



St Mary's C of E Primary School

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Newsletter—week ending 9th November 2018

Dear Parents and Carers

Peter Pan

Our Peter Pan themed week has been very exciting this week and yesterday the whole school enjoyed a performance of Peter Pan. It was great fun! Thank you so much to Mrs Severn for organising the whole week.

Tigers Class

Congratulations to Tigers Class who did an amazing job in their class showing assembly. I was sad to miss it but myself and Mrs Gorton were carrying out interviews for an additional teaching assistant to join our team. Thank you to everyone who came to watch Tigers this morning.

Parents Evening

It was great to see so many of you at parents evening this week and I hope you found the progress reports helpful in understating what level your children are attaining currently. The next progress reports will be sent out to you in December and they will also inform you about the progress your child has made since September. If you were unable to attend parents evening, your class teacher will be making contact with you to invite you to attend a meeting at another point. It is very important all parents attend these parent/teacher sessions.

We have reviewed how staff are used across the school, including our intervention teachers and this is because we want all children to make good progress. Intervention teachers are now working across year groups with different groups of children, who may need enrichment to challenge and deepen their learning or they may be working with children who need that little bit of extra support. The role of the intervention teachers will change each half term to reflect the needs of the children. Every 6 weeks all staff will review how their children are learning and this will inform provision across the school for the following half term. In class teachers focus on ensuring the planning and structure of lessons meet the needs of learners on a daily basis. As always, class teachers and class support staff are also providing extra provision on a daily and weekly basis within the class setting to ensure all children are getting the help and support they need.

Behaviour Policy

On Tuesday, the whole school attended assembly where we launched our new behaviour policy. The system will be implemented from Monday. As shared with you in previous communication, we want parents familiar with this policy so I have included the overview for you to see and discuss with your children over the weekend. Our aim is to '**Catch the children being good**' and for all children to feel their good choices are being acknowledged on a daily basis. We wanted a positive discipline behaviour system. The full policy, once it has gone through clerical checking, will be published on the school website in the near future. If you have any questions about the new behaviour policy, please do speak to your class teacher. I hope you will discuss the policy with your children at home and support us in the implementation of it .

From

Mrs Chambers



Celebrating success as a class

<https://www.classdojo.com/>

Dojo Points are given as a reward for good behaviour, attitude and work. Link to being a good 'St Mary's Learner'. (House Points will be given on Sports Day.) Dojos are also awarded for remaining on green all day or reaching silver or gold on the behaviour ladder.

- Individuals that reach 50 can change their avatar
- Celebrate individuals reaching 100 in assembly
- Celebrate the top three dojo award people in class
- Class Treat - when all get to 50 / 100 eg parachute games
- First Class to all get to 50 – celebrate in assembly and class Mufti Day

Points to start fresh each term so that all individuals and classes are given a chance each term. Children are working towards getting 100 a term.

Dojo's should never be removed from the jar as you cannot "undo" a good thing!

Celebrating success as an individual

- All children who remain on green all day receive a dojo at the end of the day
- Any child who remains on green all week receives a sticker on their voucher card (Appendix 2). Each sticker is worth 10mins of the end of term class reward
- Any child who moves to silver during a day is awarded an SLT certificate and 2 Dojos
- Any child who moves to gold during the day is awarded 3 Dojos by the class teacher and is awarded by the HT a postcard home and given a reward pencil

SANCTIONS: Supporting children to make the right choice!

At all times teachers and staff are modelling good behaviour and socialisation skills, raising children's thoughtfulness of other children around them through praise and thanks and helping children understand which behaviours are acceptable in a social situation. For some children the transition from home life to having to share the attention and care of the adults at school with so many other children can be a big step to achieve.

Restorative Justice Approach

The school advocates a restorative approach to conflict resolution. This allows all stakeholders to investigate the reasons behind displayed behaviour. This approach focuses on the needs of the victims and the offenders (both sides that have been affected), as well as the community (others who might have been affected). Victims take an active role in the process, while offenders are encouraged to take responsibility for their actions to repair the harm they have done and for both parties to be able to move forward. This approach also provides help for the offender in order to avoid future offences / problems. At times, both parties might fall into the category of both victim and offender. Appropriate training and restorative justice cards (Appendix 3) are provided to all staff to support this process. It is important that the mediator, whether a Peer Mediator or staff member, governor or parent helper, oversees the conversation calmly and without passing immediate judgment

Peer Mediation

Peer Mediators are pupils selected from Year 5 and Year 6. Their role is to support staff in delivering mediation between two parties that need mediation to resolve simple issues at lunchtime. They are monitored by the PSHE Subject Leader and Senior Midday Supervisor responsible for play.

Extract from our Behaviour Policy: The main points!

OUR SCHOOL RULES

Our school rules are revisited each year by all children and staff via class council and school council meetings. These are displayed in every classroom and are understood by all children.

They are:

- Treat everyone as you would like to be treated
- Respect your environment and other people
- Listen carefully to others
- Follow instructions
- Believe in what you achieve and always try your best
- Be honest and take responsibility for yourself
- Keep yourselves and others safe
- Move around sensibly: be aware of the needs of others

REWARDS:

Catching children being good! The school recognises that praise is a powerful tool and is fundamental to our ethos. Noticing children being 'good' and demonstrating 'positive behaviour choices' is an essential part of our Values. We seek to reward positive attitudes, thoughtfulness, patience, positive behaviour, effort and quality of work. We have therefore developed several reward systems to celebrate success.

Celebrating success as a school

Each week during our Star of the week Assembly, we present 1 star award to each class, which are presented in the form of a certificate. The Star of the Week Award - nominated by the teacher for a pupil who has tried their very best and has demonstrated a good attitude to school life and learning during that week

Each half term the children will aim to earn enough yellow stars to fill the bucket in the HT office which will earn a whole school reward when it is full. Yellow stars are earned when a child is sent to HT (DHT in the absence of HT) to share their good work/learning.

Each term 100% attendance awards and lunchtime awards are handed out in a whole school assembly. Lunchtime awards are chosen by SLT who are overseeing lunchtime provision and midday supervisors.

In addition, during the week class teachers and learning support staff will:

- Provide verbal feedback, praising the desired learner or value-driven behaviour
- Give stars out for good work
- Give stickers or stamps for great homework

Midday Supervisors may also give:

- Stickers for good manners in the dining hall
- Stickers for helpfulness at lunchtime
- Stickers for good manners/attitude at lunchtime

Our Whole School Behaviour System: Rewards and Sanctions for individual pupils.

The principles of our chart system allow for consistency across the whole school, providing shared language for staff and children. **These include the mantras: Every day is a new day! Catch them being good! We are responsible for the choices we make!**

	Behaviours	Rewards / Consequences
Gold	<ul style="list-style-type: none"> • Extending your learning at home • Challenging your own learning consistently • Creating and planning your own learning opportunities • Taking on extra responsibility • Consistent silver behaviour 	<ul style="list-style-type: none"> • 3 Dojos from class teacher • Visit head teacher for postcard sent home, sticker and reward pencil.
Silver	<ul style="list-style-type: none"> • Being a risk taker in your learning • Learning well from others • Learning from mistakes • Showing perseverance • Independently solving problems in class • Going above and beyond for others • Random acts of kindness • Self-motivation to challenge yourself in your learning. 	<ul style="list-style-type: none"> • 2 Dojos from class teacher • Visit phase leader (not during teaching time) to receive a certificate and sticker.
Green 	<ul style="list-style-type: none"> • Treat everyone as you would like to be treated • Respect your environment and other people • Listen carefully to others • Follow instructions • Believe in what you achieve and always try your best • Be honest and take responsibility for yourself • Keep yourselves and others safe • Move around sensibly: be aware of the needs of others. • Be a good St Marys Leaner • Don't distract others when they are learning • Being ready to learn and able to work independently. • Smiling and being positive • 	<ul style="list-style-type: none"> • 1 Dojo at the end of the day from the class teacher • At the end of the week - sticker for voucher card which earns 10 minutes of the end of term class treat.
Amber	<ul style="list-style-type: none"> • If you are not following all of what is expected in green. 	<ul style="list-style-type: none"> • 10 mins time out to work in the other parallel class-room. • Your behaviour will be logged on record • EYFS will go the thinking chair and not the other classroom
Red	<ul style="list-style-type: none"> • Repeated amber behaviour <p>These incidents will cause you to move to red immediately:</p> <ul style="list-style-type: none"> • Fighting • Racist comments • Swearing • Physical aggression 	<ul style="list-style-type: none"> • You will be moved to a quiet desk in class to continue your work in the classroom and then you will be sent to the HT/DHT at break time. • Sent to senior midday supervisor to sit on the bench if this happens at lunchtime and then to see the HT/DHT after lunch. • Behaviour will be logged on record • Parents will be informed

In all classes at the beginning of every day, children's names are displayed on a chart like the one above – **each day is a new start and all children start on the middle section – Green/Smile.**

Children are then rewarded for good choices with praise and attention and their name is moved up onto the next colour and so on until they are on the top picture. For continuity, this chart will be the same in all classes and at lunchtime.

For children who do not make good choices, their names are moved down onto Amber then Red and a sanction is applied.

Moving a child to amber and red should have several stages and should involve the **language of CHOICE**. *1. Praising the positive* behaviour you want in someone else and reminding the child of your expectation in a positive way and that their behaviour choice is disturbing the lesson/learning for them or another person/the class. Make sure the child understands why they are being spoken to about their behaviour choices

2. A verbal warning that if they choose to make that poor choice then they will be put on Amber/Red (or offer praise if they make a good choice)

3. Move to Amber/Red if they do not make the right choices

It might also be appropriate for a child to complete a reflection sheet (Appendix 4) to help support them in reflecting upon the sequence of events that lead to a red behaviours. These reflection sheets will be scanned into our online behaviour tracking system as a record of the pupil's response.

A child may display higher level behaviours that require an immediate sanction of Red. Any child who uses bad language, is physical with another child in a harmful way leave the class without permission, causes intentional physical harm to others or makes malicious allegations against, or causes harm towards, staff is immediately moved to red. The incident is logged on the behaviour tracking system which is monitored termly by the Inclusion leader and reported to staff and governors.

Children can **move back up the ladder** to green very quickly for making good choices but the amber /red sanction must always be enforced. **Look for them being good!**

Response times

We would hope that most issues are dealt with on the day of incident as we want each day to be a clean, fresh start for everyone. However, some incidents can be involved and it can take longer to fully investigate all concerned before instigating the necessary sanctions. We aim to give feedback to parents on the first day of incidence, if only to set a longer response time due to the need for investigation.

Serious Behaviour Difficulties

We are aware of the needs of some children who may need special support in managing their behaviour. We approach the management of behaviour with consistency and agreed expectations but with the understanding that 'one size does not always fit all'. Children who demonstrate persistent or entrenched inappropriate behaviour or disturbed behaviour will be dealt with on an individual level. Their specific behaviour management needs will be supported by staff within the school and if appropriate, by outside agencies, such as the School Educational Psychologist; Surrey's Behaviour Support Team or CAMHS. <http://www.sabp.nhs.uk/services/mental-health/young-people/camhs-mental-health-services> .Use will be made of individual behaviour programmes and the SEND code of practice. Individual pupils may be provided with an individual 'Behaviour Support Plan' (BSP) - For Teachers, Cover Teachers, SLT, SMDS, MDS and TAs so that they are aware of agreed strategies for managing individual pupils with behaviour issues in the classroom. Some individual pupils may be given a 'Home School Behaviour Support Plan' - An agreed action plan of the support that we are putting in place, agreed actions by school and home and next steps if behaviour does not improve.

Peter Pan Week

Throughout the week, the children's learning in Reception to Year 6 has been linked to Peter Pan. They have enjoyed a whole range of activities including learning about the story, writing alternative endings, describing characters and settings, making pirate ships out of junk, silhouette artwork and making maps of Neverland to name just a few! The Peter Pan themed lunch was also a great success!

On Thursday, the children enjoyed the production of Peter Pan. They absolutely loved it and joined in with sound effects, actions and songs. The cast commented afterwards on how brilliant the children were in terms of audience participation and behaviour. They said it was one of the best audiences they had ever performed to!

We would like to thank the children for making us very proud. Also, thank you to all parents who made this experience possible for the children.

We have already booked for next year!

Mrs Severn

Literacy Co-ordinator



What's important to you when you need care urgently?

Join one of our interactive workshops in Weybridge, Woking and Staines in November/December

If you live in North West Surrey you are invited to an interactive workshop to discuss how urgent care services could be improved for you.

Local health and care organisations want to hear your thoughts and experiences to help shape future services. These events are part of [The Big Picture](#) – an opportunity for local people to join an open and honest discussion about the future of care delivered outside of hospital.

How to get involved

During these interactive workshops we will:

- Discuss what we mean by the term 'urgent care'
- Ask you to share your experiences and how you decide what to do when you need care urgently
- Discuss what is important to you when you need this type of care
- Explore what else healthcare services could do to respond

Date/time	Venue
Thursday 8 November 19:00 – 21:00	The Hythe Centre 36 Thorpe Road Staines TW20 8DL
Monday 26 November 19:00 – 21:00	H.G.Wells Centre Church Street East Woking GU21 6HJ
Thursday 6 December 19:00 – 21:00	The Ship Hotel Monument Green 70 High Street Weybridge KT13 8BQ

To help us manage venue capacity please register beforehand by visiting <http://nwsccg.eventbrite.com>

Background – what's this about?

The majority of health and care support happens outside our main hospitals and we know the system isn't working as well as it could. Increased demand from a growing population, the changing needs of people living with long-term conditions such as diabetes and heart disease, and continual difficulties in recruiting the right staff are all putting pressure on our health and care system.

We have published a case for change - [full version](#) and [summary version](#) and produced a [short film](#). These explain why change is needed and the emerging thinking around how we can support people to stay well for longer and reduce the burden on urgent and emergency services.

We are also thinking about how we support NHS England's recently published standards for Urgent Treatment Centres – this is the new name being given to all walk-in facilities such as Urgent Care Centres and Walk-in Centres which will improve and standardise how these services are provided.

Home School Link Worker - Notice Board

Monthly Coffee Morning with the HSLW

Starting Monday 3rd December from 9-10am, I am holding a monthly drop-in coffee morning. The purpose of these sessions is to give you an opportunity to meet face-to-face and to see how we can help you and your family within school, as well as providing you with information about services accessible to you within the local community.



I look forward to meeting you on Monday 3rd December.



Reminder – let your voice be heard: Public consultation on Children’s Centres.

Earlier this week, Surrey County Council opened their Family Resilience, Phase One – Children’s Centres consultation. The proposal is to keep two centres in Woking which will be in Sheerwater and Sythwood, supporting families with children aged 0 - 11 years. The local Pyrford and Byfleet Children’s Centre which will be very familiar to both past and present pupils of our school and their families will be closing.

The Children’s Centre provides a variety of support to hundreds of families. Services include: ‘Play & Learn’ sessions (including child development & parenting support), breastfeeding support, baby groups & post-natal courses, parenting support & courses, baby weighing clinics, outreach support in the home, food bank vouchers and benefits/employment advice.

As it is a public consultation, you have the opportunity to express your opinion about the proposal to close these valuable centres, including the Pyrford and Byfleet Children’s Centre. There is an online questionnaire at www.surreycc.gov.uk/consultations where you can get your point of view across to the council. If you require any assistance with filling out the questionnaire or additional information you can contact the Children’s Centre on 01932 339055.

The public consultation will close on the 4th of January 2019.

Mary Murphy-Diprose

Email: hslw1@stmarys-byfleet.surrey.sch.uk

Working days: Monday, Wednesday and Friday

Library Visit—Lemurs Class

Last week, Lemurs class visited Byfleet Community Library. They learned how the library system works, how to look up specific books and use the Dewey Decimal System, and used the books they found to research about their current topics. They had a great time and hopefully they will continue to use this fantastic service!

Miss Roberts

Library Visit—Lions Class

Last week Lions went to Byfleet Library to find out more exciting facts about London. We researched books about the Great Fire of London, the plague, the gunpowder plot and modern day London. We worked in teams to find these facts and then recorded them onto our research sheets. We had a look round the library at the different books they offer and had a story time in the children’s section. Thank you to all the parents and staff who helped support on the day and many thanks to Mrs Severn for organising this fantastic opportunity. We are looking forward to our next visit in the spring term!

Lions Class

REMINDER:

Children in Need



Children in Need is a UK charity run by the BBC. They raise money throughout the year to help disadvantaged children and young people in the UK. At St. Mary's, we feel it is important to support both local and national charities, therefore, on Friday 16th November we shall be raising money for Children in Need.

On this day, the whole school are invited to come in dressed in mufti for a small donation of £1. Please wear spots and any Children in Need merchandise if possible!

Operation Christmas Child

This year we will also be taking part in Operation Christmas Child. Operation Christmas Child is a project of Samaritan's Purse, a Christian international relief organisation. Their mission is to provide local partners around the world with shoeboxes filled with small toys, hygiene items and school supplies as a means of reaching out to children in their own communities. They ship these simple gifts outside the United Kingdom to children affected by war, poverty, natural disaster, famine, and disease.



We would love to be a part of this charity this year. Outlined below is some guidance on how you could help by packing a shoebox.

How to Pack a Shoebox:

Step 1: Find a Shoebox

Get an empty medium sized shoebox, and wrap the box and lid separately in colourful wrapping paper. Attach an appropriate boy/girl label, which are in the school office, marking if your gift is for a boy or a girl. Select an age category 2-4, 5-9 or 10-14 and attach the label to the top of your shoebox.

Step 2: Fill with Gifts

Fill your shoebox with a selection of fun toys, hygiene items and school supplies. If possible, include one or two special items you know a child will love such as a doll, cuddly toy or deflated football with pump.

Step 3: Drop Off Your Shoebox

Place a rubber band around each closed shoebox and take it to your child's classroom by Friday 16th November.

Thank you

Miss Robertson

Cash Payments

Although we encourage all payments to be made online, if you are unable to pay online and have to pay in cash, please make sure that it is brought to the school office by an adult in a sealed envelope with your child's name clearly marked on it.

No cash payments should be sent in with your child.

Many thanks

School Office

Starting Reception Survey

We have set up a survey for our Reception Parents/Carers to complete about their child starting in our Reception classes.

<https://www.surveymonkey.co.uk/r/GNVBDCS>

Your feedback is welcomed.

We thank you in advance.



Star of the Week

Moles: Molly—for developing more friendships

Amy—for coming into Nursery with a smile

Hedgehogs: Damon—for trying hard with his learning and showing good behaviour all week

Rabbits: Tallulah - for flourishing in Peter Pan week and super creative writing about the crocodile

Cheetahs: Aila—for always trying her best and taking risks with her writing

Panthers: Riley—for showing great enthusiasm this week. You really enjoyed joining in with the songs during the production

Tigers: Amelie—for being enthusiastic in all areas of the curriculum

Lions: Ra'id—for trying and trying again in Maths even when he found it tricky

Polar Bears: Tyler—for always following instructions quickly and quietly and working hard to join his handwriting

Pandas: Lily-Rae—for being such a helpful member of the class

Elephants: Evan—for contributing confidently and enthusiastically in lessons this week

Hippos: Jenson—for always being ready to learn and putting 100% effort into your reading

Giraffes: Maeve—for being an excellent St Mary's learner

Kangaroos: Lexi—for showing such enthusiasm during our drama activities this week

Chimps: Tom—for such focus and determination in Maths

Lemurs: Rebecca—for working hard to achieve her maths target

Inset Days

2018/2019

Wednesday 19th December 2018

Thursday 3rd January 2019

Friday 24th May 2019

Answerphone

Please can we remind parents that we are currently unable to pick up messages left on our absence answerphone.

Please call to report your child absence from 8.30am when the school office is open.

We will inform you when the answerphone problem has been rectified. Thank you

Dates for your Diary

(new dates in bold)

12.11.18	Full Governing Body Meeting
14.11.18	Butser Farm Trip—Yr 4
14.11.18	Friends Meeting @ 7.30pm
15.11.18	Switching on Byfleet Village lights
16.11.18	Children in Need
w/c 19.11.18	Lifebus
20.11.18	Parent Voice Meeting—9am
20.11.18	Guildford Cathedral Trip—Yr 1
22.11.18	The Living Rainforest—Yr 3
22.11.18	Phonics Workshop - Yr R
23.11.18	Pyjama Day - Yr R
26-29.11.18	Book Fair
30.11.18	Chimps Parents Assembly
01.12.18	The Friends Christmas Fair
03.12.18	HSLW Coffee Morning @ 9-10am
10.12.18	KS1 Nativity @ 2pm (Adults only)
11.12.18	KS1 Nativity @ 9.30 am
12.12.18	Nursery Nativity @ 11am
12.12.18	Christmas Lunch
12.12.18	Nursery Nativity @ 2.30pm (please note time change)
14.12.18	Yr R Nativity @ St Mary's Church
18.12.18	Christmas Service at St Mary's Church—Yr 5 Parents Invited
18.12.18	End of term—1.05pm finish
31.01.19	Young Voices—O2 Trip
11-13.02.19	Kingswood Residential—Yr 4
13.05.19	SATs Week
03-07.06.19	PGL Liddington Residential—Yr 6