

The value we are looking at this half term is: Perseverance Our HeartSmart focus is: Too much selfie isn't healthy!

Friday 5th January 2024
Spring 1 Newsletter 11

Things to remember:

- Lego, Wild Art and Gym Club start in the week beginning from Monday 8th January
- Music lessons also resume from Monday

Dear Parents and Carers,

Happy New Year! I hope you all had a wonderful Christmas creating magical memories with your children. I also hope that you all managed to get an opportunity to rest and relax. Thank you to everyone who gave me cards and presents at the end of the year. It was very kind of you. I am very much looking forward to the new year and building on the fantastic work that we have started to achieve together.

2024 - Our year to 'fly high'.

With the new year upon us, we felt that it was an ideal time to make some changes to our Relationships, Behaviour and Ethos Policy. We understand that positive behaviour can be taught and needs to be modelled. Our aim is to create a culture of pro-social behaviours where effective learning can take place and where there is mutual respect between all. In order to achieve this, we asked staff and children to tell us what they think they would see in a kind, respectful and safe school. This is what our community came up with:



In order for children to understand each value and for the positive behaviour to be modelled, we will focus on one of these learning attributes each week. We will begin by introducing the focus for the week in assembly. This will then be followed up in class with teachers who will further develop your child's understanding of the importance of each value/attribute. Next week we will be focusing on the learning attribute 'I can listen'. Each year group will have a different aspect of listening to focus on to enable their skills to develop as they travel through the school.

Reception: I know what listening means.

Year 1: I can show good listening.

Year 2: I can 'stay tuned' when listening.

Year 3: I can recall information after listening to information.

Year 4: I can respond to information given to me.



Throughout the week, teachers will focus on this learning attribute and will be on the 'look out' for children showing the focused skill. When the desired skill is demonstrated, teachers will describe the desired behaviour and a star will go into the class jar. The aim is to try and spot all children throughout the week showing the desired behaviour - this may look differently for some children. When the class jar is full, each class will have earned enrichment time at the end of the week. Our teaching community will also celebrate all prosocial behaviours that are additional to the school focus. These are shown in the following ways:

Example of pro social behaviour	Recognised by the adults	Acknowledgement
Child demonstrates a learning skill which is not the school focus	Verbal recognition - thanking the child. Gestures e.g. thumbs up, nod, smile Conversation with the child about how acting prosocially made them feel 'I think that you felt proud when you did that because...'	Dojo awarded. Certificates awarded at 25, 50, 75, 100.....
Whole class following attributes to 'flying high' attributes to learning	Describe to the child the desired behaviour that they have demonstrated.	Dojos awarded. Certificates awarded at 25, 50, 75, 100.....
Repeatedly showing 'flying high' attributes to learning	Describe to the child the desired behaviour that they have demonstrated.	Weekly flying high certificate
For consistently following the school values and being a good role model	Describe to the child the desired behaviour that they have demonstrated.	A letter home to parents Headteacher Half Termly award.

It is essential that we analyse children's behaviour and do not judge it. Finding out why a child acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child, and staff talk about actions and behaviours in a non-judgemental way in order to help achieve this. As a school we recognise that a clear, consistent approach, with a structure that children understand is essential to ensuring a child feels safe within school, and supports prosocial behaviour. We will therefore all follow this consistent approach:

Example of displayed anti-social behaviour	How to be recognised by the adult	Educational Consequence	Protective Consequence
Low level disruptive behaviour e.g. <ul style="list-style-type: none"> - Calling out - Tapping - Fidgeting - Persistent talking - Answering back 	Whole class reminder Private conversation with the child	Reminders Restorative discussions	Child to move tables on to allow them to focus Adapted routines
Unfocused during learning time	Adult to discuss with child strategies that could be put in place to support focus. Children can choose to complete work in learning time or in free time.	Child to complete work in free time	Additional strategies put in place to support focus e.g. <ul style="list-style-type: none"> - Movement breaks - Timers - Sensory seating aides. - Adapted routines
Distracting children in their class which stops their learning.	Reminder of expectations. Highlight acceptable behaviour demonstrated by others - name the good behaviours	Working in another class or quiet room with different teacher/teaching assistant	
Unsafe behaviour Throwing equipment Running Climbing on furniture Using apparatus inappropriately	Adult to use script: Child's name Simple Instruction Thank you	Restorative discussions	Child not to use equipment until they can show they can use it safely.
Antisocial behaviour during	Reminder of the Broadmayne Values	If a child is unsafe or unkind they will be	To protect other children, child may be

playtime/lunchtime	and how these apply at all times	asked to spend time with an adult to have a restorative conversation before going back to free time.	asked to have time away from an activity e.g. playtime in an alternative location.
Refusal	Adult to use script: Child's name Simple Instruction Thank you Allow time time to take up instruction Behaviour not to be discussed until child is regulated	If learning time is used, children will need to use their free time to catch up. Restorative talk during free time to understand the reason behind the refusal and discuss the following instructions.	
Intentional damage to school property	Reminders given	Link directly to the event. Damaged equipment: child will need to understand how much it costs, the impact towards other children and adults. Discuss whose responsibility it would be to replace. If the damage can be fixed e.g. through washing/cleaning the child can help with that.	If damage continues, the child will need to prove that they can use equipment responsibly before being able to use it again - this might be through adult guided activities.

We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations .It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

As with any new policy, amendments may need to be made in order for it to be effective and everyone to 'buy in' and we are on this journey together. We will continue to update you on this policy and its final version when it has been agreed and finalised by our School Governors. As always, any feedback is welcomed.

Admission 2024 – Reminder

If you have a child who would be due to start school for the first time or to start middle school in September 2023, the closing date for applications is Tuesday 15th January 2024. It is really important that you submit an application by the closing date for your child to be offered a

school place in September. Unfortunately, failure to do so will mean that your child's application will be considered as late and may reduce your chance of gaining a place at your preferred school.

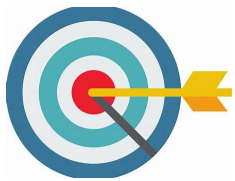
Bringing Toys and Other Items into School

We seem to have a rise in the amount of items being brought into school. Can I remind our families that toys and other items are not allowed in school unless this has been previously agreed with the class teacher - for instance for Show and Tell sessions. In these cases please ensure items are only brought in on the correct day.



This includes transitional objects and fiddle toys- these can only be brought in if the class teacher has agreed to them. This rule is for the safety of our children and to ensure property does not go missing.

Reporting on your child's learning journey at Broadmayne



On **Monday 15th January** your child will be bringing home a 'snapshot' of their progress so far this academic year. The report will highlight their attitudes to learning as well as their end of year target that they are working towards. You will also receive a breakdown of their attendance.

At the end of Spring term Years 1, 2, 3 and 4 will bring home their school report. The report will be sent to parents on **Monday 25th March**. Parents of reception children will receive their reports in the summer term.

In the final term we will be offering a parents consultation to discuss your child's progress and if they are on track to meet their end of year targets. At the end of the year you will receive a final snapshot which will provide information on their end of year results.



NSPCC Speak out Assembly

In Thursday's assembly we will be delivering the NSPCC's *Speak out. Stay safe.* Programme *Speak out. Stay safe.* is a programme for children aged 5-11 which aims to help children understand abuse in all its forms and to recognise the signs of abuse. Children are taught to speak out if they are worried, either to a safe adult or Childline.

This child friendly programme is aligned with the curriculum and consists of age appropriate virtual assemblies and resources The content is delivered in an engaging and interactive way with the help of the NSPCC mascot Buddy. If you would like to know more about the *Speak out. Stay safe.* programme visit www.nspcc.org.uk/speakout.

Cake Sale - Year 4

Year 4 will be holding a cake sale after school on Friday 12th January. All money raised will help fund the cost of their school trip to Bovington Tank Museum - more details about the trip will be sent out by Mrs Brake nearer the time.

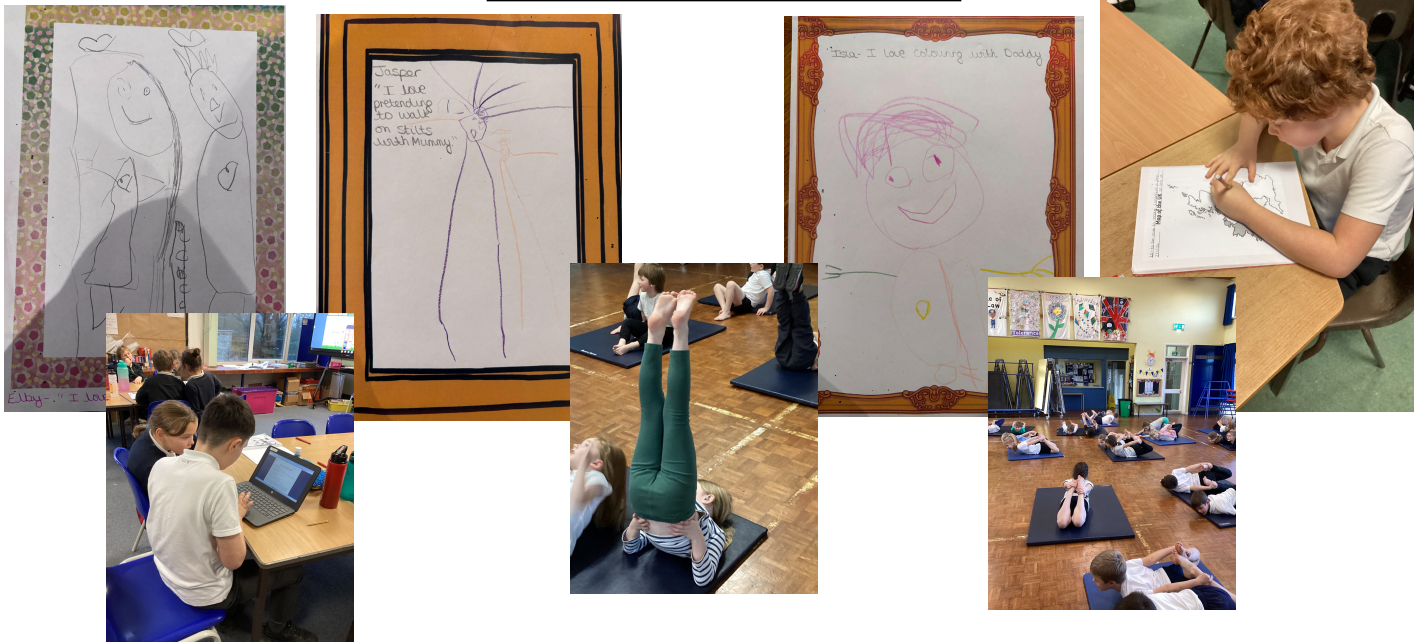
Road Closure

We have been informed by Dorset Council that Spring Gardens will be closed for resurfacing work from 27th February to 2nd March.

Staff Car Park

I know that parking can be tricky, especially when you are in a rush, but the car park is strictly for staff only. We have members of our staff who come and leave at different times of the day and it is important that they are able to park their car to ensure that they are able to support the children at school. Thank you for your understanding with this matter.

Our Golden moments this week



And finally....

Thank you to our wonderful children who have settled back into school brilliantly

Thank you to Mr and Mrs Hobbs who swept up all of the leaves. The front paths and surrounding areas look fabulous!

Have a lovely weekend

Best wishes,

Mrs Jordan-Gill

Calendar Dates Spring 2024

Date	Time	Event
Friday 5th January	3.30	Cookie sale
Thursday 11th January	1pm	NSPCC Speak out Assembly
Friday 12th January	3.30	Year 4 bake sale
Monday 15th January		Snap shots to be sent to parents.
Wednesday 17th January	2.45	MYTIME Carers Assembly
Wednesday 7th February	9.00am	Year 4 parents Assembly
Friday 9th February		INSET DAY - School closed for children
Monday 12th February		HALF TERM
Monday 19th February	8.45	Children return to school
Tuesday 20th February	9.00	Year 2 parents Assembly
Monday 25th March		Years 1,2,3,4 reports sent to parents
Thursday 28th March		END OF TERM
Friday 29th March		EASTER HOLIDAYS
Monday 15th April	8.45	Children return to school