



# Newsletter

Christian Value of the Term: Community

Stanford in the Vale  
C of E Primary School

Year 24/25 Issue 3

Friday 4th October

## Harvest Festival

On Friday 27th September we held our Harvest Service at St Denys.

All classes presented their thanks for all the wonderful food we have and the amazing farmers and shopkeepers who work so hard to deliver it to us.

The children donated lots of tins and packets of food for Faringdon Food Bank.

Many thanks to everyone who attended the service and for all the kind donations. Faringdon Food Bank were amazed by your generosity.

## Year 6 @ Coleshill

Year 6 had a wonderful day at Coleshill on Monday 23rd September.

Despite the rain the children were polite, engaged and resilient!

The children learnt how to spot traitors and break codes, they looked at suitcases of artefacts, explored an operational bunker and took part in stealth training!



## Cross Country

On Tuesday 1st October, sixteen children took part in a cross country competition at Wantage Park. All the children were fabulous.



## Inflatable Football

On Tuesday 1st October, despite the showers of rain, the whole school had the best time with the footy kids organisation. The inflatable football was lots of fun, the children particularly liked the game called shark attack!

They will be running a club for the school during the winter and foundation will be invited to join in the summer.



Love

Hope



Community

### Diary Dates:

**Wednesday 16th October—**  
**FOSS AGM @ 7.30pm in the school hall** Please support FOSS. Come and find out about all the fundraising events FOSS have done and are going to do.

**Friday 18th October—**  
**Children's School Disco Foundation, Year 1 & 2 = 5.15pm to 6.15pm**  
**Years 3, 4, 5 & 6 = 6.30pm to 7.30pm**  
Tickets available on the door for £3.00. Refreshments available.

**Monday 21st and Tuesday 22nd October—Parents Evening in person between 3.30pm—6.30pm.** Booking via parentmail nearer the time.

**Bags to School— Please drop off any unwanted clothing in bags on Tuesday 22nd October between 3.30pm—6.30pm and Wednesday 23rd October between 7.00am—9.00am**

**Friday 25th October—**  
**Sharing Assembly at 2.15pm in the school hall.** Please come and see some of the things the children have been learning.

**Week beg. 28th October—**  
**Half Term**

**Week beg. 4th November—**  
**Year 6 Residential at PGL Liddington**

## FOSS

### **Class Reps for 2024/25:**

Foundation = Amy Curran  
 Year 1 = Amanda Matthews  
 Year 2 = Emma Dearlove  
 Year 3 = Lucy Tyler  
 Year 4 = Yvette Upton  
 Year 5 = Linzi Esplin  
 Year 6 = Jen Forth

Many thanks to the above parents who have offered to be class reps for FOSS. This means they will be sending their linked class reminders about FOSS events and may ask for volunteers to help at FOSS events.

### **100 Club**

Thank you to the 49 people who brought into the 100 Club. We have allocated a number to everyone and our first draw will be at the end of October. If you wish to know what your number is, please ask at the school office.

### **Children's School Disco**

Foundation, Year 1 & 2 =  
 5.15pm to 6.15pm

Years 3, 4, 5 & 6 = 6.30pm  
 to 7.30pm

Please let Em in the school office know if you are able to help during either disco or with tidying up afterwards.

### **FOSS AGM**

Wednesday 16th October@  
 7.30pm in the school hall  
 Please support FOSS. Come and find out about all the fundraising events FOSS have done and are going to do.

## Relational Policy

We have moved away from a Positive Behaviour Policy to a Relational Policy.

Relationships are at the heart of all our work together in school. They determine the happiness and success of every child and adult. We know that the emotional climate in our school is vital. All children and staff need to feel a strong sense of human warmth as part of their daily life in school: to feel connected.

Happy children learn and get along well. It is our job to be vigilant in observing children and being proactive in supporting them to develop the skills of recognising and expressing their own emotions safely and without judgement. This will ensure confident, happy people who are in the best place to learn. Time invested in this pastoral support pays dividends.

### **Developing Relationships**

Relationships will be developed to ensure that all children feel safe, secure, connected, understood and cared for. It is an expectation and responsibility of all adults in the school community.

Positive relationships will result when a child:

feels safe and secure

when adults and children around them are predictable, reliable and trustworthy

when everyone has open and friendly body language

understands and can express their own emotions

has clearly communicated structures and boundaries

feels connected to others and has a sense of belonging

feels staff are physically and emotionally available

feels staff and peers like them and are interested in them

feels accepted and understood

feels cared for

is soothed and comforted

is supported to ensure that their difficulties do not block access to the curriculum and opportunities to develop these skills

### **How we develop positive relationships**

#### **• *Teaching children to understand what constitutes a positive relationship:***

- apply expectations fairly and consistently and without judgement  
 - display agreed expectations in the classroom based on our values – The Stanford Way, Visual timetable

- in September we take time to explore and discuss the expectations for our school and how our values can help us. We use an accompanying code of conduct. All staff are particularly vigilant at this time to ensure children understand the expectations of our culture for the academic year

- involve children in discussing aspects of positive relationships- e.g. valuing one another, acknowledgement, encouragement, listening, sharing ideas, acceptance, tolerance and compassion, then acknowledging children who display these qualities.

#### **• *Helping children understand their emotions:***

- listen to the children and feedback their thoughts

- give them space as needed – reflection table or tent

## Relational Policy

- be curious about their feelings, thoughts and behaviour. It is important that we understand the thoughts and feelings that are driving the behaviour so that we address these unmet needs.
- accepting their feelings and experience without action, judgement, contradiction or persuasion.
- expressing empathy - wonder aloud, validate, and show them you 'get it'. Respond empathically; imagine how it is for them, empathise and then express it

**“I can see that this situation is very hard...”**

**“That sounds as though you were really worried...”**

**“When that happens I wonder if it is very frightening for you...”**

- sooth and comfort them
- help them understand emotions and how to manage them effectively – morning emotion jars and chats, PSHE – Jigsaw, ELSA, HSCLW and Inclusion Manager

**• To promote children’s self-esteem:**

- show we care for them by regularly checking in with simple smiles, eye contact, thumbs up etc.
- take all opportunities to praise a child’s work or actions, individually, as part of a class evaluation
- ensure children understand good relationships feel good and are their own reward (intrinsic motivation)
- ensure that children have work appropriate to their ability
- ensure that support is available for a child who needs it
- in organising activities, use a mixture of ability groupings
- name on the recognition board, team points, headteacher award, believe and achieve winner, star of the week or a gold star sticker

**• Encouraging interest and motivation:**

- welcome each child every morning
- take an interest in every child and family. Notice things about them (a new coat, haircut or pencil case) and remember details about them including birthdays, interests, favourite sporting teams or pets.
- let them know that you think about them even when they are not with you – football match at the weekend / show they were in.
- provide well-planned and varied activities during each term, in which children are presented with opportunities to reinforce knowledge and understanding, solve new problems, engage in practical tasks and work creatively
- organise special events during the year (e.g. class assemblies, trips, book weeks, sports days, etc.)

**• Teaching children to understand the importance of respect for others:**

- ensure that staff and children in the school show respect for each other without judgement
- create an atmosphere where children can talk to staff about their feelings, problems and concerns
- use the curriculum to teach children about people with different lives to themselves especially in PSHE

**• Promoting a situation where children receive similar messages about appropriate relationships at home and at school:**

- inform parents of the school’s Relational policy, expectations and support strategies
- communicate with parents when a child shows significantly positive or inappropriate choices
- ensure that we give honest information about relationships at parents evenings and on reports

**Responding and Calming**

The art and skill of teaching lies in the use of everyday interactions which actively maintain relationships in the classroom and promote a calm, harmonious and supportive learning environment. Feedback has an important role in learning and development and it is important to support children to reflect on their behaviour in a way which will best support learning eg. ‘You stayed really focused today even when it got tricky.’

Skilled interactions can successfully resolve low level disruption. Every child will face challenges and at times experience strong emotions which block their access to learning and good social interaction. Catching these emotions and regulating the child so that these emotions do not become overwhelming is integral to keeping the child and classroom calm. Behaviour which impacts on the child, another child's, or our own safety should be managed as part of our relational plans. How we respond in a crisis should be clear, coordinated and communicated to ensure safety.

**Graduated approach:**

1. When we notice that a child is overstepping a boundary we give them a warm and curious look or a simple reminding/refocusing followed by a thank you which shows that you expect compliance.
2. If they do not respond, 30 second private intervention – get in, deliver the message and anchor the child's behaviour. 'I noticed you are...' 'It was the rule about.....that you broke.' 'You have chosen to....' 'Do you remember last week when you.....' 'That is who I need to see today.' 'Thank you for listening.'
3. If they continue to not respond speak to them privately 'You need to understand every choice has a consequence. If you choose .....this will happen. If you choose not .....this will happen. I'll leave you to make your decision.'
4. Enforce the consequence you discussed in stage 3. Any missed learning should be completed during breaktime or lunchtime or sent home to be completed. Repair time should follow this at breaktime or lunchtime, it should not interfere with teaching time. At this level, work with the child to come to a solution together. Following some joint problem solving it will be helpful to remind the child of the Stanford Way (what they should be doing/expected).
5. If a child continues to overstep boundaries parents will be spoken to at the end of the day so that we can work together for the benefit of the child's education.
6. Occasionally there may be the need to remove the child from the classroom to ensure relationships are maintained. This will be for a short period of time. Repair conversations will take place and any work missed will be completed at breaktime, lunchtime or at home.

**Managing Crisis: Having clear plans to ensure safety and support.**

If a child is behaving in a way which means that they or others are not safe then making the situation safe is the primary need. Children who experience such crises need to have relational plans in place to keep them safe which should be agreed with all adults who care for the child as well as the child themselves. Having plans can help to support the adults to make the situation safe in the moment and what needs to happen following the incident. If a situation has arisen unexpectedly then adults have a duty of care to make the situation safe. Once a situation has arisen involving a particular child or situation then there is a foreseeable risk and schools must then have specific relational plans in place for that child or situation.

**Repairing and Restoring**

Applying a restorative framework following conflict or when incidents have taken place is far more successful in promoting understanding and learning, than a punitive approach. The approach supports children to develop greater understanding, empathy and responsibility.

We follow a restorative framework for working with behaviours which are not acceptable which involves working with the child to consider the following:

**What happened?**

**What were you thinking?**

**How were you feeling?**

**Who else has been affected by this?**

**What do you need, and what needs to happen now, so that the harm can be repaired?**

This framework is embedded in everyday interactions and classroom practice, from making time to talk and through the PSHE curriculum.

Following incidents where harm has been caused, time needs to be spent sharing understanding and coming to an outcome which helps to repair relationships. This involves an encounter between those involved where a restorative exploration is used. There are a variety of structures for this type of restorative work including; restorative mediation, problem solving circles and restorative conferencing.

Following some incidents there will however need to be a response from the school in order to ensure that everyone is kept safe. If a child is violent on the playground on a Monday, it is unlikely they will be back out on the playground on the Tuesday. This is not as a punishment, but as an acknowledgement that we could well be setting them up to fail if they are back out tomorrow without any developmental input, and also that other children would not be safe. We need to take a relational approach to this, to ensure that the child understands that this is not rejection. We would advocate 'time in' rather than time out and so this is not an exclusion. The work that takes place with the child on the Tuesday lunchtime will seek to support them to be able to go back onto the playground not punish them. As with all good teaching, personalisation will be really helpful in enabling children to learn. This applies to social and emotional development as much as academic understanding. In order to be fair we need to be responsive to need, this means not treating everyone as though they are the same. Equality does not mean everyone getting the same, it means everyone getting their needs met. Responses to incidents will therefore need to be specific to the needs of the children involved.