and if you email the office, staff will not see this until registers have been processed.

**Second-hand uniform** is available every Tuesday opposite the main reception area between 3pm-3.30pm

If your child is missing any items of clothing, parents are able to check the **lost property box** at the end of the school day via the main office.

## School Dates:

The new academic year dates and INSET days for 2025/2026 are published on our website.

<b>EYFS</b> – Reception Conker	<b>KSI</b> – Years 1 & 2 Willow, Hazel and Chestnut	<b>LKS2</b> – Year 3 & 4 Pear, Cherry and Mulberry	<b>UKS2</b> – Years 5 & 6 Cedar and Sahabi
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		Event	Parents Invited / Additional
July	1 <sup>st</sup> July	Parents Evening	Parents/Carers welcome
	2 <sup>nd</sup> July	Year 1 and 2 visit to Hyde Hall RHS Gardens	

	2 <sup>nd</sup> July	Year 5 and 6 Trunk Theatre Production	
	3 <sup>rd</sup> July	Parents Evening	Parent/carers welcome
	10 <sup>th</sup> July	Conker Class Pirate Trip to Danbury Country Park	
	11 <sup>th</sup> July	Year 6 Production at the Headgate Theatre	Year 6 Parent/Carers welcome
	14 <sup>th</sup> July	Meet the Teacher- KSI 3.30pm (crèche), LKS2 4pm, UKS2 4.30pm (more information to follow)	Parent/Carers welcome
	16 <sup>th</sup> July	Year 6 Leaver's Service in St. Luke's Church- 6pm	Year 6 parent/carers welcome
	17 <sup>th</sup> July	PTFA End of Term Party/Disco	
	18 <sup>th</sup> July	Last day of the summer term	
	18 <sup>th</sup> July	Trophy Awards Ceremony- 9.15am INVITE ONLY	
Sep	26 <sup>th</sup> Sep	Flu Vaccine Day (more information to follow)	
Nov	1 <sup>st</sup> Nov	PTFA Fireworks Event (more information to follow)	All welcome
	24 <sup>th</sup> -28 <sup>th</sup> Nov	Year 6 Residential	
Dec	10 <sup>th</sup> Dec	School Christmas Dinner	
	11 <sup>th</sup> Dec	Year 1-6 trip to the pantomime (more information to follow)	
	16 <sup>th</sup> Dec	EYFS and KSI Nativity Play- 9.30am (more information to follow)	Parent/Carers welcome
	17 <sup>th</sup> Dec	EYFS and KSI Nativity Play- 9.30am (more information to follow)	Parent/Carers welcome
	18 <sup>th</sup> Dec	EYFS and KSI Nativity Play- 9.30am (more information to follow)	Parent/Carers welcome
	19 <sup>th</sup> Dec	Christmas Bell Ringing Assembly 9.30am	



**Marvellous Me** is an opportunity for us to share the great work and amazing attitude that the children show daily in school. Access codes can be collected at the school office. Links to download the app on iOS or Android can be found here: <https://marvellousme.com/parents/>

### Learning Characteristics

Taking Risk

Being Inquisitive

Making Links

Co-operation

Resilience

Reflecting

### Christian Values

Thankfulness

Responsibility

Compassion

Faith

Forgiveness

Hope

# 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, young ones and children with SEND may struggle to self-regulate and instead rely on others to help them. We can take 'top-down' rather than 'bottom-up' approaches for self-regulation. It could be better to start by 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, every six weeks, an internal 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 and questions about what feelings the characters feel, why they feel that way and what strategies helped them. It can also be useful to refer back to aspects 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 in busy classrooms, for example. Positive sensory input can help them settle down. Use resources such as weighted blankets and fidget toys. Of course, what works for one child might not work for another – so it's important to offer a variety 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 share 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 protect 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 next step is for an individual child to often a response one. It's hugely important to know in advance what might help and what could worsen the situation.

## Meet Our Expert

Becky Dwyer is a specialist SEN teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resource Shop. When she's not at school, she's out and about in the community and teaching at children with SEND.



#WakeUpWednesday

The National College

