

"Working Together, Learning Forever"

Dear Parent/Carer,

Please find below details of the work that your child's class will be doing during this term. I have also suggested ways in which you can help your child at home. Included with this information you will also find an overview of how we deal with behavioural issues in school.

Thank you for your support,
Miss Prangle. Miss Jenkins, Mrs Pridmore

Year - 4
Term - Autumn
Theme - Magical Worlds



Mr M. S. Thompson B.A. (Educ) Hons, N.P.Q.H.
Headteacher
Mr M Bowen B.Ed. (Hons)
Deputy Headteacher

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<p>Main areas of study:</p>	<p>This Term our focus will be exploring Magical Worlds and the characters that inhabit them. In science and Technology, we will be looking at Potions and how materials mix and change. We will be reading a range of magical and mysterious fiction and looking at the way in which characters feel and how they develop. Our empathy project will support us in this. This term we will be focussing on Word Processing, and learning how to access all the tools on a variety of online platforms.</p> <p>As part of our religious studies, the children will be using their own experience and the experiences of the characters in the books we read to explore their ideas around belonging and family. We will be teaching Expressive Arts through a response to key scenes and events in the text. The children will have the opportunity to compose music to represent a storm, and create magical worlds using a range of different materials. They will be</p>
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	<p>looking at character portraits and developing their fine motor skills through this, Health and Wellbeing will be a big focus this term and we are giving the children the opportunity to take part in a range of team sports. They will also be taking part in yoga and Zumba sessions.</p> <p>This term we will be focussing on developing the children's number skills, to include place value, subtraction and addition. All numeracy will be topic based and the children will have access to Times Tables Rocksars to develop their multiplication skills.</p>
Ways in which you can help at home:	<ul style="list-style-type: none"> ▪ Please send any interesting and magical objects to school (not valuable items, please). ▪ Please listen to your child reading at home every night. A Reading Diary is provided for you to make comments. They will be rewarded with a reading dojo each time they read at home. ▪ Visit the local library to choose books relevant to topics being studied at school.

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	<ul style="list-style-type: none"> ▪ Talk to your child about the range of geographical features in their locality. ▪ PE will be on a Tuesday. Please send your child to school in their kit on this day.
Ways you can help us?	<ul style="list-style-type: none"> ▪ Do you have any expertise in this area and would like to share it with us? ▪ Do you have any artefacts or interesting objects we could use? ▪ Can you donate any equipment which may help us develop our outdoor area?

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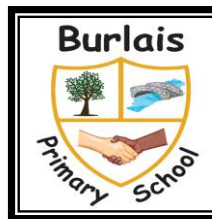
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*"Don't be a DOJO monster-
follow the Behaviour Policy
and make our school a happy
one"*



How do we deal with problems at Burlais Primary School?

At Burlais Primary we believe in talking, sharing and working through our problems and we adopt a restorative approach when addressing any difficulties that arise. However, sometimes things go wrong and it is important for everyone to know what steps we take when dealing with problems that may arise in the classroom or at playtimes. If your child is in Foundation Phase you will see below a brief summary of how we deal with any problems that occur during the school day. If your child is in Key Stage 2 Y3-Y6 they will know all about our DOJO reward point system and how the report card system works. I'm sure they will be able to explain it to you so that you can discuss this policy with them. Working together will help us to ensure a positive approach to behaviour at Burlais Primary School.

Our Specialist Teaching Facility Classes

In our Specialist Teaching Facility we use a variety of strategies to manage behaviour difficulties. Our pupils have a wide range of strengths and needs and our policy for behaviour management is based around developing good working relationships with our pupils and their families. Understanding the challenges our pupils face and identifying what motivates them is key to successful behaviour management. For some pupils this may simply be dojo rewards and restorative practice and for others it maybe an individual reactive plan. We will always try to work with families to address any specific

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challenges a child is facing and can offer guidance and support to parents if needed. If it is necessary for your child to have any specific behaviour intervention you will always be consulted and kept apprised of any developments.

Foundation Phase Pupils - Nursery/Reception Pupils/Year 1/Year 2 pupils

For pupils behaving inappropriately in the Nursery/Reception/Year 1 classes, sanctions will include time out on the Thinking Chair/Thinking spot. In our Year 2 classes these sanctions will continue along with missing of 5 minutes of playtime or Golden Time. These sanctions are age appropriate and may change depending on the differing needs of the pupils in the school.

Key Stage 2 Pupils

FIRSTLY, if your child is:

- Misbehaving in class
- Not completing tasks in the given time
- Annoying their classmates
- Misbehaving during Assembly time or during other whole school events
- Involved in minor incidents in the playground

Their class teacher or teaching assistant may: -

- Ask them to have a discussion using restorative questions
- Ask them to take time out
- Ask them to complete work in own time
- Tell them to miss Golden Time
- Use the three strikes rule

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If your child is consistently demonstrating these behaviours and the sanctions haven't worked, then they will be put on a blue report card. Targets for improving behaviour will be set. The blue report card will need to be signed by the class teacher at the end of every day to check progress.

SECONDLY:

If your child's behaviour does not improve or if they do any of the following: -

- Swearing
- Bullying
- Fighting
- Racist or homophobic comments
- Theft

Their class teacher or a member of our Senior Leadership Team may: -

- Ask them to have a discussion using restorative questions
- Take away any privileges
- Ask them to write a letter of apology
- Undertake a task from a member of staff
- Take away their Golden Time and put an amber report card in place

If there is no improvement following these sanctions then your child will be put onto an amber card. If your child is on an amber card, your child's teacher will contact you via ClassDojo or phone to talk about your child's behaviour. The amber card will need to be signed by a senior staff member at the end of every day to ensure that your child is working towards their behaviour targets. Your child will spend playtime with a senior staff member and if this behaviour persists they might be moved onto a red report card.

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THIRDLY:

If your child's behaviour continues to be a problem or any of the following occur: -

- Persistent Bullying
- Persistent disrespectful behaviour
- Persistent swearing at pupils or staff
- Physical injury of another pupil
- Deliberate damage to property

Then your child will be put on a red card. Again targets to improve behaviour will be set. This time however, the red card will need to be signed by Mr Thompson/Mr Bowen/Miss Rowe and you will be contacted by school. Your child will spend playtimes and lunch play with senior staff and at the end of the week you can request a meeting with a member of SLT to discuss the progress made against the targets.

Should any of the following occur: -

- Serious physical assault on a pupil or member of staff
- Unprovoked attack
- Threat of serious injury/damage to pupils, staff or premises

Your child will be immediately excluded from our school pending an investigation and the police may be involved.

LET'S THINK POSITIVE....

Our school continues to promote a positive approach to behaviour management and we hope that all children will take responsibility for their actions in all areas of the school so these sanctions never have to be used. We want to celebrate our Dojo rewards and ensure that report cards are a rare occurrence.

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