

HARRIETSHAM CHURCH OF ENGLAND PRIMARY SCHOOL

Nurtured We Flourish

7.2.25

Dear Families,

My huge thank you to everyone who has attended a parents evening for their child. It really does make a difference to their learning when school and home work together. We hope that you found the meetings useful and informative.

We had a very busy week last week....

Year R enjoyed their Bikeability sessions. They were amazingly behaved and it was great to see them improve their balance and skills. Our thanks to Mrs Frost for organising and to the Year R team for facilitating this experience.

Key Stage Two also enjoyed a great Musical Performance in the afternoon on Friday. The musicians praised our audience as being the best behaved and most attentive of all the schools they have visited of late. We are pleased the children enjoyed listening. Our thanks to Mrs Holland for organising.

In addition to this, the whole school enjoyed wearing their Maths Hats during Number Day on Friday. It was great to hear their enthusiasm for Maths throughout the day and it was lovely to see them all enjoy the catwalk whilst parading with their Maths Hats. Thank you to everyone who helped their child to make a hat. Thanks also to Miss Pittam for organising the day.

Finally, we were treated to a lovely worship from Year 4 on Friday afternoon. Our thanks to the children for sharing their learning with us, and to the Year 4 team for supporting the children in this.

Reminders for next week:

- Parents Play next week - Sign up on Page 3.
- Family Working Day - Sunday 16th Feb. Sign up on Page 4.
- Year 3 worship Friday 14th February.

Kindest regards,
Jackie Chambers
Headteacher



LAST PRAYER GROUP MEETING THIS TERM

Monday 10th February at 2.45pm

A note from Mrs Holland Year 5 Chippendayle Lodge Visit

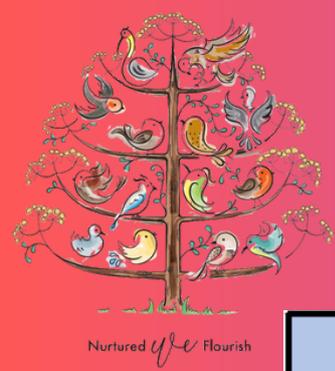
Our school was well represented by a group of our Year 5 pupils, who visited the local residential home, Chippendayle Lodge. The children were very polite, empathetic and sociable in their interactions with the residents. They made me very proud. We would love to plan future visits. If there are parents who would like to join us, please let Mrs Holland know via the office.



Term Dates and year dates for families: [Term Dates](#) | [Harrietsham Church of England Primary School](#)

Parent Calendar: [Calendar](#) | [Harrietsham Church of England Primary School](#)

Monday 10 th February – Friday 14 th February:	OPAL Parents Lunchtime Week (Families may attend lunchtimes throughout the week to play with their children)
Friday 14 th February:	School recognition of Valentine's Day Year 3 Class Worship 2:50pm
TERM ENDS: Friday 14th February 2025	



Attendance Matters

Every student. Every day.



Whole School Attendance for the Week	94.61%
Number of children with Outstanding Attendance (over 96%)	209

Class Attendance

Well done to all of the classes over our school target of 96%.

Attendance % for each Class (School Target 96%)													
Year R		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Ducklings	Cygnets	Wrens	Kingfishers	Sparrows	Jays	Robins	Woodpeckers	Swallows	Nightingales	Kestrels	Eagles	Hawks	Herons
95.6%	93.1%	96.67%	97.24%	93.1%	93.1%	96.43%	92.14%	97.67%	98%	91.94%	95%	87.6%	96.15%



Class Punctuality

Well done to all of those children who have been on time every day this week.

Percentage of children who have been on time this week													
Year R		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Ducklings	Cygnets	Wrens	Kingfishers	Sparrows	Jays	Robins	Woodpeckers	Swallows	Nightingales	Kestrels	Eagles	Hawks	Herons
96%	97%	93%	93%	86%	97%	93%	86%	90%	97%	87%	83%	100%	92%



EVERY DAY COUNTS
 School and future success starts with good attendance.

100% Perfect
 Our target for all students

DAILY LATENESS EQUATES TO...

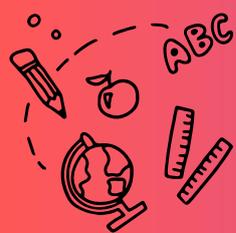
- 5 MINS LATE = 3 DAYS LOST
- 10 MINS LATE = 6 DAYS LOST
- 15 MINS LATE = 10 DAYS LOST

97% Impressive
 4 DAYS ABSENCE
 36 hours of learning lost

95% Concerning
 10 DAYS ABSENCE
 90 hours of learning lost

90% Seriously worrying
 19 DAYS ABSENCE
 114 hours of learning lost

Education is important - DON'T MISS OUT!





FAMILY OPAL PLAYTIMES NEXT WEEK

<https://forms.gle/GjLtsVtxxfFJ8HNx5>



OPAL Parents Play Week

Monday 10th – Friday 14th
February 2025



We are very excited to invite you to come and share in a lunchtime play with your child/children in the school playground next week.

To make this a safe experience for all, there are certain rules and procedures that must be followed:

- Unfortunately, we will not be able to allow any pre-school aged siblings to attend.
- All adults visiting must have signed in at the school office before attending.
- We cannot allow mobile phones on the playground.
- Unfortunately, we will be unable to provide a toilet for any visiting adults.
- Adults must stay on the playground until they are ready to leave. Please do not go into the school building.
- Please do follow the rules of play that your children will explain to you.



Please sign up :



We would love you to please bring along a loose part play donation.

Please bring:

- Small world toys - fairies, knights, dolls, cars, animals etc
- Arts and Craft materials and Loom Bands
- Balls (of any size), Bubbles and Skipping ropes
- Dressing up clothes
- Den building equipment - tarpaulins, old bed sheets
- Scooters which are in good condition
- Clean guttering / pipes for water play

Please dress for all weathers and for play!



JOIN US

**HELP
NEEDED**

We are holding a Family Working Day on Sunday 16th February.

Please join us if you can for some hard work and guaranteed fun!

Parents are invited, with their children, to help us to begin to create our ideal Playground and Forest School area.

If you would be keen to help, please see further details and sign up on the form via this link: <https://forms.gle/pysqzDBhpLnHaaUD8>

SUNDAY 16TH FEBRUARY

FAMILY WORKING DAY

**CAN YOU HELP US TO DEVELOP
OUR PLAY SPACES?**

PLEASE SIGN UP BELOW:

DRAFT BEHAVIOUR POLICY FOR CONSULTATION

We have slightly adapted our Behaviour Policy as a school. Below is a draft blueprint for the new policy that we would love for you to feedback on.

What will the school do to support positive behaviour?

- There will be an increased focus on our school values (Love, Forgiveness and Fellowship) and on our school rules (Ready, Respectful and Safe). We will refer to these regularly in our everyday language with the children – to address both positive and negative behaviour.
- We will work hard on building our relationships with the children so that our children feel that they can trust us and that we know them well.
- We will focus most of our attention on positive behaviours, celebrating those making the right choices. We will communicate these successes to you as much as we can.
- When children do make mistakes, we will allow them to explain their view on what has happened (when they are calm) and we will engage in restorative conversations with them.
- We will do our best to ensure that your children can learn to the best of their potential in a safe and calm environment.

How will we celebrate positive behaviour?

- We will use specific praise – telling the children what they have done well.
- Our Dojos will be linked to the school values and rules. You will be notified each time your child gets a dojo through the app.
- Your children will be sent to myself or Mr Gambell for a Headteacher Award if their learning or behaviour has been exemplary. They will receive a sticker / certificate to take home and share with you.
- We will continue to select a child from each class to win our Core Values certificate each week and then enjoy Hot Chocolate the following Monday morning with myself or Mr Gambell.
- We will also be introducing a termly (Autumn, Spring and Summer) medal assembly, where 5 children from each class will receive a medal and certificate in a special awards ceremony for showing the following:
 - Love
 - Forgiveness
 - Fellowship
 - Exemplary effort in their learning
 - Exemplary learning

What will be the consequences for negative behaviour?

- We will implement a system of stepped sanctions. If your child requires certain support, due to an educational / social and emotional need, they will receive this personalised support prior to the sanctions being put into place – as our focus will be upon enabling children to be successful rather than punishing them for not making the correct choices.
- At any point throughout these stepped sanctions, your child can choose to self-regulate and correct their behaviour through accessing the nurture nook or asking for a brain break. We will actively encourage children to do this to take ownership of their own emotions.
- Your child will be given a 'Fresh Start' for each new session – before break, after break, lunch, after lunch.
- Any negative behaviour will firstly be met with a positive reminder so that a child can be directed (as privately as possible) to make the right choice.
- If the child continues, a yellow warning card will be given to them discretely. This will be a physical yellow card containing visual reminders as to what the child needs to do to be successful.
- If the child continues still, an orange card will be given. Your child will be asked to take some reflection time to calm and reflect on what has gone wrong. After this reflection time, the teacher will engage in a restorative conversation with the child about their behaviour choices.

If your child receives 2 or more orange cards in one week, you will be invited in for a meeting with a member of SLT and the class teacher to discuss next steps to support your child.

- If your child still continues with the negative behaviour following an orange card, they will receive a red card. In this instance, they will be sent straight to a member of SLT with their learning. They will spend a length of time learning in the office with a member of SLT. The SLT member will engage in a restorative conversation with your child before they return to class.

A member of SLT will telephone you to discuss this.

If your child receives 2 or more red cards in a term, you will be invited into a meeting with a member of SLT and your child's class teacher and we will discuss an individualised behaviour plan for your child.

What do we need from you?

- We need you to chat through the behaviour and learning exceptions with your child regularly.
- We need you to celebrate positive behaviour with your child when you see this appear via dojo.
- We need you to support us by reinforcing that negative behaviour is not acceptable. Please remind your child that there are behaviour expectations in school to make it a happy place for everyone and that school is for learning. Please reinforce the message that we are all on the same team and care enough to set boundaries for them.
- If you are invited into a meeting to discuss your child's behaviour with us, please do attend. If we call a meeting it will be because we want to help your child and because we care about them.
- We need you to raise any concerns that you have about the way a behaviour incident has been managed with your child's teacher in a calm way, out of earshot of your child.



'Nurtured We Flourish'

Love



Forgiveness



Fellowship





The Six Principles of Nurture

Children's learning is understood developmentally.	The classroom offers a safe base.	The importance of nurture for the development of wellbeing.	Language is a vital means of communication.	All behaviour is communication.	The importance of transition in children's lives.
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<h4>Visible Consistent Calm Adults</h4> <ul style="list-style-type: none"> • Build relationships. • Meet and greet at door (genuine interest). • Model positive behaviours. • Visible and immediate recognition. • Positives relayed to parents. • Be calm and give 'take up time'. • Prevent before sanctions. • Follow up every time, retain ownership. • Engage in reflective dialogue with pupils – allowing them to explain what occurred and why. 	<h4>Refer to Rules</h4> <p>Be Ready</p>  <p>Be Respectful</p>  <p>Be Safe</p> 	<h4>First Attention for Best Conduct</h4> <ul style="list-style-type: none"> • Specific praise. • Dojos (values, rules, 'Super Dojo', 'Dojo on the Go') • Class rewards / stickers. • Positive communication home (written / verbal). <h4>Over and Above</h4> <ul style="list-style-type: none"> • Headteacher Award (ad hoc) • Weekly Core Value Award (1 per class) • Termly Medal Assembly - Love, Forgiveness, Fellowship and Learning (Effort and Achievement)
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Relentless Routines

Respectful Walking 3, 2, 1 ... Ready Good - sitting / listening / looking Stopping: hand up signal / clapping

Voices Away Silence in and out of worship

Choices for regulation to be given to children to correct their behaviour

Stepped Sanctions

Only after:

- Appropriate learning / support
- Positive reinforcement
- Relationship building / understanding
- Personalised, child-specific techniques

A 'FRESH START' TO BE GIVEN FOR EACH NEW SESSION.

2. Yellow Card (Warning)

(Yellow card with behaviour reminders discreetly given).

4. Red Card (Time Out - SLT)

(Immediate time out with SLT member on duty)

Time out in reflection, with learning. Followed by restorative conversation and discussions around future behaviour with SLT. SLT to support apology / return to class.

- > Logged on Dojo by Teacher.
- > Logged on CPOMs by SLT.
- > SLT to speak to parent same day (face-to-face / phone).

Examples: intentional physical violence, targeted swearing / racism / bullying / homophobia.

Length of Time Out decided by SLT member – relating to age of child and severity of behaviour.

2 or more in a term = SLT to book behaviour plan meeting (Teacher, SLT and parent).

3. Orange Card (Time In)

(Age-appropriate reflection time - e.g. in Nurture Nook / Brain Break / in class with adult / in partner class / with adult on playground).

Followed by:
Restorative conversation when child is ready. Using below as template:

- What happened?
- Who has been affected?
- How did this make people feel?
- What should we do to put things right?

- > Logged on Dojo by Teacher.
- > Teacher to speak to parent same day (face-to-face / phone).

Examples: Repeated disruption to learning, rudeness, play fighting.

2 or more in a week = Teacher to book meeting (Teacher, SLT and parent).

5. Individualised Behaviour Plan

(Written by CT and SLT member – alongside

1. Positive Reminder

(30 second script – examples below).

1. You need to...
2. I need to see you...
3. At Harrietsham, we expect...
4. I know you will...
5. Thank you for...
6. I have heard what you said, now you must...
7. We will...

Always allow take up time