



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 14th February 2025

Wear it Red

Thank you to all of the families who supported 'Wear it Red' day today and made a donation to support the Royal Brompton hospital; Freddie and his family are extremely grateful! Thank you to Mrs Riley for making wonderful cakes for the staff as well.



Home Time

Please can we ask all parents/carers to keep their children with them once they have been handed over by their teacher; we are having children running around the playground and this could cause an accident. We appreciate your support with this.

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.

PTFA Disco

A huge thank you to St. Luke's PTFA for organising a superb Spring disco, as well as all the parent volunteers and staff for their support. The children definitely enjoyed themselves!

Crisp Packet Collection

Well done and thank you to all the children who have been bringing empty crisps packets into the school. Through February we are collecting these to support a project in Basildon that turns these packets into blankets for homeless people.

So far we collected enough packets for 3 and a half blankets!
The class that collects the most packets will be rewarded at the end of February!
After a quick count Chestnut class is in the lead for now with 242 packets!

Chestnut class 242

Cherry class 150

Conker class 105

Cedar class 66

Willow class 51

Pear class 35

Hazel class 23

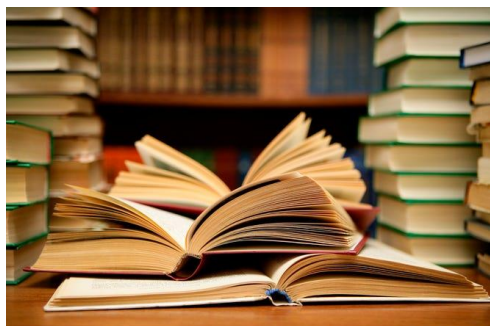
Mulberry class 8

Sahabi class 0

Please remember to collect your packets over the halfterm week and bring them to school on Monday 24th of February. Thank you for your support.

Book Sale

Thank you to all of the families who came to the book sale after school last Friday; we raised a total of £141.50 towards new books for the school library.



Staff Update

Mrs Lewis is celebrating working at St. Luke's for 25 years this week! She is an amazing asset to the school, working hard with attendance, meeting the medical needs of children, supporting families, co-ordinating play therapy and many other things that occur on a daily basis! We really appreciate all you do.



School Council

The School Council met this week and discussed clubs they would like at St. Luke's in the future. This will then be feedback to Premier, as well as staff. The School Council are excited for their up-coming non-uniform day! Also, a huge thank you to Bo's mum who has submitted some bids for garden resources for us!



Special Achievement Award

Congratulations to the following children who have received a Special Achievement Award in this week's celebration worship: Thomas H, Imogen, Freddie H, Theo Mc, Cece, Kaden, Felicity B-M, Teddy C, Holly C, Amelia D, Henry Mc, Felicity R, Daisy Cu and Margaret.

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 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.

EYFS – Reception Conker and Acorn	KSI – Years 1 & 2 Oak, Silver Birch, Sycamore	LKS2 – Year 3 & 4 Plum, Apple, Elder	UKS2 – Years 5 & 6 Acacia and Baobab
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		Event	Parents Invited / Additional
Feb	26 th Feb	PTFA Urgent General Meeting- 7.30pm in school	All welcome
March	5 th March	Great Fire of London Experience (year 1 and 2)	
	7 th March	Non- uniform Day- School Council Fundraiser (more information to follow)	
	10 th March	UKS2 School trip to Barleylands	
	13 th March	Quiz Night, £5 per person, 7.30pm in school hall- more information to follow	All welcome
	14 th March	INSET DAY	
	21 st March	Red Nose Day (more information to follow)	

	21 st March	PTFA Magician Show after school (more information to follow)	
	26 th March	Year 1 and 2 Great Fire of London Event	Year 1 and 2 parent/carers welcome
	26 th March	PTFA Wonderful Women's Gift Shop (more information to follow)	
	27 th March	PTFA Wonderful Women's Gift Shop (more information to follow)	
	28 th March	Year 3 and 4 school trip to Abberton (more information to follow)	
April	2 nd April	Trunk Theatre Company- Great Fire of London (Year 1 and 2)	
	4 th April	Conker Class Assembly	Parent/Carers welcome
May	2 nd May	Year 1 Phonics Screening Parent Meeting- 8.45am in the hall	Year 1 parent/carers
	5 th May	PTFA Late Riser Boot Sale (more information to follow)	All welcome
	23 rd May	Class photographs, year 6 photos and whole school photo	
June	10 th June	Year 1 Phonics Screening Check and Year 2 re-take Phonics Check	
	10 th June	Year 3 and 4 Roman Day (more information to follow)	
	10 th June	Year 6 Crucial Crew trip 9am- 11am (more information to follow)	
	11 th June	Year 1 Phonics Screening Check and Year 2 re-take Phonics Check	
	11 th June	Year 6 Community Challenge Team Building Day (more information to follow)	
	21 st June	PTFA Summer Fair (more information to follow)	All welcome
	WB 23 th June	Whole School Camp Week- more information to follow	
	26 th June	Year 6 Induction Day at Thurstable	
July	2 nd July	Year 1 and 2 visit to Hyde Hall RHS Gardens	
	10 th July	Conker Class Pirate Trip to Danbury Country Park (more information to follow)	
	11 th July	Year 6 Production at the Headgate Theatre (more information to follow)	Year 6 Parent/Carers welcome
Nov	1 st Nov	PTFA Fireworks Event (more information to follow)	All welcome



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

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.

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.