

Pippins Weekly News

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SEE TOMORROW GROW

Dear Parents and Carers,

I have spent much time this week, reflecting on the collective journey we are on, at Pippins. A significant portion of this journey is raising standards and expectations at all levels of school business. As part of this exciting project, we are focusing on school uniforms across the school, which align harmoniously with our school, values and principles, so that we can present our school's identity with great decorum and decadence, not only to our school population but to the wider community. From next week, we will be undertaking periodical checks to maintain our high standards. For your information, on our school website, you will find uniform expectations, to ensure we strictly adhere to celebrating our collective identity.

In collaboration with our governing board, we at Pippins, agree on the importance of a school uniform, namely to:

- Instill pride in the school.
- Encourage identity with, and support for, school ethos.
- Ensure pupils of all races and backgrounds feel welcome.
- Encourage good behaviour and discipline.
- Set an appropriate tone for education.
- Protect children from bullying and social or peer pressure to dress in a particular way.
- Nurture cohesion and promote good relations between different groups of pupils.
- Support positive behaviour and discipline.

Dates for the Diary

18th March - Rock Steady Concert, for Rock Steady Parents only, 2:15 pm

19th March - Parents evening (details to follow)

20th March - Parents evening (details to follow)

28th March - Spring 2 Ends 1:15pm

16th April - Summer 1 Begins 8:35am

2nd May - school closed for polling day

Attendance

Pips 90%
Pixie 90%
Elstar 92%
Honeygold 95%
Bramley 96%
Crispin 87%
Waltz 89%
Jazz 87%

No phones at anytime when picking up or dropping off.

I have received tremendous support from the parent body in the last three years to drive school improvement, so would like it continue to ensure we set exacting standards for our school; this is our school, so let us all collectively raise standards, and showcase our excellent selves to the wider community. On this note, I wish to thank and applaud, all the parents, who send their children to school in full school uniform, and with the correct footwear. Thankyou. Only yesterday, we received senior director level visitors from Heathrow, who commented on our children's mannerisms and appearance. Let us all be proud of our school and identity, with children continuing to build on this great feedback.

Have a lovely weekend, and I very much look forward to seeing you on Monday morning.

With all good wishes,
Mr Jalaf

URGENT NOTICES! - PLEASE READ

NO WALKING THROUGH THE CAR PARK AT ANY TIME.

ABSOLUTELY NO SMOKING OR VAPING ON THE SCHOOL PREMISES.

Uniform - Uniform checks are now happening on a regular basis, which includes footwear. Let this be a signifier of our pride and accurate representation of the school. Full school uniform is to be worn everyday. You will find details of this on the school website.

All **long hair** must be tied up at all times. Boys and Girls.

Parents -

Please log into Arbor and clear your dinner money.

Can I please ask for two volunteers to come forward and support us with parking away from the school gate in the mornings and afternoons? This will help alleviate pressure on school staff, to keep our children safe. - Mr Jalaf

Child off sick - If your child is ill, unwell, or sick you must call and **give all details of the illness** as we need them for our records. If your child is off ill for 5 or more days we require a **valid/up-to-date doctor's note**.

Appointments -

If your child has an appointment during school hours you must give **at least 24 hrs notice** and **proof of appointment**.

Make sure to book an appointment to see your child's class teacher for the target sharing meetings on the 19th and 20th March 24.

REGULATING OUR EMOTIONS – SELF-REGULATION

“Emotional regulation or self-regulation” is a term generally used to describe a person’s ability to effectively manage and respond to an emotional experience.”

Young children in particular will need your support to regulate their emotions as they may be too young to understand the ‘big feelings’ they are feeling. This can also be true of older children, particularly in times of crisis. This is called ‘co-regulation’.

When supporting your child to regulate their emotions, you need to be aware of:

- Your own emotions – this is important to ensure you have self-regulated before supporting your own child so that you can model calm and regulation to your child.
- Your reaction to these emotions; and
- How the above may affect your child’s emotions

Co-regulation

Stages of co-regulation:

1. Self-check in. Are you in a space where you can provide a calm presence? If not, take the steps to regulate yourself first if you are able to
2. Get close to your child and listen to them, tell them you are there for them
3. Let your child know that you want to understand the best that you can. Listen to them
4. Empathise and validate what your child is sharing. It can be helpful to give examples of where you may have experienced something similar, however be mindful to ensure that your child is the focus. Continue to listen
5. Remind your child that you are there for them, offer affection in a way that is appropriate for them and with their consent
6. Ask if they would like to have space, or suggest a calming activity. Remind your child that you are always there for them

Self-regulation

Learning to regulate emotions is a skill that helps children develop ways of substituting impulsive reactions with regulating activities that supports their mental health.

To aid your child with this you can use a framework/curriculum designed to help recognise feelings, and tools and strategies to help regulate them called Zones of Regulation.

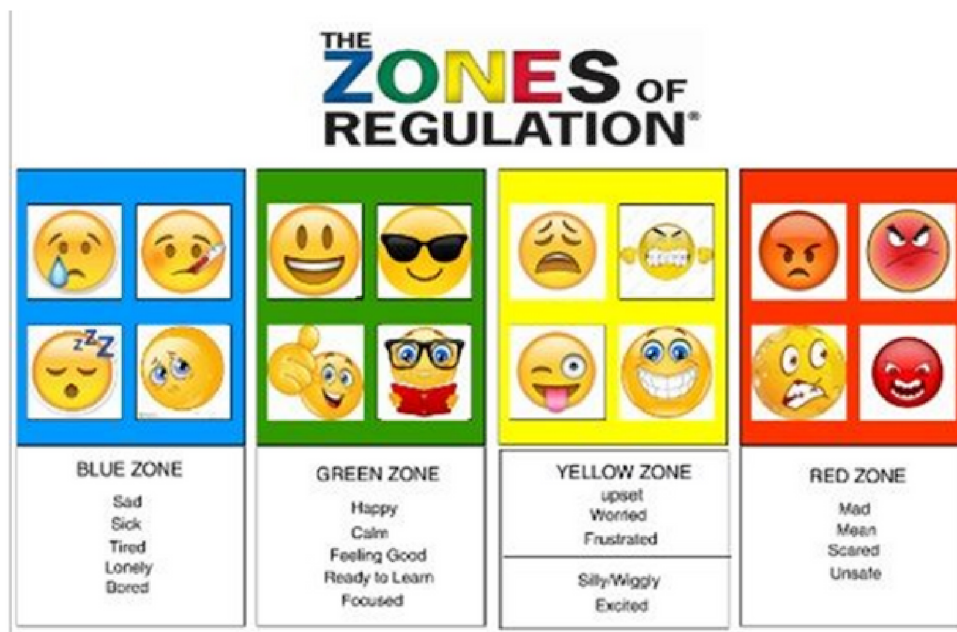
Zones of Regulation

At Pippins School we use Zones of Regulation which teaches children scaffolded skills to build awareness of their feelings and internal state, exposes them to a variety of tools and strategies for regulation, prosocial skills, self-care and wellness. It is a systematic approach to teach regulation by

categorising the different ways we feel into 4 coloured zones. Zones of Regulation respects the individual and unique self, and helps children become more independent in regulating their emotions.

When supporting your child's emotion regulation there are steps to follow with increasing complexity.

It is important that your child can recognise their own emotions and in others. In Zones of Regulation, emotions are divided into 4 categories:



Start to introduce your child to the words and visuals, incorporate them into activities your child finds motivating. Once they are familiarised with them, you can introduce activities of matching and categorising into zones. Use visuals to talk about different situations, e.g., a picture of a boy crying after he fell from the bike. You can also use visuals to check in, ask your child how they're feeling at different points during the day, you can have a poster on the wall, or small visuals on a keychain.

To learn about emotions in others you can use characters from TV shows, books or real-life opportunities.

Below are some helpful ways of teaching emotions:

- Teach one emotion at a time starting with the emotion that is easiest for your child to grasp
- Say that you wonder if they might be feeling 'emotion' e.g., happy because you can see that they are smiling
- Use a family Zones of Regulation chart to model emotions and speak about these within the family

Ensure that all feelings are validated, and avoid use of negative language to associate with feelings of 'anger'. Validate by saying, 'it is okay that you are feeling angry right now'.

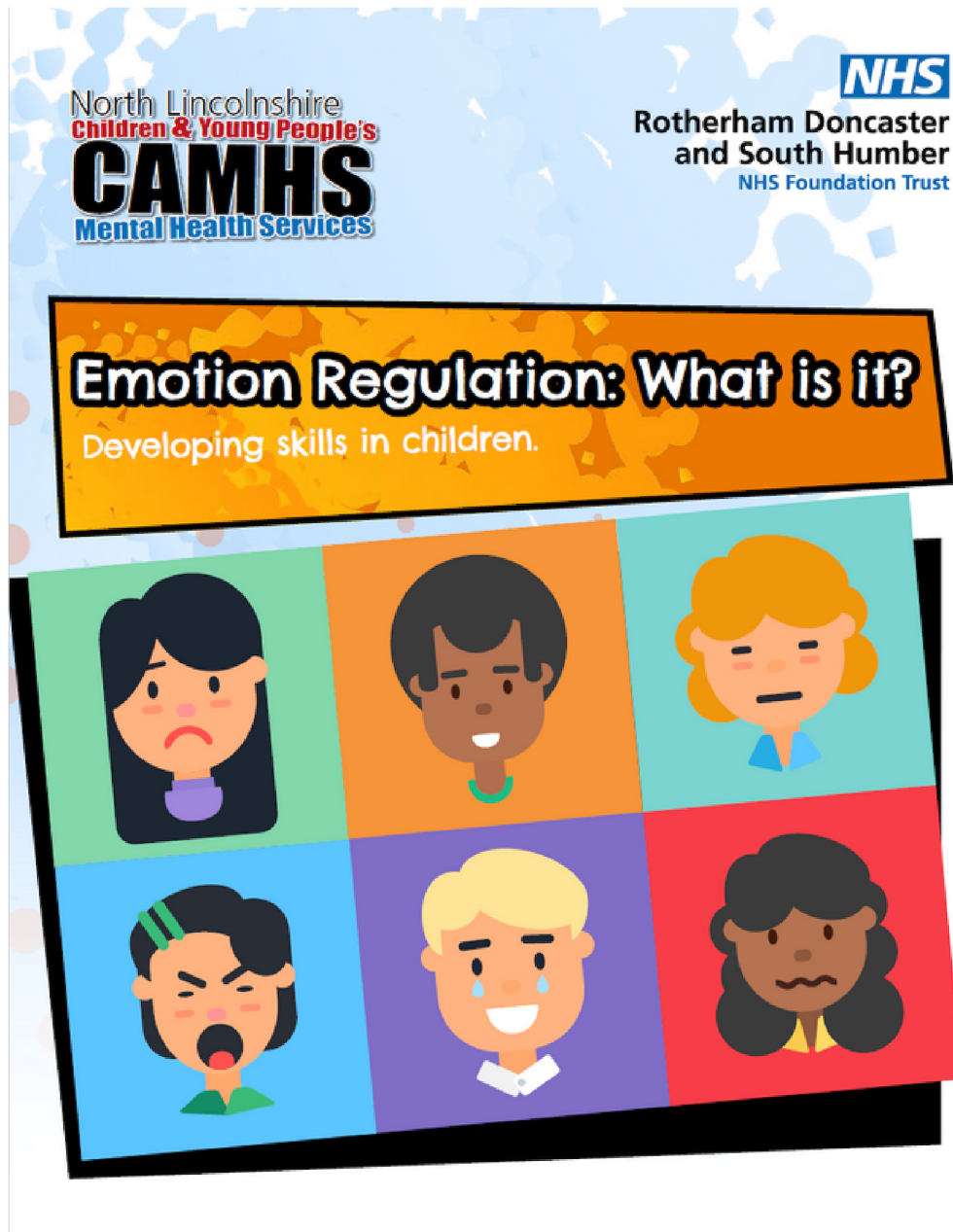
Avoid the focus of teaching the Zones of Regulation to be to 'get back to green' as this again can build a negative association with feelings other than 'calm' or 'happy'.

Ultimately, it is most important to make learning person-centred to your child and what works for them!

Here are some more links to useful resources;

<https://camhs.rdash.nhs.uk/wp-content/uploads/2021/04/NL-Emotion-regulation-e-leaflet-02.21.pdf>

<https://www.adhdfoundation.org.uk/wp-content/uploads/2022/05/Emotion-regulation-in-young-children.pdf>





Colnbrook Residents' Association
Serving Residents and Community
since 1947

Easter Egg Hunt

In the grounds of St Thomas' Church

Saturday 30th March, commencing at 12.00 midday



**150 chocolate eggs
to be found**

With drinks & plenty
of space to play.



Free for all Colnbrook children, up to the age of
11 and accompanied by an adult.



Adults please bring some cash with you.

Tickets to win a **BIG** Bunny and a **GIANT** Egg will be
available. Sales/donations will help fund the event.

If you would like to help on the day please call 07979 366 092

The menus for this term are now on the website just click **'Autumn Winter Menu 2024'**.

Pasta options:
Main - Mac and Cheese
Veg - teddy shaped ravioli with ricotta cheese in a tomato sauce

Next week's menu will be WEEK 3.

Week 3

Autumn/Winter 2023/24 Menu

Weeks Starting:
13th Nov, 4th Dec,
8th Jan, 29th Jan,
26th Feb and 18th March




Monday		Tuesday		Wednesday		Thursday		Friday	
Option 1 ✓	Chef's choice of Pasta	Option 1 ✓	Beef Burger in a Bun with Oven Chips	Option 1	Roast Chicken with Roast Potatoes and Gravy	Option 1	Keralan Chicken and Butternut Squash Curry with Rice	Option 1	Harry Ramsden's Fish with Oven Chips
Vegetarian Option 2 ✓	Chef's choice of Pasta	Option 2 ✓	Meat Free Burger in a Bun with Oven Chips	Option 2 ✓	Cauliflower and Broccoli Cheese with Roast Potatoes and Gravy	Option 2 ✓	Keralan Spinach and Butternut Squash Curry with Rice	Option 2 ✓	Vegan Nuggets with Oven Chips
Option 3	School's Choice	Option 3	School's Choice	Option 3	School's Choice	Option 3	School's Choice	Option 3	School's Choice
Sides:	Seasonal Vegetables, Salad Bar and Fresh Bread	Sides:	Seasonal Vegetables, Salad Bar and Fresh Bread	Sides:	Seasonal Vegetables, Salad Bar and Fresh Bread	Sides:	Seasonal Vegetables, Salad Bar and Fresh Bread	Sides:	Seasonal Vegetables, Salad Bar and Fresh Bread
Dessert: ✓	Fruit Yoghurt	Dessert: ✓	Apple Sponge with Custard	Dessert: ✓	Vanilla Ice Cream	Dessert: ✓	Peaches with Custard	Dessert: ✓	Chocolate Cookie



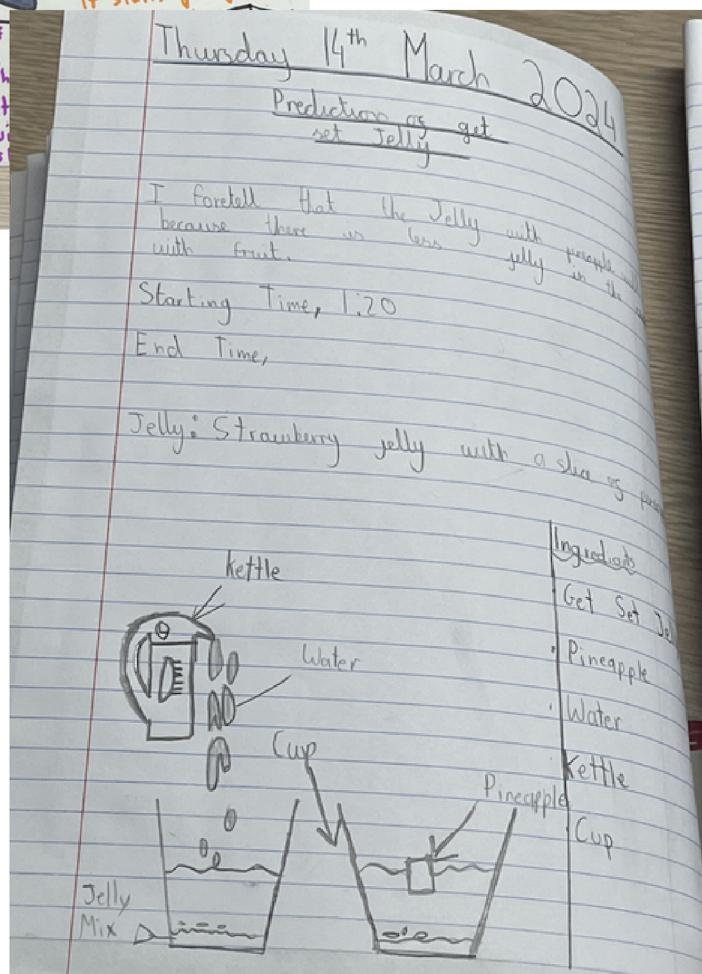
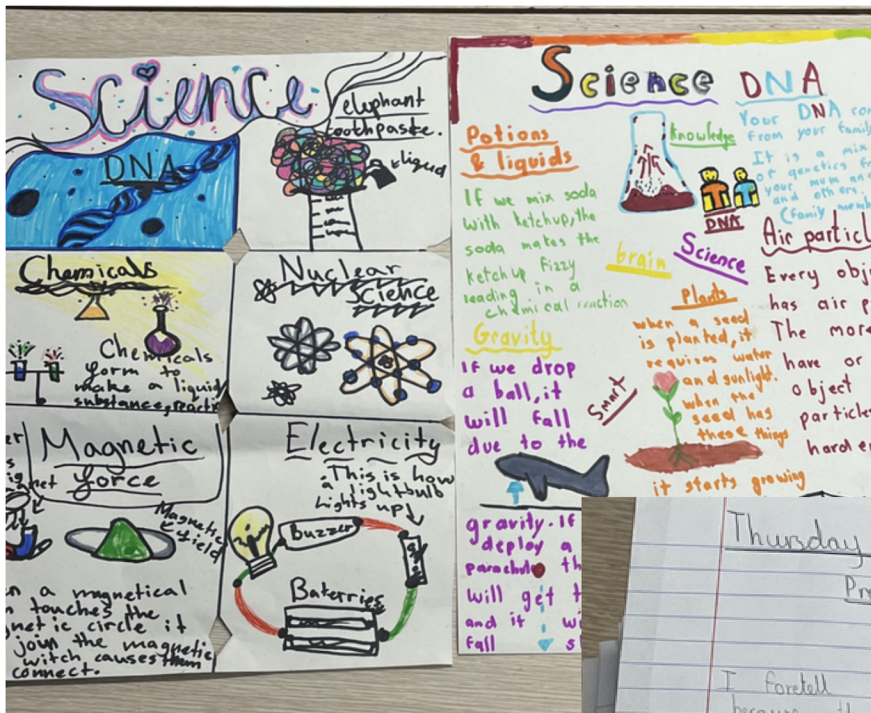

YEAR 5 - WALTZ

During science week year 5 have displayed some wonderful pieces of work including posters and participated in a range of different experiments.

One of which was "get set jelly" predicting which jelly would set first, one with fruit in, or the one without fruit in.

Children have thoroughly enjoyed taking part.

Mr Jawandha



YEAR 6 - JAZZ

This half term Year 6 have had lots of opportunities to showcase their knowledge and skills in Science.

They enjoyed their day out at the Science Museum, and we were able to look at how science and technology have developed over time. Pupils also had the opportunity to explore the Wonderlab where they could showcase their scientific thinking and skills.



During come science with me pupils were investigation reactions with vinegar, water and baking powder – it was EXPLOSIVE!

During this week in science week, students had to create a farm of the future taking into account how to make it sustainable. Pupils were able to work in groups and discuss their ideas and work on building it together.



Year 6 also carried out an investigation called 'Get Set Jelly'. Pupils had to predict whether jelly would set quicker on its own or if they added other food products to it. Year 6 timed the setting of 3 types, just jelly, jelly with fruit, jelly with food colouring.



On Thursday we had some very special visitors from Heathrow to celebrate International Women's Day. A workshop was led for Years 5 and 6 to understand the importance of women working in professional roles within Heathrow. They were all able to describe their jobs and responsibilities. Year 5 and Year 6 participated well and asked some very good questions.

