



Hillcroft Primary School

Friday 14th October 2022

What a lovely two week's we have had!

Reception children enjoyed going on their own 'Bear Hunt' to enhance their learning and in Year 1 the children decorated doves, contemplating and discussing the phrase "listen, learn and love each other" during their diversity and equality learning. Children have also been enjoying the range of clubs and activities on offer – including our very own early morning Yoga club run by Miss Mayhew.



Our Family THRIVE workshops continue to go well, and are proving popular with many parents and carers – thank you to Mrs Pearson and Mrs Copard for their continued hard work.



We hope you have a lovely weekend, and look forward to seeing you on Monday,
Miss Summers

Key Dates:

Please see link to whole school Key Dates calendar:

<https://drive.google.com/file/d/1Y3BFXmIVyPpb1UfdffOQSQEMF2De7OVw/view?usp=sharing>

Reminder: Open Classrooms are due to happen next week:

Year 1 - Monday 17th October - 2.15pm - entrance through Year 1 door

Year 2 - Thursday 20th October - 2.15pm – entrance through Nursery door

Year 3 and 4 - Tuesday 18th October - 2.30pm – Entrance through Main Doors

Year 5 and 6 - Wednesday 19th October- 2.30pm – Entrance through Main Doors

Sporting News!

A message from Mr Fuhrmann and Team Captain - Fraser:

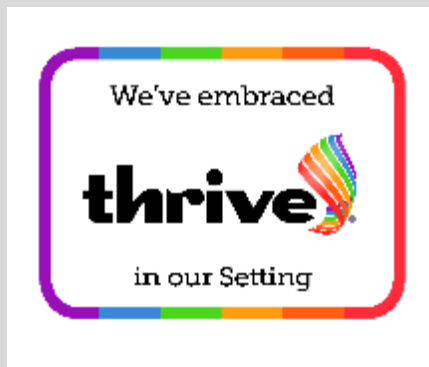
Football match vs St Francis – 4/10/22

The team: Oliver, Fraser (C), Jacob, Frankie, Harry, Franky, Dylan, Leo, Ollie, Maison, Will

St Francis kicked off the first half, but we began to put pressure on them straight away which gave us a two-goal lead in the first half – first Maison scoring from close range followed by Ollie finding the bottom left corner from just inside the box. The second half followed the same pattern with Hillcroft dominating the ball and creating chances. This led to two more goals coming from Dylan, placing it into the corner, and Fraser finishing from long-range resulting in an amazing 4-0 victory for Hillcroft. Well done to everyone who played!

By Fraser (C)





A message from Mrs Pearson.

WOW! I cannot believe it is nearly half term. This week I wanted to talk about "School Refusal" but I would like to call it "School Avoidance" as there is always a reason why children do not want to come to school; we just have to work out what the reason is.

We must be curious about the reasons and look to see how we can put relationships in place to ensure that we create the safety needed to enter school and be ready to learn.

When children completely refuse to go to school this can be extremely distressing for all parties. It is often accompanied by meltdowns, physical complaints such as stomach-aches, headaches, vomiting, rapid heartbeat, dizziness, pleading or begging to stay at home and even young people threatening to harm themselves if they are made to go to school.

What is emotionally based school avoidance?

Emotionally-based school avoidance is child-motivated refusal to attend school or difficulties in remaining in school the entire day. Emotionally based school avoidance is a condition characterised by reluctance or refusal to go to school by a child who:

- *Seeks the comfort and security of home, preferring to remain close to parental figures
- *Displays evidence of emotional upset or unexplained physical symptoms at the prospect of going to school
- *Manifests no severe antisocial tendencies
- *Does not attempt to conceal the problem from parents or caregivers

Why do children experience emotionally based school avoidance?

The root cause of emotionally-based school avoidance is anxiety, which will look very different according to the age of the child. Younger children may be more anxious about being separated from caregivers. Frequently, older children have concerns about academic performance, worries about making friends, eating in the dinner hall, using the school toilets, changing for PE, being called on for class, or being made fun of by peers.

What kinds of support are effective for emotionally based school avoidance?

Perhaps surprising for some, the number one factor increasing the likelihood of success with children who struggle attending school, is an early return to the physical environment of school. Identifying particular classes which the child can attend, identifying a limited time period where the child is required to be in the building, or identifying certain days which the child must attend are all legitimate strategies to employ and starting points for intervention goals and objectives.

If your child is unable to go to school you will need to provide extra support both practically and emotionally, but there is a lot you can do to help them.

* Ask what it is about school that makes them feel unable to go in. Listen, tell them you understand how hard this must be for them, and take their worries seriously.

* Try to stay calm and positive.

* Let your child get used to the strategies you try and allow time to see if they help before moving on.

* Praise small successes such as getting out of bed at the right time, or collecting work from school. Understand that some days your child may not manage schoolwork. Progress is not always linear, try again the next day.

* Education is a legal requirement. Explain to your child that if they cannot go to school, they will need to study at home. Work with school to facilitate learning and set tasks, and use online resources such as BBC Bitesize for curriculum-linked work.

* Dealing with school refusal can be very isolating and stressful, especially if you are also juggling work and other family commitments. Try to find some support and time for yourself. Your resilience and wellbeing is important for your child too.

In the New Year, myself and Mrs Coppard will be running a workshop all about School Refusal with tips on after school meltdowns and how crossing the midline helps with emotional regulation.



Our Children's Talents and Interests

Continuing on from our celebration of our children's talents and interests outside of school, we have been able to celebrate Callum's (Year 5) amazing skate-boarding skills, Dolly-Rae's (Year 2) Ninja cart racing, Millie's (Year 5) success at Cheerleading, Tyler's (Year 4) extraordinary knowledge about all things to do with buses and last but not least, Amira's (Year 6) fabulous drawing skills! All the children receive certificates and are recognised during assembly. Please do continue to let Miss Swain or your child's class teacher know if your child would like to celebrate anything.



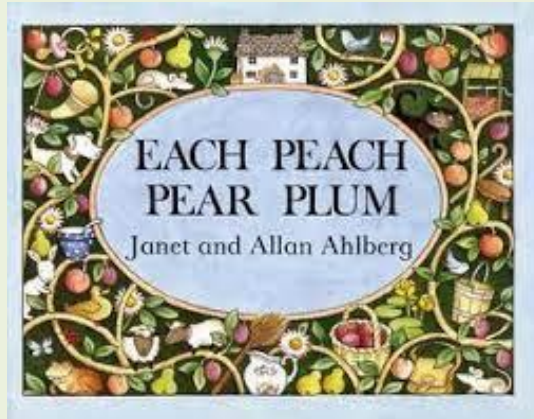
A special mention must go to Ella in Larch class – she wrote an engaging letter to the author Kes Gray (author of Oi Frog!). He has responded and we are in the process of confirming a visit by him during World Book Week, as he says that “the letter Ella wrote to me was very... impassioned and impossible to ignore!”. So, a huge thank you to Ella! How very exciting!



A Reading Community

This week, Mrs Winsor – Willow Class teacher – has shared her recommendations. They will be displayed in the front Reception and please do speak to an office member if you would like to borrow one – all are welcome to!

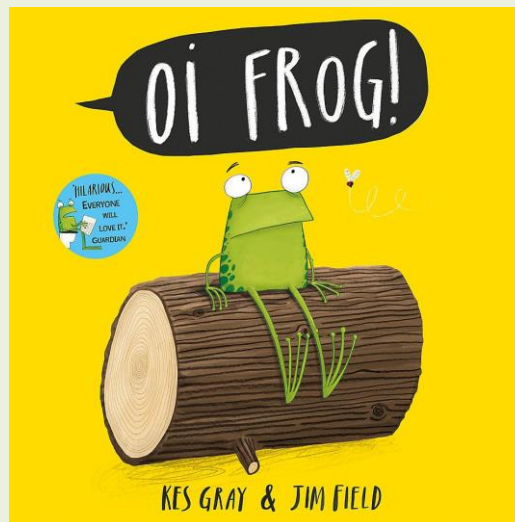
EYFS



Each Peach Pear Plum

'Each Peach Pear Plum' - the classic picture book by Janet and Allan Ahlberg - is a timeless picture book classic from the bestselling illustrator/author team Janet and Allan Ahlberg, creators of Peepo! Each beautifully illustrated page encourages young children to interact with the picture to find the next fairy tale and nursery rhyme character.

KS1

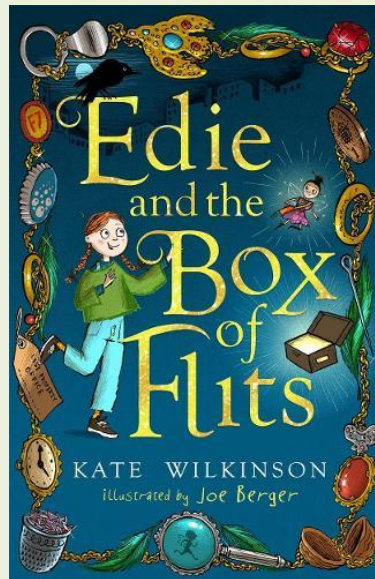


Oi Frog!

A read-aloud story that will have kids rhyming around the house! "It's very simple, really. Cats sit on mats, hares sit on chairs, mules sit on stools, gophers sit on sofas, and frogs sit on logs." Each animal's designated seat rhymes with that animal's name. "It's not about being comfortable," explains the cat.

A Reading Community ... Continued...

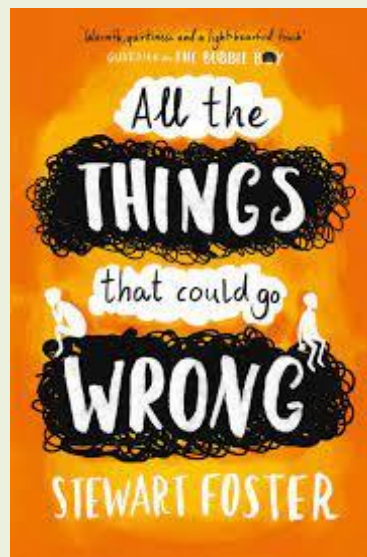
LKS2



Eddie and the Box of Flits

A magical adventure around London all about the importance of noticing the little things in life... This brilliant story full of fun and heart will delight young readers with a touch of magic and plenty of adventure. With delightful black-and-white illustrations by animator, cartoonist and illustrator Joe Berger, Eddie and the Box of Flits is The Borrowers for a new generation

UKS2



All the Things that could go Wrong

Stewart Foster writes with a pace that quickly engages the reader in this uniquely honest story of one boy's struggles with OCD and another boy's challenges with family life and friendships. The added warmth and humour brings the characters to life on the page and in your head, as the chapters alternate between the two main characters.

In other news...

Attendance Notice:

Just to remind parents/carers that if they take their children out of school without authority, they will be liable to receive a penalty notice. Currently the amount payable under a penalty notice is £60.00 per parent/carer per child if paid within 21 days. Thereafter the amount increases to £120.00 if paid between 21 and 28 days. If the penalty notice remains unpaid after 28 days, the Local Authority will consider a prosecution in the Magistrates Court. Please note that penalty notices are issued per parent/carer per child so a family of two parents and two children will receive 4 penalty notices.

Surrey Family Learning:

There are still spaces on the FREE courses run by Surrey Family Learning; please follow this link for more information

<https://mailchi.mp/865c6a93ba35/family-learning-parent-bulletin-734188>