

St Cuthbert's CE Primary School

NEWSLETTER

Autumn Term 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 below.

Christmas Diary Dates

Friday 5 December—Christmas Jumper Swap Day

Thursday 11 December—Christmas Lunch and Christmas Jumper Day

Monday 15 December—Class Christmas parties during school day

Wednesday 17 December 2.30pm—Nativity for Early Years & KS1 parents

Friday 19 December—Last day of term finish at 3.30pm

Christmas Jumper Swap—please bring in to school any unused/grown out of Christmas jumpers by Friday 5 December and we will put them out for people to take on Friday 5 December at the end of the day.

Christmas Jumper Day—please wear normal uniform but with a Christmas jumper instead of normal school jumper—donations in aid of Save the Children UK.

Christmas Lunch—if your child would like a Christmas Lunch and they normally have packed lunch please let the office know.

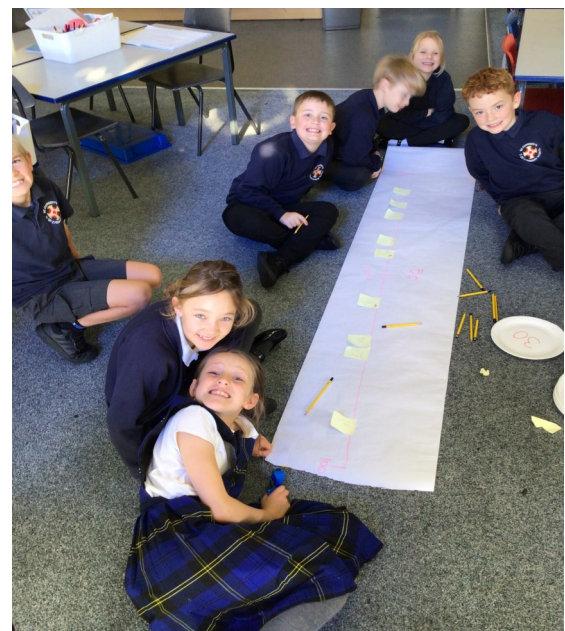


Emerald class have been very busy in and out of class learning all about the Stone Age. Some of us had a great visit to Stump Cross Caverns to enhance our learning and it was commented on how much the children know. We are very proud of them. The rest of Emerald class have been learning all about the Tudors and Henry VIII's six wives. Talk to your child about who was Henry's favourite wife and why?

On the final day we really enjoyed our visit to the museum where we found out lots about what schools were like in the past and what society was like.



Ruby Class had a very busy start to our school year. In maths we were focused on place value and moved onto estimating numbers on a number line up to 100! Year 2 have also made an amazing start with learning their times tables.





On Tuesday we marked Remembrance in classes. Our children completed work in class and held their own mini services and silences. Thank you to all who have supported the Poppy Appeal and sent in donations.



The first term of Reception is such an exciting time for children as they begin to understand that print carries meaning and they can start to understand it! They love listening to the sounds in words and it feels magical that they can begin to write down their thoughts.

Our outdoor classroom area is full of endless opportunities for messy play. These children are practising their fine and gross motor skills whilst they explore capacity.



As part of our school's 150th birthday celebration, we were able to visit the amazing Nidderdale Museum just a few minutes' walk away. The children got to see what it was like to live in the Victorian times, including what a school would have looked like. We were very relieved that no one had to wear the dunce cap!



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.