



St Wilfrid's Catholic Primary
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NEWSLETTER

Friday 9th September 2022

Newsletter No. 1

<https://www.stwilfrd.bham.sch.uk/web>



@stwilfridrc

Interim Executive Headteacher : Mrs H Milligan
Interim Head of School : Mrs L Husted



We strive to follow Christ example , to always do our best



It is with sadness that we meet at the end of this week in the knowledge that Her Majesty Queen Elizabeth II has died.

Speaking of becoming Queen after the sudden death of her father, King George VI, Her Majesty said that her new role was 'all a bit of a sudden taking on.' However, 'taking on' of the role she did, and much more.

A wonderful role model for us all, she dedicated her life to the service of others , embracing the calling she had received, using her God - given gifts. In her first Christmas speech as sovereign, she spoke of her faith and acknowledged the close and powerful relationship we have with God to help shape our lives and live out our vocation:

'Pray for me ... that God may give me wisdom and strength to carry out the solemn promises I shall be making, and that I may faithfully serve Him and you, all the days of my life.'

We, in turn, are grateful to God for her life and are inspired by her devotion to God and to those whom she served.

Eternal rest, grant unto her O Lord, and let perpetual light shine upon her. May she rest in peace. Amen





SEASON OF CREATION

Mrs Milligan and Mrs Husted's Message

Welcome back!

How wonderful it is to see everybody back safe and sound and ready for the year ahead.

In school, we are lucky that we have two 'new year' celebrations each year—one in January and one in September and what a celebration this week has been. Your children have spent time with their friends, their teachers and teaching assistants and settled in beautifully! The children have returned well equipped and smartly kitted out in their uniforms—we are so proud of them. Thank you for getting them ready!

We look forward to working alongside you all once again this year as the amazing community that we are.

Coming up, so far this term, we have

- A classroom drop-in planned so that you can see where your children are learning
- Fundraising days for Sepsis and Cafod
- Bikeability for some of our children
- Harvest Festival
- Season of Creation celebrations
- A Macmillan Afternoon Tea and much more, more!

Yes folks, it's time to keep your eye on the newsletter, website and on our Twitter page to find out what is going on so that you don't miss a trick!

There are a number of flyers attached to the newsletter today—please have a look.





NEWSLETTER



The God who Speaks

This coming Sunday is Education Sunday.

'Taking place at the start of the academic year, this day offers an opportunity for us to pray to Almighty God for all people involved in Catholic education, to celebrate the achievements of the past and to ask Our Lord to bless the work of the year ahead. The theme of this year's Education Sunday is 'Enlightening the Mind' and is based on the Gospel acclamation for that day: **"May the Father of our Lord Jesus Christ enlighten the eyes of our mind, so that we can see what hope his call holds for us"** (Ephesians 1:17,18). (Father Marcus Stock—Chair of the Catholic Education Service)



Virtues Award

Infants

We will share our first awards

Juniors

We will share our first awards

Right of the Week



Article 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children



Virtues of the Half Term



Compassionate and Loving.

This half term, we are trying to be more Compassionate and Loving towards Creation. At St Wilfrid's we have been making some small changes over the past couple of years and we hope to embed these changes and make even more. We are doing our best to 'listen to the voice of creation'

We turn off electric when it is being unused, we recycle batteries and paper, we are developing 2 new outdoor areas where our plants can thrive and our wildlife can find a home.

Over the next few weeks, the children will be putting into place their own projects to recognise the importance of God's creation—watch this space next week to find out more. **NEXT FRIDAY, we ask the children to wear something GREEN and donate 50p to Cafod to support them in their work against climate change.**

This can be paid on ParentPay





READY RESPECTFUL SAFE

This year we have introduced a new behaviour strategy which focuses on those pupils who behave well, rather than giving fame to those who do not make good choices. Ms Brown has been working hard with staff in developing this, and we are delighted with the outcome.

There are three simple rules - **Ready Respectful Safe** - which are displayed around school and these were introduced to the pupils during our first assembly.

Our new approach focuses on: a calm, consistent approach from all adults in school; ensures all adults use consistent language to promote positive behaviour; celebrates all pupils, especially those who display good attitudes all the time; uses a restorative approach instead of punishments.

The children are already experiencing a calmer atmosphere around school. They are moving safely by always walking on the left in corridors and they are enjoying being greeted personally by their teachers each morning at the classroom door.

A copy of the draft policy is attached for you.



Home school agreement

We have also updated our Home school agreement which sets out the expectations for all stakeholders of our school.

What is a Home-School Agreement?

A Home-School Agreement is a statement explaining:

- the school's aims
- the school's responsibilities towards its pupils who are of compulsory school age
- the responsibility of each pupil's parents
- what the school expects of its pupils.



This is a simple agreement between the school, pupil, parent and governors which outlines effective ways in which we can agree to work together to foster and maintain respectful and pro-active relationships as your child moves through school.

A copy of this is also attached. By choosing St Wilfrid's for your child, you are agreeing to this .

School Meals



A few reminders for you about school meals in case you have forgotten over the holiday!

- School meals are FREE to all Reception, Year 1 and Year 2 children
- When your child is in Years 3,4,5 or 6, unless you are entitled to Free School Meals, meals cost £2.50 each—this is payable on ParentPay
- If you are not sure whether you are entitled to Free School Meals, then please speak to either Mrs Aiken or Mrs Harrison in our main office, and they will be able to help you
- If your regular meal pattern changes—ie your child is swapping from school meals to sandwiches from home, or vice versa, then please call the office BEFORE 10am so that we can make sure we have cooked the correct amount of dinners
- Don't forget, we will be holding regular school meal events where children can have a special dinner or invite someone from home in to eat with them—watch this space to find out!





NEWSLETTER

Dates For Your Calendar (Please keep checking for additions/changes)

Date	Event										
14.9.22	Wear Red for Sepsis (50p per family) Please pay on ParentPay										
16.9.22	Wear Green for Creation (50p per family). Please pay on ParentPay										
20.10.22	Harvest Festival										
TBC	Macmillan Afternoon Tea										
BIKEABILITY DATES	<table border="1"> <thead> <tr> <th>Year group</th><th>Bikeability training date</th></tr> </thead> <tbody> <tr> <td>Y3</td><td>15th and 16th September</td></tr> <tr> <td>Y4</td><td>Week commencing 19th September</td></tr> <tr> <td>Y5</td><td>Week commencing 26th September</td></tr> <tr> <td>Y6</td><td>Week commencing 3rd October</td></tr> </tbody> </table>	Year group	Bikeability training date	Y3	15 th and 16 th September	Y4	Week commencing 19 th September	Y5	Week commencing 26 th September	Y6	Week commencing 3 rd October
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Y3	15 th and 16 th September										
Y4	Week commencing 19 th September										
Y5	Week commencing 26 th September										
Y6	Week commencing 3 rd October										

A Reminder of our Teacher Days for the Coming Academic Year

Teacher Days
♦ Monday 5th September
♦ Tuesday 6th September
• Monday 17th October 2022
• Tuesday 3rd January 2023
• Monday 5th June 2023



Fling wide the doors!

Please join us in your child's classroom straight after school on your allocated date to discover the mystery life they lead when they leave you to run into school!

Meet your child's teacher, see where your child learns, plays and gets to know their friends.

The classroom will be open on your allocated evening for about fifteen minutes so that you can have a look around

Class	Date
Reception	20.9.22
Year 1	19.9.22
Year 2	19.9.22
Year 3	14.9.22
Year 4	20.9.22
Year 5	20.9.22
Year 6	15.9.22

Bikeability

Over the next few weeks, our Junior children, will be taking part in **Bikeability cycle training**.

This training will be provided by David, Pete and Steve, experts at the Big Birmingham Bike Team!

The children will be given the opportunity to take part in a two-hour cycling session, where they will work closely with the coaches to improve their bike-riding skills.

If your child cannot ride a bike, they will take part in the "Ready to Learn" programme where they will learn basic bike-riding skills.

If your child can already ride a bike, they will take part in the Level 1 programme where they will increase in riding confidence and competency.

The Birmingham Big Bike Team will provide helmets and bikes for all children.

Your child will need to wear their outdoor PE kits for their session so please ensure they have these in school (St Wilfrid's polo top, tracksuit bottoms and trainers).

If you would like to find out more about Bikeability cycle training please log on to - www.bikeability.org.uk





NEWSLETTER

Statement from Cardinal Vincent Nichols on the death of Her Majesty Queen Elizabeth II

"On 21 April 1947, on her twenty-first birthday, Princess Elizabeth said, 'I declare before you all that my whole life whether it be long or short shall be devoted to your service.'

"Now, seventy-five years later, we are heartbroken in our loss at her death, and so full of admiration for the unfailing way in which she fulfilled that declaration.

"Even in my sorrow, shared with so many around the world, I am filled with an immense sense of gratitude for the gift to the world that has been the life of Queen Elizabeth II.

"At this time, we pray for the repose of the soul of Her Majesty. We do so with confidence, because the Christian faith marked every day of her life and activity.

"In her Millennium Christmas message, she said, 'To many of us, our beliefs are of fundamental importance. For me the teachings of Christ and my own personal accountability before God provide a framework in which I try to lead my life. I, like so many of you, have drawn great comfort in difficult times from Christ's words and example.'

Friends of St Wilfrid's Group!



Here is an exciting opportunity!

We have had a number of parents who wish to join together as a Friends of St Wilfrid's group and support us in school with exciting events, projects, get-togethers, coffee mornings, afternoon teas, and fundraising etc.

Would you like to be involved?

If so, please contact Naz Hami on 07955272710

Fundraising

We are very aware that, with the cost of living increasing dramatically for many families, it is difficult to make extra donations to school for charities and for exciting school projects.

We have always been overwhelmed by your generosity and we thank you immensely for this

Whilst we will continue to run fundraising events, we will endeavour to reduce the amount for which we ask. Next week, for example, we have the opportunity for two non uniform days. Usually, we would ask for £1 per family for each of these events, but next week, **we ask for £1 in total, which we will then split equally between the 2 charities, Sepsis UK and Cafod.**

If you are able and wish to contribute more, then you are more than welcome to. **We thank you, in advance.**

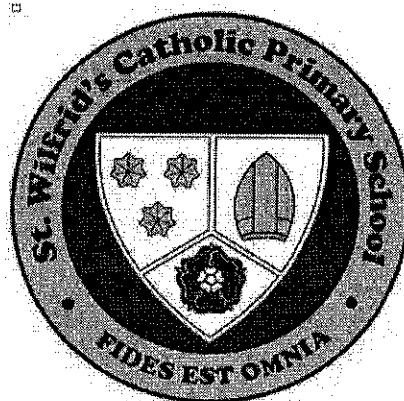
At the end of a busy week, we finish with the words of Her Majesty, Queen Elizabeth II

"I believe that, young or old, we have as much to look forward to with confidence and hope as we have to look back on with pride."

Mrs Milligan, Mrs Husted and all the staff .



ST WILFRID'S CATHOLIC PRIMARY SCHOOL



BEHAVIOUR POLICY

Date written	July 2022
Date agreed	
Chair of Governors (signature)	
Executive Head (signature)	
Head of School (signature)	
Behaviour Lead (signature)	
Date of review	

All staff at St Wilfrid's Catholic Primary School aim:

- to promotes the development of respect and love for the individual, showing caring attitudes to one another within our school community and in the wider community.
- to follow Christ in our actions – this is explained and presented to the children at their level to give them the understanding they need to take personal responsibility for their actions.
- to support everyone in achieving our school's mission:
'to love, care, share and respect'.

Mission Statement: **We strive to follow Christ's example and always do our best.**

Our Behaviour Policy assumes that:

As a Catholic School, Christ is firmly at the centre of all that we do at St Wilfrid's Catholic Primary School. This includes the Gospel values and virtues being embedded throughout our approach to behaviour expectations. Our mission is a fundamental part of the schools' behaviour principles and is intrinsic to all that we do. Our school values of respect, responsibility, resilience, integrity, inclusion and aspiration are at the core of everyday life at St Wilfrid's Catholic Primary School. They enable our children to develop the personal qualities that result in an understanding of the need for an agreed code of conduct that allows all children to access a safe and happy learning environment. Children are expected to show a caring attitude towards other people and a respect for their surroundings. We believe that good behaviour is based on mutual respect between children and adults. Therefore, all staff adopt this philosophy. Positive relationships within our school community are vital. Our ethos is that people treat others the way they would like to be treated themselves. We have high expectations of children's behaviour and we believe that every child can make the right choice about their own behaviour and learn to take responsibility for their own actions.

"At St Wilfrid's Primary School, we believe every child has a right to learn, teachers have the right to teach, and this will only happen if there is an ethos of good behaviour."

Our school charter:

Ready – to learn
Respectful – of everyone
Safe – in our behaviour

It will be consistently applied in all lessons, teaching sessions, assemblies, Collective Worship and Hymn Practice, in After School clubs, at lunchtime and at playtimes.

Staff are expected to:

- Establish and maintain clear and consistent expectations and boundaries;
- Model forgiveness and the possibility of restoration and a new beginning in their relationships with both adults and children;
- Be visibly consistent in approaches – not walking by;
- Benefit from a calm and secure environment in which to teach effectively;
- Use Core Values and restorative language to support good behaviour for learning;
- Build positive relationships with the whole school community – discussing any issues with parents and carers in a timely manner;
- Consider the reasons why behaviours are being displayed.

All staff have the support of the Executive Head, Head of school, the Senior leadership team and have access to external professional support services where needed.

Pupils are expected to:

- Show respect to staff, each other and their learning environment
- Always do their best and make it easy for everyone else to learn
- Take care of equipment, furniture and surroundings
- Always walk quietly and sensibly around school
- Always come to school on time and in the correct school uniform
- Promote the good reputation of the school in the community, bearing in mind that the code of conduct applies to and from school and on all activities that take place off site
- Adhere to anti-bullying procedures and report all incidents of bullying to a staff member.

Parents are expected to:

- Be fully informed about the school's ethos, Core Values and the Behaviour for Learning policy;
- Feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the school's Core Values;
- Be confident that their child is developing personally, socially and academically;
- Keep the school informed of any significant events that may affect their child in school;
- Support the school in developing appropriate behaviour;
- Remain vigilant regarding the use of Social Media and Communication Technology.
- Contact the class teacher if they have concerns. If that concern remains, they should contact the Head of School or Executive Head teacher.

Partnership with parents:

A strong partnership between home and school is of real benefit to children. At St Wilfrid's we strive to work in partnership with parents. This ensures a consistent approach. We aim to share good news and achievements as well as any concerns or details of any behaviour incidents in a timely manner. Where the teacher deems it appropriate, they will speak with parents at an early stage. If the Head of School considers a problem serious enough, parents will be contacted, and a meeting arranged where the matter will be discussed with a member of the Senior Leadership Team.

Rewards and Sanctions:

At St Wilfrid's we want to reward those children who demonstrate our core values in all aspects of their life, always choosing to work hard and behave well. We aim to focus, as much as possible, on a positive approach of encouragement and praise and believe that positive reinforcement of appropriate behaviour is the best way to encourage good standards of behaviour for all.

Praise is given in many ways and includes:	
Verbal praise	Praise and positive comments will be given readily, making specific comments on good behaviour using the 'values language'.
House Points	Awarded for particularly good work in class, for homework, or for good behaviour noticed around school. <i>These may be awarded by any member of staff.</i> Each week, the winning house will be recognised and recorded, the house with the most points at the end of each half term will be rewarded with an extra play session with the play equipment.
Class Dojos	Awarded on an interactive Class Dojo reward system; specific so individual positive behaviour can be celebrated. Awarded by class staff to encourage core skills and values. Points are collected and rewarded at the end of each week by the class teacher.
Values & Virtues	Awarded each week in Merit assembly for demonstrating the current Value or Virtue. This may a certificate and/or a wristband. <i>May be awarded by any member of staff.</i>
Merits	Awarded weekly in Merit assembly by class teachers in recognition of exceptional work or effort in class.
Wise Owl for Writing Sports Award Music Award	Each awarded weekly by class staff, during Merit assembly, in recognition of successes in these areas.
Stars (J) and Smileys (I)	Awarded to classes for lining up and moving around school quietly and sensibly The class with the most stars and smileys each week is rewarded with extra play.
Lunchtime Award	Awarded to one class or individual from the Infants and Juniors each week by the Lead Lunchtime Supervisor as an example of excellent playground behaviour.
Praise Postcards	These are posted to one child per class each, half term to recognise exceptional behaviour, effort, or attainment.
Uniform award	Awarded each half term for wearing our uniform with pride.

In addition, further, on the spot, rewards might include:

- A visit to a member of staff responsible for a subject in which the child has excelled.
- A visit to a senior member of staff.
- A sticker from a teacher for example for our Catholic Social Teaching or our Children's Charter.
- A quiet word, a smile, etc.
- A word to a parent
- A mention on the school's Twitter feed, website or newsletter.

Sanctions:

On occasions, where a pupil finds it difficult to follow our Core Values, positive attitudes and behaviour expectations, adults will:

- seek to avoid confrontation, demonstrating compassion through active listening and forgiveness where there is an acknowledgement of wrong doing;
- establish the facts and be non-judgemental;
- remember that quiet, personal, explicit conversations are essential as opposed to general criticism of whole groups;
- provide pupils with the opportunity to make amends – repair and restore.

Where necessary, individual pupils may need to have personalised behaviour plan, which would be set up in conjunction with the class teacher, phase leader, behaviour lead or other Senior Leader. This will be communicated to parents in the form of a face-to-face meeting.

Remember - It is the behaviour which is unacceptable – not the child. Consider the deed not the perceived reputation of the child.

	Steps	Actions
1	Reminder	Minimal acknowledgement of behaviour, eye contact, facial expression, reminder of the Core Values delivered privately, wherever possible. Repeat reminders, if reasonable adjustments are necessary. (Take the initiative to keep things at this stage if possible.)
2	Warning	A verbal caution delivered privately, wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
3	Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so, and refer to previous examples of good behaviour. Use the 30 second intervention comments. <i>I noticed that you are...having trouble getting started/struggling to get going/struggling with playing kindly.</i> <i>The expected behaviour you have not shown is...be kind and loving/be the best you can be/be respectful to everyone and everything.</i> <i>You have chosen to...move to another seat/catch up with your work later.</i> <i>Do you remember last week when you...got that positive note/received a dojo/did that fantastic learning.</i> <i>That is who I need to see today.</i> <i>I expect...to see your table tidy in 2 minutes.</i> <i>I know you will.</i> <i>Thank you for...give them take up time</i>
4	Time out	Time out will be a short time in a buddy class, in a thinking space or at the side of the playground. It is a few minutes for the pupil to calm down, breathe, look at the situation from a different perspective and compose themselves – it should be short
5	Repair	This might be a quick chat at break time in the classroom/playground (walk and talk) or a more formal meeting. – using restorative language... What happened? What were you thinking and feeling? Which Core Value were you not showing? Who has been affected – how did it make them feel? How can you make it right? How can you make sure this doesn't happen again? Depending on the behaviour displayed and whether the behaviour is repeated, this step may involve the behaviour lead and/or a member of SLT – for time out they should be sent to a SLT member. The repair may involve 'Community Pay Back' or an imposition.

The member of staff who has dealt with the situation records incidents of poor behaviour on CPOMs. This enables staff to monitor behaviour closely and address patterns that may arise. These will be monitored regularly by SLT and pastoral staff.

Each incident will be recorded using the following questions:

- What happened?
- Who has been affected – how did it make them feel?
- What actions have been taken?
- What will be put in place to avoid this happening again?

***Remember each child has a clean state after each lesson /day /week / 1/2 term**

Following the consequence, the next session becomes a fresh start for the child with a clear expectation that the unacceptable behaviour will not happen again.

Community Pay Back:

These are additional responsibilities that will be carried out in the pupil's own time, e.g. break or lunchtime – assisting an adult with tidying an area, helping in the lunch hall, sharpening pencils, putting the playground toys away or litter picking. The staff member will remind the pupil of the reasons why they are carrying this out, before and after the Community Pay Back. This will be communicated to parents by the adult issuing the sanction, by letter and will be followed up with a review meeting, where undertakings will be discussed, reparation made and clean sheets created. A mentor may be allocated to support the learner; this could be any member of staff with whom they can build a positive relationship.

Imposition:

If a child needs to catch up on learning missed – this may be sent home with a short note attached and must be completed that evening and signed by the parents/carers. The parents/carers can see that there are expectations that are not being met, and the learner can see that there are consequences for not completing work.

The aforementioned rewards, behaviour expectations and sanctions will be enough for the majority of children. However, should it be necessary, the following sanctions will be applied:

Meeting between parents and Class Teacher -To discuss behaviour and encourage a consistent approach to behaviour management between home and school.

If a behaviour plan fails to have the desired impact the school will seek the support of external agencies

Referral to senior staff/Head of School/ Executive Head- Children to explain their behaviour to Phase Leaders and reflect upon their actions to avoid any repeat of such behaviour in the future. There may be, where it is deemed necessary, discussion with pupil and parents. In such cases, a behaviour monitoring sheet may be implemented. (*Appendix A)

All aggressive behaviour will lead to an immediate referral to senior staff. This would be discussed during a phone call to parents and with the child.

Behaviour incidents will be recorded on our electronic monitoring system CPOMs. The Head of School, Executive Head and SLT will be informed of all serious incidents involving physical contact.

More serious behavioural issues in school

Serious incidents are defined as:

- Behaviour that poses a danger to the child
- Behaviour that poses a danger to others
- Behaviour that causes damage to school or another person's property.

In the case of pupils who exhibit more challenging behaviour in school the following procedures will be followed

- The parent will be asked to attend a meeting about the concerns raised by the school.
- Behaviour may be monitored through the use of a structured behaviour plan.
- A risk assessment may be drawn up.
- Specialist services may be involved if necessary. E.g. Beacon Behaviour support.
- The effectiveness of any behaviour plan will be monitored and further behaviour plans drawn up as required.

Exclusions

Internal Exclusion

An internal exclusion at St Wilfrid's means that a child will complete their set work outside of the classroom that they usually work within. This could be the SLT office or another appropriate area. Only a member of SLT can internally exclude. The incident would be logged on CPOMs

Fixed Term Exclusion

If an incident is deemed serious enough to involve fixed term exclusion, the Head of School or Executive Head teacher will endeavour to contact the parents on the day of the incident.

A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.

Work will always be provided for the length of the exclusion. It is expected that this is returned to be marked. Parents must meet with the Head of School or Executive Head Teacher on the day that the child returns to school to ensure such events don't reoccur. The Head Teacher has the right to turn a fixed term exclusion into a permanent exclusion. This would only be considered following advice from Birmingham City Council's exclusion team. **ONLY** the Head Teacher has the authority to impose an exclusion. All exclusions will be recorded on CPOMS.

Procedures to appeal against a decision are also clearly outlined in the letter. St Wilfrid's School follows guidelines set out in the Department for Education's document (2012) 'Exclusion from Maintained Schools

NB – *It may not be appropriate for all sanctions to be followed methodically – some instances may require action immediately, for example, where the child is responsible for verbal or physical assault against another pupil or an adult, which includes:*

- *fighting, violent behaviour, wounding, obstruction and/or jostling,*
- *verbal abuse and/or threatening behaviour against another pupil or an adult, which includes threatened violence,*
- *aggressive behaviour causing or potentially causing harm,*
- *swearing,*
- *homophobic abuse and harassment,*
- *racist abuse or harassment,*
- *carrying an offensive weapon*

Child on Child Abuse

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate. If the allegation indicates that a potential criminal offence has taken place, the police will become involved.

Parents, of both the student/s being complained about and the alleged victim/s, should be informed and kept updated on the progress of the referral. The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome using CPOMS.

If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned

SEND

Every child is created in 'God's image' and this tenet of our Catholic faith is something that the Governors and staff at St Wilfrid's hold very firmly. We recognise that some children with additional or complex needs may struggle with behaviour. We will always strive to support these children through supervision, outside agency support and different strategies. In some cases, external agencies may run their own systems of reward and sanction appropriate to the individual.

We will work closely with the parents to ensure that the children's needs are met within our setting and support the child and family if a main school setting is not suitable to meet their needs.

Pastoral team and other external agencies.

In the event of children exhibiting continuous disruptive behaviour, the school reserves the right to initiate the support of external agencies, including

The education psychologist - for behaviour in school

Beacon Behaviour Support

SENAR for advice to do with issues of behaviour or welfare in school

For some children, where difficulties with behaviour is persistent, they will be referred to a member of our school Pastoral Team, where they will be supported through a variety of strategies that are deemed appropriate (e.g 1 to 1 work, mentoring) or referred for work with our Mental and Emotional Health Worker.

Where children are exhibiting ongoing difficulties in their relationships with others either in class or on the playground, we may implement a pastoral support log to help track and identify issues or triggers. (Appendix B)

NB: Work with the Pastoral Team is not always solely related to behavioural difficulties.

Keeping Classrooms Safe - Physical Intervention

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We use a curriculum which endeavours to explore and strengthen emotional responses to situations. We will only physically intervene as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment. Staff will only employ positive handling techniques when the risks involved in doing so are outweighed by the risks involved by not. Under very exceptional circumstances, physical intervention may be required to manage a child's risky behaviour or aggression where their behaviour is physically endangering themselves, other children, adults or causing serious damage to property. Physical intervention should not, however be considered in isolation. Staff will take steps to avoid the need to physically intervene by de-escalating the situation through discussion and diversion. Should a child's behaviour require regular physical intervention school will ensure that the necessary staff have accessed the necessary 'Positive handling' training.

GENERAL PROCEDURES

Lining up

- Whistle is blown
- Children move immediately to their designated lining up spots, in register order.
- Staff to meet the classes at their spot promptly and ensure lines are quiet before entering the school

Moving around the school

- No groups should move around the school unaccompanied by a teacher.
- All children should enter and leave all rooms in an orderly fashion.
- Everyone should walk at all times, keeping to the left, paying particular attention to this when going up or down stairs.
- Courtesy should be shown at all times.
- All teachers should greet children from all year groups, with uniform or behaviour reminders given where appropriate.

In the Classroom

Teachers should discuss the school charter and how this applies to their classroom contract. The school rules are:

- We are ready
- We are respectful
- We are safe

Routines should be in place for:

- Positively entering and leaving the classroom.
- Getting out and clearing away materials.
- Getting changed for P.E.
- Getting the attention of the class.
- Wet play

During lunchtimes

- Encourage positive behaviour by engaging children in games and supporting cooperative and collaborative play.
- Build relationships with children by getting to know children's names.
- If a child *tells*, listen to them.
- Do not threaten disciplinary action straightaway.
- Hear both/all sides before taking action.
- Ensure that all children have a chance to speak and put their point of view.
- Decide on the course of action, using the *right choices* behaviour system and language.

In the Hall

- Children line up and enter and leave in silence with hands joined, accompanied by their teacher.
- Uniform should be checked before going into the hall.
- 'Register or assembly order' lines are good practice and ensure that children who are likely to chat are not sitting together.
- During assembly, children should sit in silence unless asked to participate.

On educational visits

- Children should wear school uniform in so far as it is appropriate.
- Lining up should be in register order.
- Routines used in the classroom should be used when on trips or visits.

Classroom Intervention – Low Level

Class teacher/TA carries out appropriate sanctions

Year Group Partner Intervention

Rec 1 – Rec 2	3M – 3TP
1M – 1DG	4P – 4B
2B – 2G	5P – 5W
	6G – 6W

This should not be to address behaviour it should be a 10-minute time out so the child can calm down.

Phase Leader Intervention

Stage 1 / 2 Behaviour Plan implementation

Fiona Clarke – EYFS

Jo Brown – KS1

Rebecca McClenaghan – Lower KS2

Ruth Gregory – Upper KS2

Mentor Intervention

Seek support from Jo Brown – Behaviour Lead, Kelly Bourke and/or Sue Whittingham - Pastoral Manager who will liaise with appropriate agency e.g. pastoral/playtime support, Morning targets, etc.

Class teacher and Phase Leader to liaise with parents

Stage 1 BEHAVIOUR PLAN -Phase leader, SENDCO & class teacher (SLT to be informed)

IT IS STILL THE CLASS TEACHER'S RESPONSIBILITY TO ESTABLISH WHAT HAS HAPPENED IN INCIDENTS

SLT Intervention and External Agencies

Stage 3 BEHAVIOUR PLAN

Behaviour Lead

BEACON BEHAVIOUR SUPPORT + SLT INVOLVEMENT

Circumstances where child may be excluded from school/breakfast club/lessons etc.

COMMUNITY PAY BACK

Date

ADDRESS

Dear

I am writing to inform you that CHILD'S NAME was struggling to follow the Core Values today of being Ready, Respectful, Safe, because _____ and, as a result, completed some Community Pay Back. The Community Pay Back task they chose was _____.

I would be grateful if you could talk to CHILD'S NAME to discuss our Core Values and strategies that they can use to make sure they are following them.

If you would like to discuss the matter further, please could you contact CHILD'S NAME classteacher, who would be happy to help you.

Yours sincerely

IMPOSITION

DATE

ADDRESS

Dear

I am writing to inform you that CHILD'S NAME has not completed their learning today in the time given. Please find attached your child's unfinished learning.

I would be grateful if you could talk to your child to discuss our Core Values and strategies that they can use to make sure they are following them. Please can they complete this at home and return to school tomorrow, signed by yourself so that they are at the same stage as the rest of their peers.

If you would like to discuss the matter further, please contact me.

Yours sincerely

My child has completed their outstanding learning.

Date

INTERNAL EXCLUSION

DATE

ADDRESS

Dear

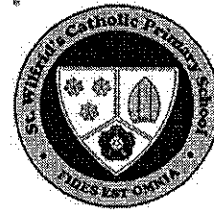
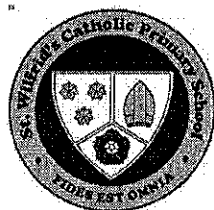
I am writing to inform you that CHILD'S NAME had an internal exclusion this morning/afternoon for REASON

I would be grateful if you could talk to your child to discuss our Core Values and strategies that they can use to make sure they are following them.

If you would like to discuss the matter further, please could you contact CHILD'S NAME class teacher, who would be happy to help you.

Yours sincerely

Pastoral Log		This log is to support xxxxx to report any incidents to a teacher or other trusted adult. xxxxx will score each session out of 5. This will be reviewed with xxxxx in 1 week.				Scores 1 or 2= incidents that need investigating have taken place. 3= Fine but not feeling too happy. 4 or 5= no issues at all, a fantastic session.		
Week Beginning:		Session 1	Break	Session 2	Lunch	Session 3	Session 4	Teacher or Trusted Adult Comments
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								



St Wilfrid's Catholic Primary Home School Agreement

We strive to follow Christ's example and always do our best.

Ready – to learn
Respectful – of everyone
Safe – in our behaviour

As a school we will do our best to:

- Ensure that all children follow Jesus' example and gain an understanding of the teachings of the Catholic Church.
- Provide your child with the highest standard of education within the context of the Mission Statement to ensure their success
- Provide a safe and happy environment for all children.
- Provide children with a high standard of education through a balanced and engaging curriculum.
- Ensure that learning is stimulating and challenging.
- Provide the scaffolding and support needed for children to succeed including providing interventions and keep up where needed.
- Provide opportunities for children to develop positive social relationships, self-esteem and a sense of responsibility.
- Encourage positive behaviours and support children to learn about unacceptable behaviours.
- Offer opportunities for parents to be involved in the life of the school.
- Communicate information regarding children's progress and celebrate their achievements.
- Provide information about our school, events, workshops, newsletters, relevant policies and meetings.

Parents will do their best to:

- Ensure that all children follow Jesus' example and encourage an understanding of the teachings of the Catholic Church.
- Provide daily opportunities for pupils to read at home - promoting a joy of reading.
- Ensure that children arrive at school on time and attend at least 95% of the time.
- Collect their child punctually, and advise school if they are going to be late or if there is a change to the pick-up arrangements at the end of the day
- Ensure careful and considerate parking at the school entrances and respect safety regulations on school premises
- Ensure their child is wearing clothing in line with school uniform expectations and that their PE kit is in school every day
- Let the school know of any concerns or worries that may be affecting children's learning or behaviour, so that this can be resolved quickly.
- Attend meetings with their child's teacher, aiming to be respectful, positive and productive to support their child's learning and or behaviour.
- Support and work with school to support the positive behaviour management policies of the school including completion of any unfinished work at home (imposition on behaviour policy).

- Use social media responsibly, following school policy and procedures relating to the use of mobile devices and media.
- Use photographs from school events of your child only;
- Discuss the school in a positive light within the wider community;
- Do not discuss children, other than your own.

Pupils will do their best to:

- Come to school regularly and on time.
- Wear full school uniform with pride.
- Read each day at home.
- Complete school work and homework to the best of their ability.
- Look after our school environment and surroundings.
- Follow class charters and the school rules of:
ready, respectful, safe.
- Be an ambassador of our school values and virtues.
- Represent St Wilfrid's Catholic Primary School in the local community.

Our Governing Body will carry out their legal responsibilities to the school to ensure that:

- School policies provide care and safety for every pupil
- The school strives to give the best education for every pupil
- Funding received by the school will be used efficiently to support learning
- Governors will visit the school regularly and make it a priority to raise academic standards for all pupils.
- Governors meet regularly to carry out their functions



John Henry Newman Catholic College 2021 Open Evening

Thursday 16th September

Please go to the school's website to book an hour's tour at either
5pm, 6pm or 7pm

www.johnhenrynewmancatholiccollege.org.uk

Meet the teachers | Whole school tour | Music and Dance | Our legendary science show

office@jhncc.org | 0121 770 5331

Heart Speaks to Heart

Saturday 10th
September 2022

FREE

12pm
to
5pm

OVER
30
SPORTS
TO TRY

COMMUNITY GAMES

Fun and Inspiring

FUN
ACTIVITIES
FOR ALL
THE FAMILY



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Online Safety Newsletter

September 2022

Instagram

Instagram is used to post photos and videos. Users can also DM (direct message), send disappearing messages, add to their stories (these disappear after 24 hours) and broadcast live. **You should be over 13 years of age to set up an account.** To create an account, you must enter a date of birth (but this is not verified).



Account Privacy

When you set up your account, it is automatically **set as public**. This means that anybody can see what you share. We would recommend changing this to private so only those your child approves to follow them can see their content. *To change a profile to private go to profile, tap Settings, tap Privacy, then under Account Privacy, tap to toggle Private Account on.*

IMPORTANT: Even if your child has set their Instagram profile to private, your child's bio (at the top of their profile) can still be seen by **everyone**. Check they have not included any personal information in their photo and bio info (e.g. they should not be wearing their school uniform in their photo).

Other additional privacy settings include:

- Story control – you can choose to allow message replies from 'your followers', 'followers you follow back' or turn off.
- Sharing – you can choose whether followers can share your photos and videos from your story in a message.
- Hidden words – turn this option on to hide comments that may be offensive in a separate section.
- Activity status – if switched on, other accounts you follow and anyone you message can see when you were last active or if you are currently on.

Make sure your child understands that there is a risk that content they upload can never be removed (other users can screenshot it for example) so they must only share content that they are comfortable with others seeing.

New Supervision features

You can now supervise your child's Instagram accounts. This gives you the ability to see who they follow and who follows them, see how much time they are spending on Instagram, set daily time limits and schedule breaks. Your child can also easily share when they have made any reports to Instagram with you. Learn more here: <https://familycenter.instagram.com/our-products/family-center/>

Safety Features

Ensure your child knows how to report posts and people as well as how to unfollow and block people, delete and turn off comments. View here: https://help.instagram.com/269765046710559/?helpref=hc_fnav

More information

Visit the family centre to learn more about the features available: <https://familycenter.instagram.com/>

Talking to younger children

According to the latest research from Ofcom, nearly half of all 3-4 year olds have their own tablet (Children and parents: media use and attitudes report 2022) so it is never too early to start chatting to our children about how to stay safe online. But how can we do this? Here are some of our suggestions:



Use books to spark conversations

Childnet have created a collection of five 'Digiduck' stories to help you educate your child (aimed at aged 3-7) about online safety. The stories are available here: <https://www.childnet.com/resources/digiduck-stories/>. In addition, Childnet have created a learning-to-read book for children aged 4 and above titled 'On the internet.' The book also includes puzzles to encourage conversations. The book can be downloaded here: <https://www.childnet.com/resources/a-learning-to-read-book/>

Watch Jessie & Friends together

ThinkuKnow have created three different animations for three age groups between 4 – 7 years. ThinkuKnow also provide some useful guidance and advice on what else you can do to keep your child safer online, such as setting up appropriate parental controls. You can find out more here: <https://www.thinkuknow.co.uk/parents/jessie-and-friends/>

Is your child under 5?

This article is specifically aimed at those with children under the age of 5 and discusses the benefits of being online as well as how to create a safer online environment. You can read the article here: <https://www.thinkuknow.co.uk/parents/articles/keeping-your-under-five-safe-online/>

Online games

Is your child playing or watching others play games online? Your child could be using Twitch, Steam, Roblox, YouTube etc to access games or watch others play. We need to make sure that what they are viewing is appropriate for them. It is important to talk to your child to see what they are interested in so you can have a look first to see if they are appropriate. For example, there are games that may appear to be appropriate but are actually horror/ survival games and characters can turn more sinister as the game progresses. It is important to remember that children may be playing the game, watching videos of it on sites such as YouTube or playing replicated versions on Roblox for example.

More information

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-games/>

Learning Times Tables?



10 Minutes a Day Times Tables by DK is an Apple app (works best on an iPad) and provides a fun way to learn times tables! Made for ages 6 – 8, your child will practice their times tables whilst racing against another car.

<https://apps.apple.com/gb/app/10-minutes-a-day-times-tables/id775904110>

Omele

You must be 18+ to use or 13+ with parental permission. Omele is a social networking/chat website that **connects two strangers** together for either a text or a video chat. Chats are anonymous unless a user provides this information. Omele states that "Omele video chat is moderated. However, moderation is not perfect. You may still encounter people who misbehave."

What should I be aware of?

- No registration is required to access Omele (therefore no age verification) and there are no reporting facilities.
- Users are given an option to save the chat's log and share the link. It is also possible for other users to take screenshots of text and video chats.

We recommend that Omele is not used by children due to the potential imagery shared and language used which can be explicit.

You can find out more information from Internet Matters, including ways of keeping your child safe:

<https://www.internetmatters.org/hub/news-blogs/what-is-omele-what-parents-need-to-know/>

THE UK SEPSIS TRUST (UKST) IS ON A MISSION TO END PREVENTABLE DEATHS FROM SEPSIS.

By promoting earlier diagnosis and treatment, we can improve outcomes for survivors and save thousands of lives a year.

The charity's driving up awareness of sepsis amongst the public, policy makers and healthcare professionals – and most importantly, providing support for people who have been affected by this devastating condition.

**BE SEPSIS SAVVY.
SPOT THE SIGNS.
SAVE LIVES.**



All images and text are correct at the time of printing – September 2021

The UK Sepsis Trust Charity No (England & Wales) 1158843 (Scotland) SC090277
Company Reg No 8640319 Sepsis Enterprises Ltd. Company Reg No 9583315
VAT Reg No 251134602

JustAskAidmkt 01.indd 1-4

SUPPORT

We're here for anyone who's been affected by sepsis – find support at sepsistrust.org/get-support/
Helpline – our free, confidential service connects you with experienced, trained nurses.

Support groups – join relaxed online meetings and face-to-face ones, in various locations throughout the UK.

Legal advice – If you or your relative has become critically ill very quickly, you may feel like you haven't received enough information. Review your options around getting legal advice on our website.

"I'm so lucky to be alive. That hits me with a punch almost every day." Liz, Oxford

EDUCATION & TRAINING

We urgently need the healthcare community to help us spot sepsis more easily. To support a standard approach to identifying and managing sepsis, UKST has created a series of free clinical tools, learning resources and training opportunities, all of which are available at sepsistrust.org/professional-resources/

WOULD YOU KNOW TO...

JUST ASK "COULD IT BE SEPSIS?"

FUNDRAISING

We urgently need your help! Could you...

- Get active – fundraise with friends & family – or at school
- Jump on your bike & pedal for **CycledSepsis**
- Make UKST your next Charity of the Year
- Create a **JustGiving** page
- Set up an **Always Remember Fund** for a loved one
- Just donate directly!

We need all the help we can get so please get involved by going to sepsistrust.org/fundraising/

VOLUNTEERING

Our volunteers range from sepsis survivors to paramedics, from teenagers to pensioners. They're determined to raise awareness of sepsis and stop avoidable deaths – will you join them?

There are so many ways to get involved: you could share your story to help raise awareness, hand-out symptom cards, speak at local events, take part in a fundraising challenge, join our training revolution or just lend a hand when we need someone in your area.

Find out what our volunteers think and register to join them at sepsistrust.org/volunteer/

SEPSIS IS MORE COMMON THAN HEART ATTACKS, BUT IT'S OFTEN TREATABLE IF CAUGHT QUICKLY.

Better awareness could save thousands of lives every year in the UK.

More than one third of adults would not think to treat sepsis as an emergency, and yet... Every hour, in the UK, five lives are lost to sepsis.



THE UK
SEPSIS
TRUST

sepsistrust.org

"If only I'd trusted my instincts. If only I'd known... things might have turned out differently!" Dave, Exeter

Please support our life-saving work by going to sepsistrust.org/make-a-donation/ or call 0800 389 6255

27/09/2021 11:59

WHAT IS SEPSIS?

Sepsis is an emergency medical condition where the immune system overreacts to an infection. It affects people of all ages and, without urgent treatment, can lead to organ failure and death. The numbers are staggering – 245,000 people develop sepsis every year in the UK, and 48,000 die. That's 120 lives lost to sepsis every single day! But, crucially, sepsis is often treatable if caught quickly, so it's really important to be Sepsis Savvy and to just ask: 'could it be sepsis?'

SEPSIS COULD AFFECT ANY ONE OF US

"On the last day of 2010, we put our daughter Maude, who was two and a half, in her cot to sleep. In the morning on New Year's Day 2011, she had died – she never woke. She died of sepsis."

We had taken her to hospital two days previously and had been sent home because her symptoms seemed harmless. They seemed like any other cold, or flu, or stomach ache.

But now things are gradually changing and people want to make a difference.

That's where the hope is for me – that we're talking about it. And you too can play your part, by spreading awareness of this hidden killer, and helping to save thousands of lives."

Jason Watkins, actor,
BAFTA winner



JustSavvySep21 01.indd 5-8

WHAT ARE THE SYMPTOMS?

SYMPTOMS IN CHILDREN

Any child may have sepsis if he or she:

- Is breathing very fast
- Has a 'fit' or convulsion
- Looks mottled, bluish, or pale
- Has a rash that does not fade when you press it
- Is very lethargic or difficult to wake
- Feels abnormally cold to touch

SYMPTOMS IN ADULTS

Any adult may have sepsis if they show any of these signs:

- Slurred speech or confusion
- Extreme shivering or muscle pain
- Passing no urine (in a day)
- Severe breathlessness
- It feels like you're going to die
- Skin mottled or discoloured

ARE YOU SEPSIS SAVVY?

When sepsis claims lives or does lasting damage, it's often because people aren't aware of the condition or how dangerous it is. We don't need expensive research to solve the problem – we need effective communication and better knowledge and understanding.

Awareness really can save lives. That's why our Sepsis Savvy resources explain what to do if you suspect someone might have sepsis. It's FREE, quick and easy to do, so please sign up today at sepsistrust.org/savvy/

BE SEPSIS SAVVY SPOT THE SIGNS SAVE LIVES

"When it comes to saving lives from sepsis we know awareness is key. That's why we're delighted to have been involved with Sepsis Savvy from the start and, of course, to be one of the first organisations to sign up."

The short film and game make it easy for us to educate our colleagues about sepsis and the signs to look out for and, crucially, it's free and really easy to implement. We're encouraging other like-minded companies to get involved too – if we all play our part, we can save even more lives."

Tarseen Dhalliwal, CEO of Iceland Foods and
Trustee of Iceland Foods Charitable Foundation



27/08/2021 11:59