



Glasshouses Community Primary School

Learning Together, Achieving Together, Respecting Each Other

www.glasshouses.n-yorks.sch.uk

Tel: 01423 711440

Weekly Newsletter

6 September 2019

Bumper Edition – Focus on Attendance & Behaviour

Dear Parents, Carers, Friends and Staff

I wanted to take this opportunity to welcome you all back to school and to the start of this academic year. I have tried to see you all when I have been out on the playground in the morning and after school – sorry if I have missed any of you!

I hope that you have all had a great holiday and had some time to rest and relax.

For some of you, it is the start of your journey with us and for others; it will be the final year before you move on to pastures new.

We started off our school year reminding children about our whole school positive behaviour values and RRSa - Rights Respecting School Articles. In discussion with the children and staff, in addition to your input and comments from our questionnaire, we have made some minor changes to these: **Choices, Honesty, Achievement, Manners and Courtesy, Perseverance and Safety - 'CHAMPS'**. These are attached to our amended behaviour policy.

As before, we will be focussing on a core value each half term, with the first one being **Choices**. In class and assembly times, the children will be able to learn about how to make good choices, understanding the impact of making bad choices, learning about empathy, and how to learn from and improve from our mistakes. During our assembly on Friday, we will be celebrating and rewarding children for these. Remember, our Friday assembly is not to be missed as it is led by the Year 6 House Captains and is brilliant! This is at 3.10pm on Friday.

CHAMPS – Living and Learning Weekly Statements

- I know how to make good choices.
- I understand the consequences of making a bad choice.
- I can see things from other people's points of view.
- I can learn from my mistakes and improve my choices next time.
- I know how to apologise and how to show that I am sorry.

Our end-of-year academic results were brilliant in July, as we shared in the last newsletter, but we are always looking at ways to improve and achieve better. This year we are aspiring to improve in reading. To this end, we would like to invite you to a Phonics/Reading Meeting at 3pm on Thursday 26 September (Reception/Year 1 Parents) and a Spelling, Punctuation and Grammar Workshop at 3pm on Thursday 3 October (all parents). Both sessions will last approximately half an hour.

The whole school calendar with key dates is on the website and will be included in every newsletter. If the dates change for any reason, we will let you know via text and newsletter. I would also like to advise you of the INSET days for this school year, which are: Monday 23 September (Pateley Show), Monday 6 January, Monday 1 June and Monday 20 July.

You should have received the curriculum map, homework grids and spelling today along with a letter detailing activities and timetable specific to your child's class. Please check your child's book bag for this. This will also be on the school website. In response to your comments about not always receiving letters, the office will send a text to remind you when a letter has been sent home...you can then search their bags!

Following our exciting new curriculum and timetable from September, I just wanted to highlight the class structure and arrangements for the afternoon.

	Class 1 Mrs Wilkinson	Class 2 Mrs Tropia	Class 3 Mr Caswell
Morning	Year Groups Reception Year 1 Year 2* (14 children)	Year Groups Year 2* Year 3 Year 4 (Lower Key Stage 2) (22 children)	Year Groups Year 5 Year 6 (Upper Key Stage 2) (20 children)
Afternoon	Class A Mrs Wilkinson Reception Year 1 Year 2 (22 children)	Class B Mr Caswell Key Stage 2 Years 3 – 6 (34 children)	

*Dependant on the child's needs/personalised timetable

Just to clarify the arrangements for teaching the children in the afternoons; Due to the content of some subjects, the children have been split for certain subjects, in particular PSHE and Music and these will be taught in smaller groups. The maximum number in any taught group in the afternoon is 22. The taught class sizes allow for the very best quality education for your children.

As always, please do come and speak to us about any concerns. All staff are out on the playground in the morning where you can talk to them. If you would like to have a private conversation, or require a meeting, then please ask the teacher or office to arrange an appointment. As a parent, I know that sometimes questions come to you when you have arrived at work or once you are back at home; if so, please just call the office and Mrs Gillies will be happy to pass on the relevant messages. As Headteacher, I always try to get out on the playground most mornings to speak with you and don't forget the half-termly 'Coffee and Chat with the Headteacher' - the dates and times are on the whole school calendar.

I am really proud of what the school community has achieved over the last year and I am looking forward to working together over this coming year.

Finally, I would like to extend a huge thank you to the 'Wild Watch' at the AONB for lending Mrs Tropia the equipment to carry out their survey of the Guisecliff tarn on their upcoming fieldtrip on 16 September. Without this, Class 2 would not be able to carry out the work. Also, a massive thank you to Mrs Liz Milner who facilitated this.

Have a great Weekend!

Miss Nicola Thornber, Headteacher

FOCUS ON ATTENDANCE & BEHAVIOUR

At the end of last term, we managed to get to 98% and we need to continue working towards this level of attendance together on an ongoing basis.

We appreciate that there are times when a child is sick or that there are times in peoples family lives that affect attendance but apart from these instances, please help us by getting your children into school every day and on time.

The governors have set the school target for attendance at 98% in order to encourage good behaviour and attitudes.

Whilst we do not do things just for Ofsted, we do have to remember that our school will be judged by this. Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which: * the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct * learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements * **learners have high attendance and are punctual.**

With this in mind, the governors have taken the decision that the school will not be authorising any Absence in Term Time Requests. Please see the attendance policy attached.

We do appreciate all your help with this and know that you want the best for your children, just as we do.

Attendance

Our whole school target is set at **98%**.

PLATINUM 100%	GOLD 97% ⁺	GREEN 95-96%	AMBER 90-94%	RED Below 90%
	Class 3 – 99.4% Class 1 – 99%	Whole School - 96.7%	Class 2 – 92.9%	

Winning Class this week with 99.4% is Class 3

NB, in order to qualify for a Dress-down Monday, the winning class must have achieved Gold attendance with at least 97%. Attendance results are announced during assembly on a Friday afternoon.

SAFEGUARDING

Just a reminder about the morning routines:

8:45am – All Class Teachers and Teaching Assistants will be out in the playground. They are available for a quick chat but they are very busy at this time and their main concern will be to bring the children safely in to school. If you need to speak to the teacher privately, please arrange a meeting at this point.

*Please **do not** share information about collection arrangements, illness, ETC, with the teaching staff – instead, **please contact the Office**. Tania will take responsibility for letting the relevant staff member(s) know.*

8:55am – The children line up in Class lines to be taken into school.

NB - Anyone arriving after 8:55am needs to report to the office and be signed in as late in the register by the accompanying parent/carer.

ABSENCE – must be reported **by telephone or in person** before **9:30am**. If you leave a message on the answer phone, please state your name, your child's name, the reason for their absence e.g. they have been sick, they have tonsillitis, they have a hospital appointment, etc (*not just that they are 'ill', 'won't be in today', etc*) and when you expect them to return to school. If you are unsure, you must telephone each day that your child is going to be absent.

Please do use email to report absence as emails are not always picked up early enough and can result in unnecessary telephone calls, etc.

CLASS NEWS

CLASS 1

We have had a fantastic start to the new school year in Class 1. Mrs Cryer and Mrs Wilkinson have been really impressed by how sensible and grown up the children have been.

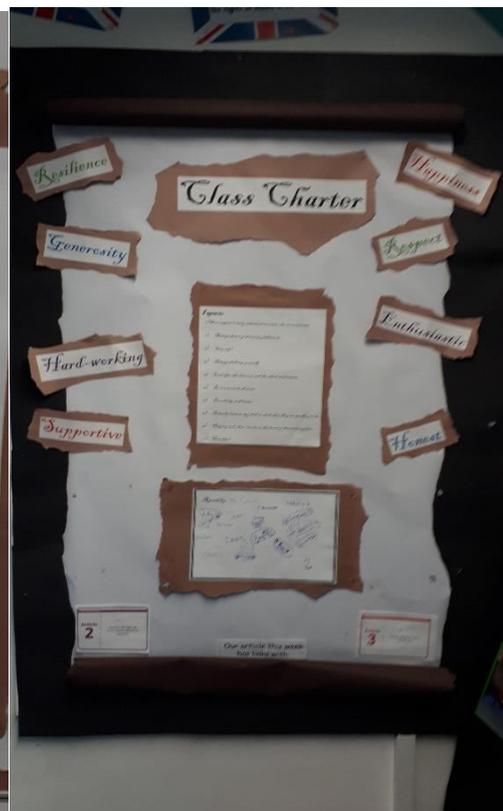
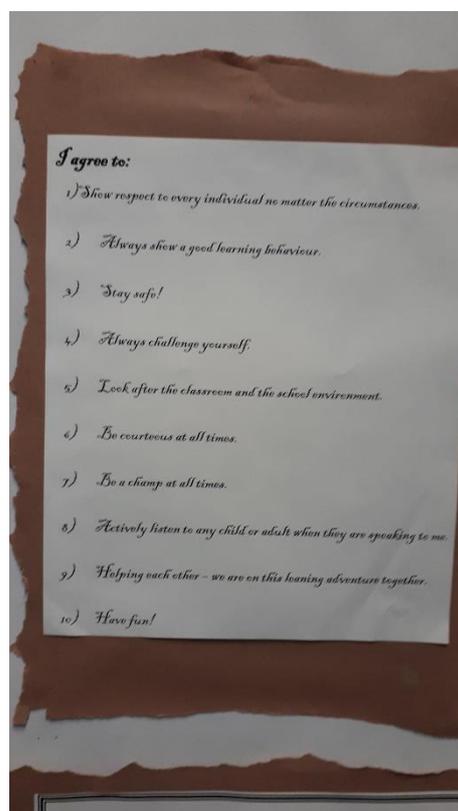
We have already made a start on our English and Maths. We also made a really good start to our STEM work, looking at where wool comes from.

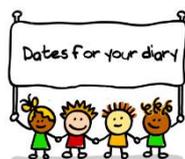
CLASS 2

Welcome back everyone! We've had a lovely first week in class as we start to explore our new topic: Where in the world is Glasshouses? We have started an ecology-based literacy project looking at local habitats. The children have also helped compose a letter that will be going home today about an upcoming field trip that will give us the opportunity to explore this topic in a hands-on way. In numeracy we spent time working in pairs or groups on a maths investigation.

CLASS 3

What a busy but brilliant first week back! This week Class 3 have been true CHAMPS and have started the year off incredibly well. Our focus this week is easing back into routines and introducing some of the new and exciting changes we have made to our curriculum. We also spent some of the week devising our new Class Charter (pictured below) which has been created through the input of every individual. There are some very thoughtful statements that the children have made. I have sent homework out this evening too, spellings will be sent home next week. Have a good weekend.





Please see the website for the whole year diary. Below is the diary for the current term.

AUTUMN TERM (2 September – 20 December)	
1ST HALF TERM (2 September – 25 October)	SWIMMERS: Mr Caswell's Class (every Wednesday) 4 September - 23 October inclusive (8 weeks)
2 September	Staff Training Day – School closed to children
3 September	School starts – all children to be in school by 8:55am
6 September	<i>National Read a Book Day</i>
9 September	3:45-4:30pm (PARENTS) Meet the Teacher – Mrs Wilkinson (Class 1)
10 September	3:45-4:30pm (PARENTS) Meet the Teacher – Mrs Tropia (Class 2)
11 September	3:45-4:30pm (PARENTS) Meet the Teacher – Mr Caswell (Class 3)
12 September	10:30am Year 1 Hearing Tests (Healthy Child Team)
13 September	<i>Roald Dahl Day</i>
16 September	9:15 Yrs 2-6 Fieldtrip to Guisecliff Woods (weather permitting)
18 September	Alternative date for fieldtrip to Guisecliff Woods
19 September	9:30 School Photographs (individual)
23 September	Staff Training Day / Pateley Show – School closed to children
26 September	10:00-11:00am and 2:00-3:00pm Open Day for potential new parents
26 September	3:00-3:30pm (Reception/Year 1 PARENTS) Phonics/Reading Meeting with Mrs Wilkinson
27 September	9:30-11:00am MacMillan Coffee Morning – all welcome
3 October	<i>National Poetry Day</i>
3 October	3:00-3:30pm (PARENTS) Spelling, Punctuation & Grammar Workshop with Mrs Wilkinson
4 October	2:45pm Harvest Assembly with Rev Mike & Food Bank Collection – all welcome
Date?	Years 5/6 Campfire and Sleepover TBC
9 October	1:30pm Nidderdale Swimming Gala (Nidderdale Pool)
6 – 12 October	<i>Fire Safety Week</i>
11 October	1:00pm onwards – Flu Vaccinations/Screening (whole school)
22 October	3:00-6:30pm Parents Evening
25 October	School closes for half-term
2ND HALF TERM (4 November – 20 December)	SWIMMERS: Mr Caswell's Class (every Wednesday) 6 November – 18 December inclusive (7 weeks)
4 November	School starts – all children to be in school by 8:55am
11 November	Time? Remembrance Service TBC
12 November	1:30pm-3:30pm District Grand Final (swimming) – the Hydro
11 – 15 November	<i>Anti-Bullying Week</i>
18 – 22 November	<i>World Nursery Rhyme Week</i>
18 – 24 November	<i>Road Safety Week</i>
20 November	3:00pm (PARENTS) Coffee & Chat with the Head
22 November	9:00am Road Safety Assembly with Lauren Doherty (Whole School)
11 December	10am Nativity Play for the Community and School
12 December	9:30am & 2:30pm Nativity Play for Parents
13 December	Time? PTFA Christmas Fair TBC
Date?	Carols on the Green TBC
20 December	Winter Walk (weather permitting) 2:30 School Closes for Christmas

*NB, those not competing in the swimming gala on 9 October will not be swimming this week

Harvest Assembly / Foodbank Collection – 4th October 2019

As part of the Harvest Assembly, we will be collecting for the Harrogate District Foodbank. They would particularly appreciate the following items:

- Long-life juice
- Long-life milk
- Pasta sauces
- Toiletries
- Washing up liquid
- Chocolate
- Sugar
- Tinned sponge puddings

If you would like to make a donation, please bring it into school at any time before the assembly on 4th October. Thank you ☺

Roald Dahl Day – Friday 13th September

As always, the children are invited to dress up as their favourite Roald Dahl character.

Invitation to an open evening at NIDDERDALE HIGH SCHOOL

19th September 2019
from 5.30 pm to 7.30 pm

All are welcome
- particularly
Year 5/6 children
and parents/carers.

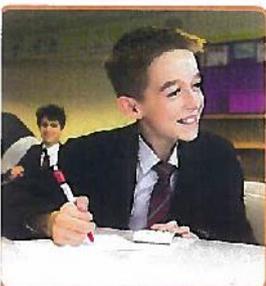
Head teacher's address
at 7.00 pm



Nidderdale High School is a "Good school overall and in all areas" – Ofsted

We are proud of:

- ✓ Consistently good GCSE results
- ✓ Progress made by all students across a range of GCSE subjects often well above national averages
- ✓ Innovative curriculum to meet the needs of all students
- ✓ Outstanding pastoral care; trust is a key feature
- ✓ Student/teacher relationships; staff are wholly committed to the welfare and education of the students



"Students value the excellent relationships they have with their teachers" – Ofsted

There is a further opportunity for parents to see the learning environment on 9th October from 9.15 am to 11.00 am. Please telephone school to make an appointment.



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Glasshouses Primary School Attendance Policy

Introduction

Regular and punctual school attendance is important. Pupils need to attend school regularly if they are to take full advantage of the educational opportunities available to them by law. Glasshouses Primary School fully recognises its responsibilities to ensure pupils are in school and on time, therefore having access to learning for the maximum number of days and hours.

Our policy applies to all children registered at this school and this policy is made available to all parents/carers of pupils who are registered at our school on our school website.

This policy has been written to adhere to the relevant Children Acts, Education Acts, Regulations and Guidance from the Department for Education in addition to guidance from the Local Authority.

Although parents/carers have the legal responsibility for ensuring their child's good attendance, the Headteacher and Governors at our school work together with other professionals and agencies to ensure that all pupils are encouraged and supported to develop good attendance habits. Procedures in this policy are followed to ensure this happens.

Children who are persistently late or absent soon fall behind with their learning. Children who are absent from school frequently develop large gaps in their learning which will impact on their progress and their ability to meet age related learning expectations. **A child whose attendance drops to 90% each year will, over their time at primary school, have missed two whole terms of learning.**

Aims and Objectives

This attendance policy ensures that all staff and governors in our school are fully aware of and clear about the actions necessary to promote good attendance.

Through this Policy we aim to:

- Improve pupils' achievement by ensuring high levels of attendance and punctuality.
- Achieve a **minimum of 98% attendance** for all children, apart from those with chronic health issues.
- Create an ethos in which good attendance and punctuality are recognised as the norm and seen to be valued by the school
- Raise awareness of parents, carers and pupils of the importance of uninterrupted attendance and punctuality at every stage of a child's education.
- Ensure that our policy applies to Reception aged children in order to promote good habits at an early age.
- Work in partnership with pupils, parents, staff and the Education Welfare Service so that all pupils realise their potential, unhindered by unnecessary absence.
- Promote a positive and welcoming atmosphere in which pupils feel safe, secure, and valued, and encourage in pupils a sense of their own responsibility.

- Establish a pattern of monitoring attendance and ensure consistency in recognising achievement and dealing with difficulties.
- Recognise the key role of all staff, but especially class teachers, in promoting good attendance.

We maintain and promote good attendance and punctuality through:

- Raising awareness of attendance and punctuality issues among all staff, parents and pupils.
- Ensuring that parents have an understanding of the responsibility placed on them for making sure their child attends regularly and punctually.
- Equipping children with the life skills needed to take responsibility for good school attendance and punctuality appropriate to the child's age and development.
- Maintaining effective means of communication with parents, pupils, staff and governors on school attendance matters.
- Developing and implementing procedures for identifying, reporting and reviewing cases of poor attendance and persistent lateness.
- Supporting pupils who have been experiencing any difficulties at home or at school which are preventing good attendance.
- Developing and implementing procedures to follow up non-attendance at school.

Definitions

Authorised Absence

- An absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received notification from a parent or carer. For example, if a child has been unwell and the parent telephones the school to explain the absence.
- Only the school can make an absence authorised. Parents do not have this authority. Consequently not all absences supported by parents will be classified as authorised.

Unauthorised Absence

- An absence is classified as unauthorised when a child is away from school without the permission of the school.
- Therefore the absence is unauthorised if a child is away from school without good reason, even with the support of a parent.

Procedures

Our school will undertake to follow the following procedures to support good attendance:

- To maintain appropriate registration processes.
- To maintain appropriate attendance data.
- To communicate clearly the attendance procedures and expectations to all staff, governors, parents and pupils.

- To have consistent and systematic daily records which give detail of any absence and lateness.
- To follow up absences and persistent lateness if parents/carers have not communicated with the school.
- To inform parents/carers what constitutes authorised and unauthorised absence.
- To strongly discourage unnecessary absence through holidays taken during term time.
- To work with parents to improve individual pupils attendance and punctuality
- To refer to the Educational Welfare Service any child whose attendance causes concern and where parents/carers have not responded to school initiatives to improve.
- To report attendance statistics to NYCC LA and the DfE where requested.
- All staff should be aware that they must raise any attendance or punctuality concerns to the Headteacher who has the responsibility for monitoring attendance.

Responsibilities

All members of school staff have a responsibility for identifying trends in attendance and punctuality. The following includes a more specific list of the kinds of responsibilities which individuals might have.

Class teacher

Class teachers are responsible for:

- Keeping an overview of class and individual attendance looking particularly for either poor overall attendance, anomalies in patterns of attendance and/ or unusual explanations for attendance offered by children and their parents/ carers
- Informing the Headteacher where there are concerns and acting upon them
- Providing background information to support referrals
- Monitoring follow-up once actions have been taken to correct attendance concerns
- Emphasising with their class the importance of good attendance and promptness
- Following up absences with immediate requests for explanation which should be noted inside the register
- Discussing attendance issues at consultation evenings where necessary

Headteacher

The Headteacher is responsible for:

- Overall monitoring of school attendance
- Trends in authorised and unauthorised absence
- Contacting families where concerns are raised about absence including arranging meetings to discuss attendance issues
- Monitoring individual attendance where concerns have been raised
- Making referrals to the EWO service

- Providing reports and background information to inform discussion with the school's EWO
- Liaising with other professionals to determine potential sources of difficulties and reasons for absence.

Administration Staff

Staff in the school office are responsible for:

- Collating and recording registration and attendance information.
- Taking and recording messages from parents regarding absence
- Ensuring the Absence/Late Book is completed
- Contacting parents of absent children where no contact has been made.
- Recording details of children who arrive late or go home
- Keeping an overview of class and individual attendance looking particularly for either poor overall attendance, anomalies in patterns of attendance and/ or unusual explanations for attendance offered by children and their parents/ carers and reporting concerns to the Headteacher
- Sending out standard letters regarding attendance

Parents

Parents/Carers are responsible for:

- Ensuring that their child attends school regularly and punctually unless prevented from doing so by illness or attendance at a medical appointment.
- Contacting the school office on the first morning of absence.
- Informing the school in advance of any medical appointments in school time. For the absence to be recorded as a medical absence we do require evidence from the doctor or dentist. (Appointment card/letter)
- Making requests for authorised absence in term time, only if absolutely necessary as these are not automatically authorised.
- Talking to the school as soon as possible about any child's reluctance to come to school so that problems can be quickly identified and dealt with.

Registration

Each class teacher has the responsibility for keeping an accurate record of attendance. Any pupil who is absent must be recorded at the beginning of the morning and afternoon session. The attendance register on SIMS and paper copy for school lunches must be completed by the class teacher at before 9am and straight after lunch. (Attendance code / and \ for pupils who are present) These registers are then returned to the school office.

All attendance records are documented using SIMs software, which is supported by the Local Authority. Attendance registers are legal documents and these must be kept secure and preserved for a period of three years after the date they were last used.

Lateness

Once the doors are closed at 8.55 am the only way to get into school is via the school office. Any pupil who comes into school this way from 8.55am will be marked as late in the attendance record. Records are kept of those pupils who are late; this is documented on the electronic register for each pupil (Attendance code L).

Children who have attended a dentist or doctor's appointment and subsequently come to school later than 9.15am will have the absence recorded as a medical absence (Attendance code M).

Children who are persistently late miss a significant amount of learning, often the most important aspect, as the beginning of the day is where the teacher explains the learning and what each child is expected to achieve.

Where there have been persistent incidents of lateness parents/carers will receive a letter advising them of the concerns and the school will provide opportunities for parents/carers to seek support and advice to address these issues.

ABSENCES

Parents/carers should contact the school on the first day of their child's absence. When parents/carers notify us of their child's absence it is important that they provide us with details of the reason for their absence.

All absences are recorded as either authorised or unauthorised absences on the computer. It is important that we receive accurate information from parents with reasons for the child's absence. This information is used to determine whether the absence is authorised or unauthorised. The Headteacher has the responsibility to determine whether absences are authorised or unauthorised.

Where we have not received reasons for a child's absence then we send a letter requesting these details to parents/carers to complete. If this letter is not completed and returned by the specified date then the absence will be recorded as an unauthorised absence (Attendance Code O)

First Day Contact

Where a child is absent from school and we have not received any verbal or written communication from the parent, then we initiate a first day contact process. Office staff check all of the registers from 9.15am to 9.30am on a daily basis, to identify those pupils who are absent. There are occasions when we are unaware why the child is absent and we will contact the parent to check the reasons for the child's absence.

If contact can not be made with the first contact, then the other emergency contacts will be contacted. If no contact can be made to any contact, then the LA Safeguarding Team will be contacted.

Illness

When children have an illness that means they will be away from school long term, the school will do all it can to send material home, so that they can keep up with their school work.

If the absence is likely to continue for an extended period, or be a repetitive absence, the school will contact the support services to see if arrangements can be made for the child to be given some home tuition outside school.

Where over the course of an academic year, a child has repeated periods of illness, the school will write to parents to ask them to provide medical evidence for each future period of illness related absence. This

evidence could be a Doctor's note, appointment card or copy of a prescription. We may seek written permission from you for the school to make their own enquiries.

Wherever possible and unavoidable, please make medical appointments and routine checks outside of school hours.

Parental Request for Absence from School for Holiday

The Department of Education requires Local Authorities to implement government amendments to the regulations regarding the taking of Leave of Absence in term-time, which came into force on the 1st September 2013. The new law gives no entitlement to parents to take their child on holiday during term-time.

Headteachers would not be expected to class any term time holiday as exceptional. Therefore Headteachers will only be able to grant leave of absence in exceptional circumstances and this will be at the discretion of the Headteacher.

For absence in term time must be made 6 weeks prior to the absence and made in writing using the relevant request form, which is available from our school office or on our school website.

No parent/carer can demand leave of absence as of right. The Education Regulations state that applications must be made in advance by a parent/carer with whom the child lives and can only be authorised by the school taking into account any factors presented by the family. Our Headteacher will also welcome early discussion with you around potential applications.

Parent/carers will be notified in writing of the decision for a leave of absence in term time within 10 school days of the date of the application.

The following are examples of the criteria for leave of absence, which may be considered as 'exceptional'.

- Service personnel returning from active deployment
- Where inflexibility of the parent's leave or working arrangements is part of the organisational or company policy. This would need to be evidenced by the production or confirmation from the organisation/company.
- Where leave is recommended as part of a parent's or child's rehabilitation from medical or emotional problems. Evidence must be provided.
- When a family needs to spend time together to support each other during or after a crisis.

This is not an exhaustive list and the Headteacher must consider the individual circumstances of each case when making a decision on this matter. Leave is only acceptable against exceptional circumstances and should not be granted on the basis of attendance record, academic performance or the 'experience' offered by being out of school. Where a Headteacher feels that there may be exceptional circumstances which do not fit the criteria, they may refer to the local authority for advice. The decision of the Headteacher is, however, final.

Please note that the ability to access a reduced cost of a holiday does not constitute an exceptional circumstance.

If the leave of absence in term time is agreed it will be recorded as 'H' on the school attendance registers (authorised absence).

If the school does not agree to grant the leave of absence and the parents/carers take their child out of school then this will be recorded as unauthorised absence 'G' (family holiday not agreed). If the child has unauthorised absent for 10 or more sessions (5 school days) a penalty notice will be made by the Headteacher to the Educational Social Work Service.

Should the child fail to return to school within 10 school days of the agreed return date and there is no communication from parents/carers the school may remove the child from the school roll.

Legal Implications:

Where a child is taken out of school for the purpose of leave of absence in term time without the prior permission of the school, the absence will be recorded as unauthorised and as such may result in a Penalty Notice. Penalties are applied by the Local Authority and as such are not at the discretion of the Headteacher. If a Penalty Notice is not paid, the matter may be taken to prosecution in the Magistrates Court.

Parents must, from 1st September 2013, pay £60.00 within 21 days or £120.00 within 28 days. Where a family has more than one child absent from school a penalty notice will be issued for each child who is absent. This brings attendance penalty notices in line with other types of penalty notices and allows local authorities to act faster on prosecution if the fine is not paid.

Addressing Attendance Concerns

The school expects attendance of at least 98%.

It is important for children to establish good attendance habits early on in their primary school career. It is the responsibility of the Headteacher and the governors to support good attendance and to identify and address attendance concerns promptly. In primary school we rely upon parents to ensure their child attends school regularly and punctually and therefore where there are concerns regarding attendance parents are always informed of our concerns. Initially concerns about attendance are raised with parents via letters which are sent home. There will be opportunities for the parent/carer to discuss reasons for absence and support to be given by the school with the aim to improve attendance. Where a child's attendance record does not improve over a period of time then the school has a responsibility to make a referral to the Educational Welfare Officer.

The Education Welfare Officers (EWO's) will issue penalty notices to parents where there has been a referral from the school as part of the school's processes to address poor attendance patterns.

In addition, education-related parenting orders are available by direct application by a school or LA to the Magistrates' Court as an ancillary order following a successful prosecution by the LA for irregular attendance or breach of a school attendance order.

The Education Welfare Officer visits to check and monitor attendance. They carry out regular register checks to identify children with low attendance (usually below 90%). They work with the school to improve attendance and may issue fixed penalty fines if attendance support meetings held by the school do not improve attendance.

Monitoring Attendance

Our office staff, have the responsibility for ensuring that all of the attendance data is accurately recorded on the SIMs attendance software. Regular meetings are held with the Headteacher to discuss all attendance concerns and appropriate actions are taken following these meetings such as letters sent to parents or meetings arranged to discuss attendance concerns with parents.

Linked policies: NYCC attendance guides, leaflet for parents , Positive behaviour policy, Child Protection Policy.

Written Spring 1 2018

To be reviewed Spring 2020 (amended Autumn 2019 with a section for 'holiday requests in term time').



Glasshouses Primary School Positive Behaviour Policy

Unicef articles: Article 28 (right to education) Article 29 (goals of education)

Introduction

Behaviour is everyone's responsibility and at Glasshouses Primary School, children become part of a friendly cooperative environment where there is an atmosphere of mutual respect and trust. Every child is made to feel that they have a vitally important role to play in the life of the school where their achievements are recognised and acknowledged. Behaviour management is seen as an integral part of the curriculum that teaches social skills to all children. This policy deals with the majority of the children at Glasshouses Primary School. A small number of pupils may need an additional Individual Behaviour Plan or Pastoral Support Plan to help them succeed in school.

RATIONALE

At Glasshouses Community Primary School, we believe that an establishment of a sound learning environment at school and classroom level is key to effective learning and teaching. Effective learning and teaching is dependent on consistent positive relationships established at school and classroom level through interactions between staff and pupil and between pupils themselves.

Principles / Ethos

At Glasshouses Primary School, we build positive relationships with pupils, parents and colleagues by providing a safe, caring, learning environment where we treat each other with respect, understanding and dignity.

We:

- Understand that the quality of relationships and school climate area absolutely critical to successful children's learning
- Seek to establish strong meaning and connection for children, families and staff in social and academic context
- Implement principles of mutual respect and encouragement
- Focus on long term solutions at individual, class and school wide levels and view mistakes as opportunities to learn and misbehaviour as opportunities to practice critical life skills.

Aims and Objectives:

- To ensure the safety and wellbeing of every member of the school community;
- To ensure all members of the school community are valued
- To protect the school environment
- To teach pupils to have self-control and take responsibility for their actions

- To teach pupils that actions and choices have consequences
- To encourage parents to work in partnership with the school
- To equip every child with the values and skills (social, emotional, physical and academic) they will need to meet the challenge of being a 21st century citizen
- To work collaboratively as a staff, sharing skills and ideas for managing pupils' behaviour and to maximise the effectiveness of the curriculum and individual learning for every child

The school therefore provides an environment in which pupils are encouraged to:

- Show self-discipline and self-control
- Develop strong self-esteem
- Take ownership and accountability for their behaviour
- Have the right to learn
- Be independent
- Cooperate in learning
- Be honest
- Recognise, share and celebrate their own achievements and those of others and
- Be confident to talk to an adult about any concerns

Expectations

Children learn to behave by following positive role models. Children and staff at Glasshouses Primary School follow our CHAMPS values and Rights Respecting Ethos, where each other with respect, speak to each other politely and respect each other's right to be different. No one should deliberately set out to make another person feel uncomfortable or unhappy.

Expectations are displayed in every classroom and communal area in school and discussed regularly in lessons, staff meetings and during parent consultation meetings.

School Values

Our school values are developed by exploring the rights and responsibilities of the people who share this learning environment. We understand that everyone has the right to a high quality learning environment where everyone feels safe and valued.

These are displayed in classrooms, around the school and celebrated during weekly assemblies. Staff should ensure all the children within their class understand the

Values: CHAMPS

We respect everyone and

1. We make the right **choices** (both for our mental health and for physical health)
2. We are **honest**
3. We work to **achieve** our very best
4. We show good **manners**
5. We show **perseverance** and resilience
6. We keep ourselves and other **safe**

The Values are included in the home school agreement which parents at the point of admission.

Rewards and Sanctions

Rewards and sanctions at Glasshouses play an important part in teaching children how to control their own behaviour. We understand that people are driven by extrinsic and intrinsic motivation. We use **Star of the week** as extrinsic motivation. **Star of the week** is rewarded to the pupil who the teacher feels has made the most positive contribution to the class and/or made the most effort to promote our school principals and Growth Mindset ethos. Each week a certificate is given to the mathematician of the week – **Maths Maestro** - and the writer of the week - **Writing Whizz** and Reading reward – **Reader of the week** in each class. This is to reward effort **above and beyond** our normal high expectations. Each child is part of a team and can earn house points for demonstrating the CHAMPS Values.

At Glasshouses we believe that intrinsic motivation plays a much greater role in the development of children. Staff encourage intrinsic motivation by making children feel good about doing the right thing, this might take the form of a thumbs up, a smile or a simple well done. We promote good behaviour, self-discipline and respect by teaching children how to behave rather than using sanctions for control. Negative behaviour is managed through post incident learning where staff teach children how to manage their own behaviour (see appendices). Staff explore the following three areas during post incident learning:

What happened?

How it made the pupil feel?

What the pupil can do the next time they feel that way?

Anti-Bullying

At Glasshouses we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to speak out and know that incidents will be dealt with promptly and effectively. More detail is outlined in our schools Anti Bullying Policy.

Rewards

At Glasshouses we encourage good behaviour by:

- **Consistency** and making our CHAMPS expectations clear
- Acknowledge the children when they have behaved well or set an outstanding example to others
- Letting parents know how well their child/ren is/are doing
- Sending TEXTS to parents
- Giving the children responsible and interesting jobs to do around school
- Reminding them of correct behaviour, rights and responsibilities
- Sharing their achievements with the whole school in the celebration assembly
- Star of the Week certificates
- Glasshouses University time
- Providing the opportunity for pupils to have hot chocolate with the head
- In class reward systems (only if required and **only in prior agreement with the Head in line with the school ethos**)

Sanctions /Consequences

At Glasshouses, we deal with all incidents in a consistent and fair manner. We investigate incidents thoroughly and take account of individual children's needs. We identify vulnerable children in advance and use proactive strategies to identify/remove barriers that may make it difficult for them to follow and understand particular school values and procedures. We plan how to overcome these barriers, working with all staff and the parents of the child.

At Glasshouses, we understand that negative behaviour management strategies such as punishments for behaviour drive negative feelings that can often drive more negative behaviour and do little to create positive relationships.

Our priority is to teach pupils how to control their own behaviour rather than aim to control individuals through fear of punishment. We teach self-control at Glasshouses via the use of logical consequences (consequences that teach a more appropriate behaviour).

e.g. natural consequences.

- Missing playtime/lunchtime to make up lost learning time.

'The University of Glasshouses'

Positive and good behaviour are promoted at Glasshouses Community Primary School by children being encouraged to make the right choices. All children will start each week with an entitlement of their Friday afternoon activity to attend our University of Glasshouses. This will be half term modules that are chosen by the children from a given list. These activities are arranged to enhance and enrich the curriculum for our children as well as rewarding good behaviour for all children.

Aims:

- To enrich the curriculum offered at our school
- To promote positive behaviours.

- To provide a real life learning experience
- To reinforce and develop skills

Post Incident Learning

At Glasshouses, we deal with all incidents in a consistent and fair manner. We investigate incidents thoroughly and take account of individual children's needs and targets.

Post Incident Learning (PIL) is an integral part of our approach and is a consequence of all behaviours. The purpose of PIL is to teach children how to control their own behaviour and consider strategies for the future. PIL is a structured set of questions designed to help children choose more socially acceptable ways of managing their own behaviour. The areas children are encouraged to explore during PIL are the experience, the feeling and alternative behaviours.

PIL is carried out in a non-punitive way and may involve the staff member asking the child the following questions:

- What Happened?
- How did it make you feel when that happened?
- What can you do the next time you feel that way?

If the behaviour does not improve

An Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP) will be put in place with the support of the SENDco. SMART targets will be identified in consultation with pupils and parents/ carers. The targets will be reviewed every term (as a minimum) alongside pupil voice and a parents meeting. In the event that a child makes the wrong behaviour choices, it is the responsibility of staff to support them in making positive ones. The child will be given a warning as a chance to correct their behaviour before being given a consequence.

Fixed-Term and Permanent Exclusions

At Glasshouses, we believe that children have the right to Learn. If a child seriously breaches the school's behaviour policy and if the pupil remaining in the school would seriously harm the education or welfare of the pupils or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term exclusion, the pupil and parents must meet the Headteacher to discuss the pupil's reintegration into school (NYCC's guidelines are followed).

Individual Behaviour Plan or Pastoral Support Plan

An Individual Behaviour Plan or Pastoral Support Plan will be drawn up for the pupil. The pupil may be referred to outside agencies for support. For cases of continued serious, unacceptable behaviour, consideration will be given to starting the process of permanent exclusion from the school. The decision to exclude a child can only be made by the Headteacher.

Physical Intervention

Principles within the Legislation

1. The use of reasonable minimum force to physically manage children and young people is permissible only in certain limited and defined situations.

2. Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a child or young person from doing, or continuing to do, any of the following:

A: committing any offence (or, for a child under the age of criminal responsibility (10 years), what would be an offence for an older pupil)

B: causing personal injury to, or damage to the property of, any person (including the child or young person himself) or

C: prejudicing the maintenance of good order and discipline at the school or among any children or young people receiving education at the school, whether during a teaching session or otherwise.

2.1 The staff to which this power applies are defined in section 95 of the Act. They are:

a) any teacher who works at the school, and

b) any other person whom the head has authorised to have control or charge of children and young people. This includes support staff whose job normally includes supervising children and young people such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors; can also include people to whom the head has given temporary authorisation to have control or charge of children and young people such as paid members of staff whose job does not normally involve supervising children and young people (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying on school-organised visits) criticising one. The lesson children will learn is that they are more likely to get attention when they behave well than when they behave badly.

Lunchtimes

At Glasshouses we expect the children to behave in a responsible manner in the dining hall and in the playground. We expect the children to enter and leave the dining hall in a sensible manner. Whilst eating their dinner, we expect them to talk quietly to their friends and stay seated until they have finished eating. When they have finished eating, the children should take their tray to the waste trolley and give it to the child on duty that day.

Lunchtime organisers/Kitchen staff must be an excellent role model for the pupils. They must encourage:

- Good table manners
- The correct use of cutlery
- Children to take their time to eat their lunch
- Children to play sensibly in the playground and
- Lunchtime clubs will take place as a preventative measure for some children

This Positive Behaviour Policy, together with the Anti-bullying Policy, forms the behaviour management strategy for our school. This policy was based on the principles of Carol Dweck's Growth Mindset and

UNICEF's Children's convention. It was created through discussions with Children, House Captains, staff and parents during 'coffee and chat' sessions.

Linked Policies NYCC Behaviour For Learning document, Child Protection policy, Safeguarding.

Monitoring and Review

At Glasshouses we understand that consistency is an important part of behaviour management. Consistency of this policy will be addressed at two levels. The first level will involve everyone in the school taking ownership of the policy and recognising when people's rights are not being considered. The second level is the monitoring undertaken by the Senior Leadership Team. This will ensure that there is consistency of approach to behaviour throughout the school. Part of the monitoring will be ongoing and relate to observations of children's behaviour during lessons, assemblies, lunchtimes and playtimes.

Reviewed: Autumn 2019

Next Review: Autumn 2020



Glasshouses Primary School

An Introduction to Restorative Practice for Parents/Carers

The aim of Restorative Practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. This is our priority as a restorative school, as we see ourselves at the heart of and serving our community.

For effective teaching and learning to take place, we believe that good relationships need to be at the heart of everything that happens at Glasshouses Primary School.

Restorative Practices

- ❖ Allow the act (unaccepted behaviour) to be rejected, whilst acknowledging the intrinsic worth of the person and their potential contribution to society.

- ❖ Rejects the 'Act not the Actor'. Separates the 'Deed from the Doer'

It is a process that puts repairing harm done to relationships and people over and above assigning blame and dispensing punishment. It shifts the emphasis from managing behaviour to focussing on building, nurturing and repairing relationships.

We know that a whole school restorative approach can contribute to:

- ❖ Happier and safer schools
- ❖ Mutually respectful relationships
- ❖ More effective teaching and learning
- ❖ Reduced exclusions
- ❖ Raised attendance
- ❖ Addresses bullying behaviour
- ❖ Raises morale and self esteem
- ❖ Helps promote a culture of inclusion and belonging
- ❖ Increases emotional literacy

As part of the RP process, child and staff could be involved in meetings and circles that include:

The Five RP questions

- ❖ **What happened?**
- ❖ **What were you thinking about at the time?**
- ❖ **What have your thoughts been since?**
- ❖ **Who else has been affected by what you did?**
- ❖ **What do you think needs to happen to make things right?**

If your child has been harmed by the actions of others, which could include both staff and students, questions could include:

- ❖ **What did you think when you realised what had happened?**
- ❖ **What have your thoughts been since?**
- ❖ **How has this affected you and others?**
- ❖ **What has been the hardest thing for you?**
- ❖ **What do you think needs to happen to make things right?**

At Glasshouses Primary School, we have written our own versions of the above questions to make them appropriate for our three phases; Foundation Unit, Key Stage One and Key Stage Two. Whilst the questions have been edited to be language appropriate for the children at different ages, the thought processes and general structure of the Restorative discussion remains the same.

Restorative Practice is **NOT** just about the questions. It is about a process that is seen as fair: allows free expression of emotions and significantly is about offering high levels of support, whilst challenging inappropriate behaviour through high levels of control, encouraging acceptance of responsibility and the setting of clear boundaries.

Please note that all school staff, teaching and non-teaching have had (as a minimum) basic training about Restorative Practices whilst many have also attended enhanced training to try and ensure that our intentions translate into actions.

All our children understand and use circles in their everyday school life. As part of our commitment to RP, you as parents/carers may also on occasion be asked to contribute to a restorative meeting if this is felt to be the right course of action.

Listed below are some examples of affective statements and questions which all staff can use with pupils:

Statements

I am sorry that I misunderstood the situation

I feel really proud of you when I heard

I feel really pleased and encouraged that you made the right choice.

I respected your honesty and thank you.

I was very disappointed when you did that to.....

I am upset and angry by what has just happened.

I feel that (describe action) was very disrespectful.

Questions

What happened? – followed by:

What were you thinking about when you did that?

How did your actions affect?

How do you think felt about what you did?

How do you feel about what you did?

How do you feel about what you did and the affect it had on me?