

# Glasshouses Primary School NEWSLETTER

Autumn Term 1—2025



## *Believe Achieve Inspire*

### Message from the Headteacher

It's been a busy and exciting term so far at school. Our Reception children have settled in beautifully and are thoroughly enjoying their learning journey. The Federation visit to Stump Cross was a great success, and this week the children have produced some wonderful work around Remembrance.

We're now looking forward to the upcoming Christmas events — always a joyful and bustling time in school. You'll find all of our key Christmas dates included in this newsletter.

### Jade Class Photo Collage



Exploring and **ordering** numbers to 10.

Creating 3-D maps.

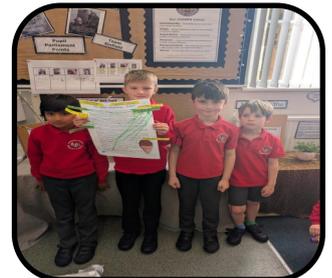
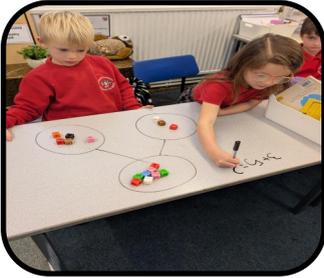
Exploring colours and changing seasons.

4 points on the compass.  
Meeting Ringo the therapy dog.

Mrs Lewicki talked about her childhood and the differences between past and present.

Learning about part-whole models.

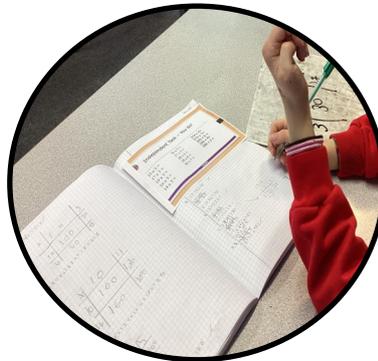
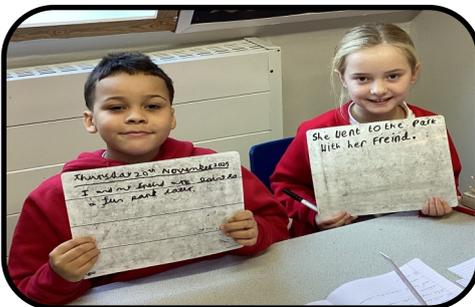
## Amethyst Class



Amethyst class have had an amazing half term. Year 3 and 4 completed their learning about The Stone Age with a trip to Stump Cross Caverns. In English, we have been learning about how to write recounts, and in Maths we have been further developing our addition and subtraction skills.

## Obsidian Class

In English this half term, Obsidian class have been re-capping their understanding of prepositional phrases and imperative verbs, in order to write their own instructions on how to make a Stone Age weapon! We have been using the text Stone Age Boy as our inspiration. In Maths, Obsidian class have been doing lots of work around multiplication and division, using the grid method, formal written method and answering word problems. We have also been writing our own word problems. We have celebrated different events so far this half term, including Remembrance Day, World Kindness Day and Anti-Bullying Week.



### Christmas Diary Dates

**Friday 5 December** — Preloved Christmas Jumper swap stall

**Thursday 11 December** — Christmas Lunch and Christmas Jumper Day

**Friday 12th December** — PTFA Christmas Fayre

**Tuesday 16 December 2.15 pm** — Nativity for EYFS & KS1 (Rec, Yrs 1&2) parents

**Thursday 18 December** — Christmas party day

**Friday 19 December** — Christmas Jumper Day 2

**2pm—2.30pm** KS2 & Parents — Carols around the tree

**School finishes for Christmas at 2.30pm**



As a Federation, our leadership and staff teams have recently reviewed and updated our *Promoting Behaviour for Learning and Life Policy*. We believe this policy plays a vital role in shaping our culture, ethos, vision, and values.

Below are some key highlights from the updated policy, which is also available on our school website: <https://uppernidderdalefed.school/>

### **Duties under the Education and Inspections Act 2006**

**Under the Education and Inspections Act 2006, headteachers of maintained schools and pupil referral units must determine measures to be taken with a view to:**

- **promoting self-discipline and proper regard for authority among pupils,**
- **encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,**
- **securing that the standard of behaviour of pupils is acceptable,**
- **securing that pupils complete any tasks reasonably assigned to them in connection with their education, and**
- **otherwise regulating the conduct of pupils.**

As a universal offer, we have developed a '**Behaviour Curriculum.**' Through this curriculum children are taught how to follow our behaviour policy in the same way that they are taught in any curriculum subject. Good behaviour is modelled and taught at age-appropriate level in class, in whole school assemblies, PSHE lessons and then recapped and revisited throughout the year.

### **Supporting children who are struggling or making mistakes in their behaviour**

When children start to show behaviours that are not conducive to good learning, we use the following approach;

1. One gentle, quiet and under the radar given to support them to return to our expected behavioural norms (Stage 1)
2. If children continue to struggle, timeout in **the class calm areas or in designated space outside the class** with the 10-minute timer and their personal calm box, is offered within the classroom and this could include 'change of face'/ fizzy pop bottle card. These can be used by children when they are struggling to verbalise their needs. Time out may also be in the form of the child being sent with a 'job' (taking a white file or a message' to the main office, Deputy Head or Head) for the 10-minute period (Stage 2).
3. If the techniques in stage 1 and 2 have been employed and have not have the desired effect of getting the child to a calm and self-regulated state; the child is to be removed from the class and they are to remain out of class for the rest of the day which is logged as an internal suspension on CPOMs and parents informed. This is the class teacher's decision and is to include an alternative lunch and break times away from their peers. Where possible, this will be with a member of leadership. Pupils will be given work of deliberate practice from the folder in TEAMS (with behaviour policy). The behaviour must not disrupt the learning of others in the class.
4. If a child has missed learning, then they will complete that learning during their own time (break, lunch or after school at home). A chart explaining this to parent/carers will be sent home with the work.
5. The parent must be given a completed Disrupting Learning Form via email and if missed learning has resulted, then this will also be sent home with the expectation that it is to be completed and returned the next day. If this has not been completed, then it will be then completed through the child's playtimes. This will be completed electronically and emailed to parents BEFORE the child is picked up. It will also be given to the parents / child in paper form.
6. Incident MUST be recorded on CPOMs that day.
7. If there are 2 or more instances, or a regular pattern, in one week period (which MUST be logged on CPOMS) the Inclusion Team will meet with class teacher and parents to discuss the pattern and support put in place. This will be in the form of a behaviour plan.