

Orchard's C of E Academy

Weekly Parent Bulletin

17th May 2019

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Our Christian Value for this Half Term is **Unity**

Dates for the Diary

20th May Year 1 Maths Café

22nd May Working Together Wednesday

23rd May Holly Class Assembly

24th May Last day before Half Term

3rd June Children back to school

4th June Laburnum Maths Café

5th, 12th, 19th, 26th June Working Together
Wednesday

5th June Vikings Invade Orchards for Year 4

5th June Head Teacher Drop-in

7th June Year 2 Maths Café

14th June Cherry Class Assembly

17th June Oak Maths Café

18th June Holly & Rowan Maths Cafe

26th June Reception / Year 1 Sports Day AM

27th June Years 2 and 3 Sports Day AM

28th June Years 4, 5 and 6 Sports Day AM

28th June Apple Class Assembly

3rd, 17th July Working Together Wednesday

3rd July Head Teacher Drop-in

12th July Hawthorn Class Assembly

16th July Year 6 Celebration Visit to Woburn

19th July Year 6 Camp Out

23rd July Church Services for Years 2-6

24th July Leavers' Assembly

24th July Last day of Summer Term

4th September First day of Autumn Term

SATs Week

Well done to all of our Year 6 children who have now completed their SATs tests! The children were in early all week for breakfast and I am sure that they all tried their best in all of the tests. A big thank you also to Mrs Willoughby and Mrs Moore for laying on the toast and drinks for breakfast.

The tests are sent away for marking and we will know the results at some time in early July.

The Year 2 children are also working hard on their SATs tests this month – they have another week to go before they are all completed.

Invacuation Drill

On Friday, we carried out our first 'Invacuation Drill' at lunchtime – this is basically the opposite of an evacuation drill, and we have to get the children inside and in to their classrooms as quickly as possible. All schools are now required to carry out these drills – they are supposed to be in the event of an animal of some sort running loose on the school field, smoke billowing from a nearby fire or some other unforeseen circumstance.

There were some teething problems, as you might expect from a new system – we will practice again at some point after half term.

Stars of the Week

Well done to all the children for their hard work this week. The following children were particularly celebrated for their effort, behaviour and achievement in class.

Early Years – Maksim in Apple; Philip in Cherry.

Key Stage 1 – Lily-Mai in Willow; Mia in Walnut; Das in Beech; Cory in Hazel; Diemante in Maple.

Key Stage 2 – Gisele in Hawthorn; Austaja in Laburnum; Wiktorina in Holly; Alfie, Vilte, Justina in Rowan; Charlie in Chestnut; Lacey in Cypress; Neimantas in Elm; Julienne in Cedar; (see SATs comment) in Oak.

Attendance

Attendance across the school over the past week was as follows. We understand that children are occasionally ill and sometimes it is inappropriate for them to be in school, but we are working towards the Government target of 96% attendance over the course of the year.

Whole School – 95.9%

Early Years – 96% in Apple; 95.9% in Cherry.

Key Stage 1 – 93.8% in Willow; 91.3% in Walnut; 92.9% in Beech; 96.5% in Hazel; 92.2% in Maple.

Key Stage 2 – 100% in Hawthorn; 98.5% in Laburnum; 96.8% in Holly; 94.1% in Rowan; 93.8% in Chestnut; 97.3% in Cypress; 96.9% in Elm; 98.6% in Cedar; 98.6% in Oak.

Congratulations to Hawthorn class for having the best attendance in the school during this time.

Don't forget, the class with the best attendance over the course of a Half Term gets to spend an afternoon at the Spinney!

School Dinners

Just a reminder that school lunch has to be paid before 9:00am on the day that your child is having lunch. If a payment is not received on time you will receive a text message informing you to bring a packed lunch in to school. If you fail to provide a lunch the school, we won't let your child go hungry, but will provide milk and fruit only.

Young Interpreters

Our Young Interpreters have been helping out in school all year. They have looked out for other children at break time, played with little ones in Reception and heard Year 2 children read. We'd really like to thank them for all their hard work, especially the Year 6 Young Interpreters who are leaving us at the end of term. We are busy recruiting and training new volunteers in Year 4 ready for September.

Year 6: Anastasija, Rebeka, Leona, Alisa, Jessica.

Year 5: Auguste, Aurelija, Gustas, Abbie, Dulce, Julia, Pijus, Harry.



Class Assembly

Parents of children in Holly Class are invited to come and watch their class assembly at 1:10pm on Thursday 23rd May – please note the date, as it won't be on the usual Friday for an assembly.

Class Photographs

And the reason that the Holly Class Assembly is on Thursday, is that the Lime Hall will be being used on Friday for class photographs – I'm sure you'll want to send your children into school looking immaculate on the day.

Staffing Change

I am sorry to say that Mr Bradley, who started working in Years 1 and 2 at the beginning of the Spring Term, left the school at the end of last week in order to pursue other opportunities. We thank him for all the support he gave to the children since Christmas, and wish him all the best for the future.

New Behaviour Statement

Staff have reviewed the Orchards' Behaviour statement that was drafted and implemented in December 2018. An updated Behaviour Statement is attached. This document has formed the basis of presentations about the rewards and sanctions system to staff and students and will go live after the half term holiday on Monday 3rd June. As well as ensuring our sanctions system is robust particularly for Years 4-6, there are an increased number of rewards available for the majority of students whose behaviour is impeccable. As we all know good behaviour is essential for good learning.

And Finally...

With SATs Week /Assessment Week over, Working Together Wednesday will be back next week – we hope to see you there.

Thank you for all the support you provide for the children and our academy!



Behaviour Statement

Statement: Managing Rewards and Behaviour at Orchards – a practical guide for staff and families (to be reviewed no later than September 2020)

Behaviour in school is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning. It is the key to all our other aims in terms of developing happy, confident and successful children. It should be viewed as an issue of the highest strategic importance. Behaviour does not manage itself. Disruptive behaviour does not need to be extreme to cause real problems. Low-level disruption, for example repetitive chatter, can also prove toxic to a calm classroom. As any teacher will testify, it only takes a few disruptive students to derail an entire lesson.

Poor behaviour can be many things. It can be behaviour that is distracting to other children, or to teachers and teaching assistants. It can range from actions that insult, to ones that endanger safety.

At Orchards behaviour could be far better, to help secure independent learning behaviour which is so important towards promoting better outcomes. Teachers alone, no matter how skilled, cannot intervene effectively without a robust system to support them and where senior leaders' support is visible within school. This statement attempts to define the system's parameters.

'Behaviour' includes conduct in classrooms and all public areas: how staff and pupils work, communicate, relax and interact; how they learn; how they greet each other; how they arrive at school, transition from one activity to another and many other areas of their conduct. In short, it is a matter of culture - usefully defined as 'the way we do things around here' - that is what is understood and subscribed to by the whole school community hence the attention to detail in the rewards and sanctions described below. This statement is aimed at developing and securing a positive behaviour culture underpinned by our values, Christian ethos and a set of rules that must be understood by all, and where both sanctions and rewards are applied persistently and consistently.

School Values:

Respect
Ambition
Perseverance
Responsibility

School Rules:

The following rules, developed to embody the school values, were drawn up by the School Council in December 2018 following consultation with all the classes at Orchards:

1. Treat others as you would like to be treated
2. Try hard in all lessons and persevere
3. Be kind, polite and listen to one another
4. Think before you do or say something
5. Play together, share together and take turns
6. Play fighting is not acceptable, anywhere
7. Bullying is not acceptable anywhere
8. Sleep healthy so you can be at your best everyday
9. No swearing

Rewards and Sanctions at Orchards

REWARDS:

Dojos

A dojo is to be used as an instantaneous reward/celebration of good behaviour. This can be in class or any other setting within school or on school trips. Teachers, teaching assistants, support staff and midday supervisors can award dojos. Pupils should be encouraged to enter their own dojos on the class tablet. If someone other than the class teacher awards a dojo it should be communicated verbally or by email to the child's class teacher, by the person awarding the dojo.

Dojos can be awarded for the following reasons:

Helping others; on task; outstanding work; participating enthusiastically; persistence; being ready to learn; teamwork; working hard; thoughtfulness; Good to be Green (those who have stayed on green throughout the day)

Rewarding the highest number of Dojos

At the end of each half term we will celebrate the 2 children who have earned the most Dojos in each class, as well as the class which has the highest number per pupil. At the end of a term, winners will be invited to a film morning or afternoon during the last week of term. They will receive a personal invitation from the Headteacher to a film morning/afternoon.

On a week by week basis teachers will use their discretion as to how they celebrate with children who have been awarded multiple dojos.

At the end of each year, from each class, the child with the most number of dojos across the whole year will receive an award.

Additionally, a number of other awards will be used to promote good behaviour:

Star of the Week will continue as our ongoing celebration of achievement or persistence in relation to an individual's learning. Certificates will be awarded weekly in the achievement assembly.

Class Squares is a longer term reward relating to whole class behaviours for learning and will have a reward chosen by the class at the beginning of the year. A class square can be awarded for the same reason as a class Dojo, but is dependent on the whole class participating. In addition to this each class will use the strategy of 'secret student'. On most days the class adults will choose a student to observe that day and if the child has a good day, a square will be awarded and that child will be celebrated. Should the child not have a good day the class will be told that on this occasion a class square has not been awarded but the individual child will not be named.

Never Exited For a Term

All pupils who have not had an exit for the whole term will be invited to a film morning or afternoon during the last week of term.

Attendance

At the end of every half term, certificates will be awarded to the children who have 100% attendance and the Chair of Governor's trophy awarded to the class with the highest cumulative attendance. The class with the highest attendance and those children with 100% attendance for the year to date will go to the Spinney on the last Friday of the half term as a reward. At the end of the year those children with 100% will be given a further reward.

SANCTIONS:

Classroom - The Traffic Light System:

Each child will begin the day on green with the focus on demonstrating positive behaviours for learning throughout the day to remain on 'Green'. Should pupils break the rules, the following course of action will result.

Step 1. The teacher or teaching assistant will use general classroom behaviour management strategies such as seating arrangements, identifying examples of positive learning behaviours or tactically ignoring behaviour.

Step 2. The child remains on green but is given a verbal warning.

Step 3. The child is moved to the 'Amber' disc and reminded that this is their last opportunity to make the right decision.

Step 4. The child is moved to the red disc and issued with an 'Exit' from the classroom. Pupils exited (removed from class) will go to their phase leader's classroom without any further negotiation where they remain until the end of the session. On the rare occasions where a pupil refuses to leave the room, class teachers are not expected to enter into any further dialogue with the pupil. The Wellbeing Team should be called in the first instance; the Wellbeing Team will then involve SLT members if appropriate.

For Years 4/5/6, an exit will automatically trigger a compulsory, next day 'Reflection' session since children of this age are able to understand that, just as in the adult world, there is a consequence for poor behaviour. For younger pupils, the removal from class, rarely needed, is a severe enough sanction in itself. In Reflection children sit in silence for 20 minutes reflecting on what caused their poor behaviour. If they do not behave in reflection, they remain for a further 10 minutes.

When a teacher exits a child the following actions must occur.

- Exit forms to be completed by the class teacher and passed to a named person in the Wellbeing Team before the end of the school day on which the exit occurred
- The Wellbeing Team will contact parents to inform them of their child's exit by text giving a reason and whether it is the first, second or third exit in a half term
- Year 4, 5 & 6 teachers will also need to remind exited children to go to Reflection in Magnolia room the following lunchtime. It is the child's responsibility to get to this session by 12.05pm. Should they fail to do so they will be asked to return the following day when the length of Reflection will increase from 20 to 30 minutes. In Reflection, children are asked to sit in silence for 20 minutes reflecting on the reasons for their poor behaviour and how they are going to prevent themselves getting into a similar situation again. Should a child misbehave in Reflection, they will be asked to stay behind for a further 10 minutes once the pupils who did behave appropriately have left the room.
- This list will also act as the registration list for the following day's Reflection period and should be returned to the named member of the Wellbeing Team following reflection with any non attenders identified; these will then be added to the following day's register.
- Pupils who deliberately miss 2 days' Reflection will automatically be awarded 1 day in internal exclusion without further warning.

If a child reaches 3 exits in a half term, a meeting will be convened with parents and the pupil to develop a 4-week Behaviour Support Plan (with associated risk assessment if appropriate), including discrete targets for the child to meet. At this stage relevant support might be requested through external agencies. The meeting will be attended by a member of Wellbeing, SLT, SENCO if appropriate and the class teacher. A further meeting will be scheduled within 4 working weeks to review the outcomes from this Behaviour Support Plan. During this time, the pupil will still follow the behaviour code being exited and attending Reflection sessions. There will be no negotiation about the place of exit.

If after 3 cycles of being on a behaviour support plan, the child is still being exited, a formal meeting will be convened with the Headteacher and Deputy Headteacher to decide if the pupil:

- is offered alternative provision for a fixed period
- is recommended for a managed move
- is warned they are at risk of permanent exclusion

Fixed Term and Permanent Exclusions

Most poor behaviour will be dealt with by the traffic light system but this system will be bypassed for the following offences and either internal or fixed term external exclusion will follow:

- Refusal to follow instructions following an exit
- Premeditated and extreme acts of vandalism
- Verbal or physical abuse towards other children or members of staff
- Absconding from the school site
- Bringing cigarettes/drugs/knives onto the school site

After an external fixed term exclusion the pupil will not be reintegrated back into school without a formal meeting between staff and parents to agree expectations of their child's future behaviour which will be documented and reviewed through a Behaviour Support Plan and be subject to the same '3 cycles' ruling.

In extreme cases of the above a permanent exclusion might follow.

Outside the Classroom

Teachers and teaching assistants can issue a child in Years 4/5/6 with a next day Reflection sanction for poor behaviour outside the classroom involving instances of direct physical or verbal abuse towards other children or members of staff. Midday supervisors, in collaboration with the lead midday supervisor, may also issue a next day Reflection sanction. Otherwise, the numerous low level altercations that characterise any primary school's social spaces should be dealt with by staff in a manner that reflects the academy's values, its christian ethos and helps young children learn pro-social as opposed to anti-social behaviour.

Children in year 1,2,3 who do not behave in an appropriate way after being reminded by midday staff at lunchtime will be referred to the senior midday supervisor or phase leader who will after investigating the behaviour further instigate a missed lunchtime or play time. The child will stand at the side of the playground during their missed play. Should their behaviour merit it, a child might be kept in the classroom with their class teacher during part of break or lunchtime.

To keep everyone safe, no child is permitted to ride their scooter or bike inside the green school gates. Children in years 4-6 who are found riding their bike or scooter inside the school gates will be given a next day Reflection session. For children in Year 1-3 the member of staff seeing the event would need need to speak with the adult in charge of the child and ask for their co-operation with our rules to help keep all children safe.

Vandalism

Where a student commits an act of vandalism causing damage to school property, parents will be billed for the cost of repair. The sanction for the pupil, Year 4 and above, will be a next day Reflection session or an internal exclusion followed by a reintegration meeting with parents depending on the severity of the damage. Should a younger pupil commit such an offence a meeting with parents will be convened.

Pupils with Special Educational Needs

Where children have very specific needs, the above procedures might need to be modified to meet individual need. This is rare but where appropriate will be undertaken in conjunction with the Academy's SENCO in consultation with parents or carers.

Sanctions for Lateness

In years 5 and 6, children late to school will automatically be required to attend the Reflection Room on the same day. The Attendance Officer will send the names of those who are late to the Wellbeing Team member responsible for the Reflection Room rota. A phone call home, or a text where a call is not being picked up, will be made for each pupil in years 5 and 6 who is late. The families of younger pupils who are consistently late will be contacted by the school's attendance officer to find out what support is needed for the family to ensure their child arrives on time. Learning at Orchards begins promptly at 8.30am.

Procedure for Dealing with Concerns

If a parent or carer has concerns about a child's behaviour or rewards/sanctions they have received, a call should be made to the school office who will put the parent/carer through to a phase leader or a member of the school's leadership team. If staff are not available, a response time of 48 hours is guaranteed.

Use of Reasonable Force

Very occasionally, and as a last resort, a child might need to be physically removed when they repeatedly refuse to do so. Orchards has designated members of staff who have been trained in positive handling procedures. Where possible these members of staff will always be called to support those incidents that require positive handling. DfE guidance states: "A member of the staff may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely: committing any offence; causing an injury to, or damage to the property of any person (including the person himself)

or engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise.”

Based on this legal framework the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Links with other Formal Policies

Special Educational Needs

Child Protection

Anti Bullying

Attendance