



Headteachers message:

Children this week have shown exceptional independence when managing the end of the academic year transitions. Our children are embracing change by using the strategies which have been taught to them over the year and accessing literature and social stories to promote their independence and resilience during preparation for a time of change.

Many of our children have been part of adaptations being made in readiness for next academic year and for Jess and her class their new chairs arrived.



We will soon be celebrating with our shared lunch and awards during our glimmers of success event which will be taking place Wednesday 17th July @ 11:30. We will be holding our careers fair on Thursday and welcoming our Secondary School teachers into school on Friday for move up day (transition support).

The day on Friday finished with some children catching and making dreams in line with the BFG which is years 3 and 4s literacy book.

Next week our creativity shed will be turned into a dream catching centre which I am sure you all hear about in due course.



Head teacher's weekly newsletter.

Haywards Farm School approach to Positive Behavior support

The school has swift measures in place to ensure that leaders and staff have high expectations for learners and implement these consistently and fairly. These expectations are reflected throughout school values of:

- 1) **Be Safe-** To be respectful to ourselves. To be respectful towards others. To respect our learning environment.
- 2) **Belong-** To be in the right place. To complete the task set. To be in the right place at the right time.
- 3) **Be Inspired-** To be part of the learning. To work kindly with others.

A whole school approach to behaviour and attitudes towards learning is in place.

Pupils' behaviour at Haywards Farm school is developing and with time students are understanding the school structure and can talk competently about our school values and how these are related to positive behaviour and attitude. Our students are very confident and often ask for meetings with leaders to discuss anything they feel concerned about. As well as this we incorporate our behaviour policy into students' personal development, helping reduce anti-social behaviour and to become good citizens in society. We believe in not shaming a child for their behavior as often it is a way of trying to connection seek that is not appropriately presented. To avoid shaming children where possible we use natural consequences. Natural and logical consequences come after the choices children make and are a product of their decisions.

At Haywards Farm School we are aware that our children need support with repairing ruptured relationships and adopt a restorative approach when repairing conflicts:

- **Restorative enquiry-** This is the starting point for all restorative processes involving active non-judgemental listening. The process can be used with one person to help them reflect on a situation and find ways forward for themselves. It is also useful before and during face-to-face meetings.
- **Restorative discussion-** This is used in a challenging situation, often between a more and less powerful person. Skills include expressing and listening for feelings and needs and understanding why each person has acted the way they have.
- **Mediation-** This is useful when both X and Y believe the other person is the cause of the problem. The mediator remains impartial and helps both sides to consider the problem as a shared one that needs a joint solution.
- **Victim/Wrongdoer mediation-** This is useful when someone acknowledges they have caused harm to another person and both sides agree to see how the matter can be put right, with the help of an impartial mediator.
- **Restorative conference-** This involves those who have acknowledged causing harm meeting with those they have harmed; seeking to understand each other's perspective and coming to a mutual agreement which will repair the harm as much as possible. Often all sides bring supporters, who have usually been affected, and have something to say from a personal perspective.



Class updates:

Willow Class- This week has been a busy and exciting week in Willow class. We started our new English unit using the book 'Some Places more than Others' by Renee Watson. We started to think about the things that we are grateful for as part of our 'Suitcase Project' linked to this text. On Friday we baked biscuits linking to our instructions and recipe writing as part of this unit for next week. In Maths we continued with rounding numbers and have shown excellent progress in this. In Science, Willow class investigated pollination through a practical experiment pretending to be various pollinators. As part of our PSHE work linked to community, Willow class painted some stones with messages of wisdom and kindness. They then left the stones in the forest for dog walkers and walkers to find.

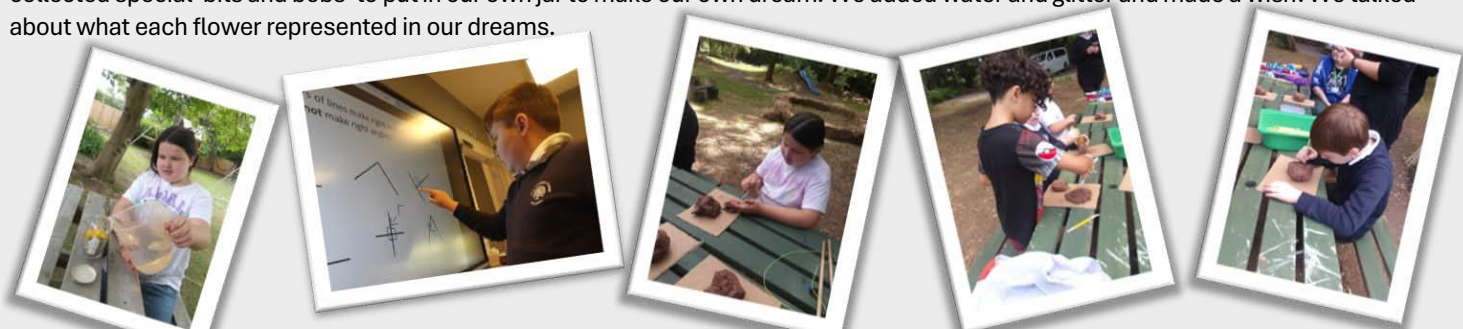
In Class Thrive time we have been thinking about our achievements and proud cloud moments of the year so far. Children have shared proud cloud moments such as "I am proud of my improved 8x table knowledge" and "I am proud of my progress in reading". I am so proud of all the progress the children have made this term. On Friday we enjoyed some great class Thrive time together with the miniature horses, through our discussions together about our achievements and playing games outside. We were visited by Together as One for our PSHE session, everyone engaged well with this, the session finished with us creating a 'volcano' at the end which allowed us to reflect on how this signifies the impact of our actions on others and the wider world.



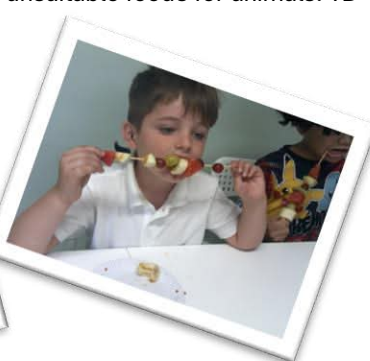
Maple Class- This week, Maple Class have begun their Suitcase Project in English. The aim of this is to reflect on their past, present and future, and to write a number of different texts to place within their suitcase. In maths, they have been exploring more place value skills such as rounding and ordering numbers up to and beyond 1,000,000. On Wednesday, we had a fantastic trip to Reading Museum to learn more about what life was like for children during the Victorian era.



Cherry Class- In Maths we have been learning about identifying right angles. We have learnt that a right angle is the measurement between 2 straight lines meeting from a quarter turn. We practised making quarter turns clockwise and anti-clockwise. In History we have been learning about Henry's marriage to Jane Seymore. We learnt how Jane gave the son he always wanted (Edward) but that sadly Jane died just 12 days after giving birth. At the Paddocks we designed and created monuments for Jane Seymore. In Cherry Class we have been enjoying the story 'The BFG' by Roald Dahl. As part of enrichment and Thrive we went on a nature walk and collected special 'bits and bobs' to put in our own jar to make our own dream. We added water and glitter and made a wish. We talked about what each flower represented in our dreams.



Red Oak Class-In Red Oak Class, TD participated in a number of THRIVE & enrichment activities this week. He learnt to follow instructions and work as a team during the cooking lesson by our school cook. He made his own cinnamon twists and brought them back home for his family. He also did the litter picking on the street where he learnt the importance of cleanliness and the responsibility of a citizen. At the Stables, Red Oak Class learnt to distinguish between suitable & unsuitable foods for animals. TD also had the chance to make his own healthy 'fruit kebab'



Reminders:

Dates for the diary:

Monday- Cherry, Red Oak and Maple at Stables, Willow at Paddocks.

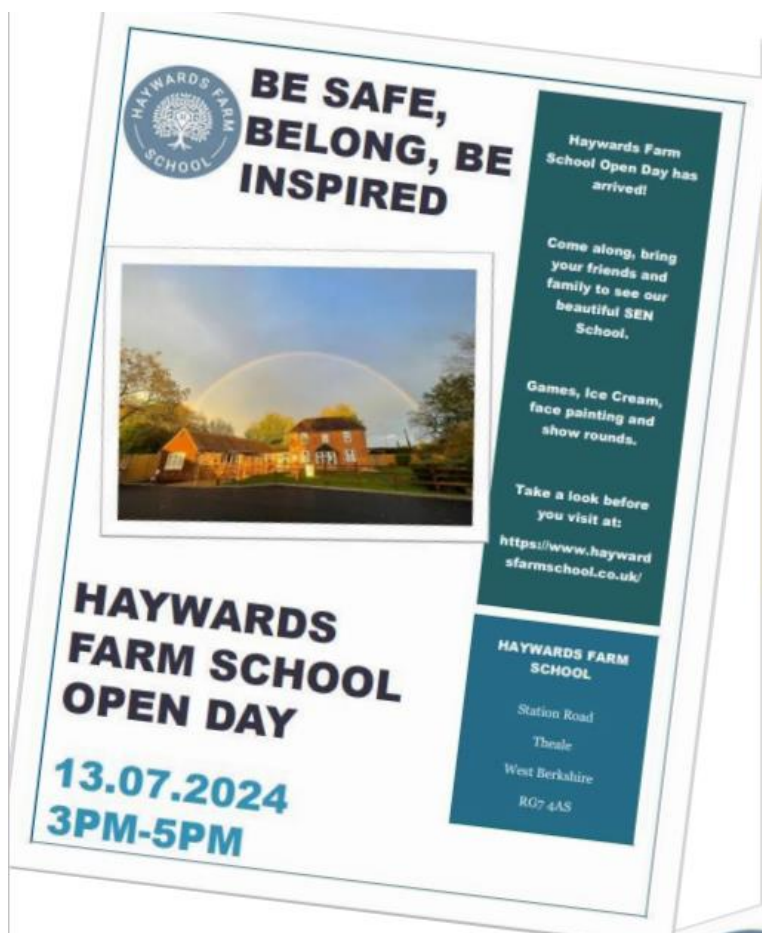
Tuesday- Maple and Willow Sailing. Cherry class offsite all afternoon supporting PSHE curriculum.

Wednesday- Stables for nominated 2 students.

Thursday- Willow at Stables, Cherry, Red Oak and Maple at Paddocks. Acer class Science Museum all day. Nominated students sailing in afternoon.

Friday- Willow and Maple Together as One workshop. Enrichment for all classes.

Saturday- School Open Day



Be Safe, Belong, Be Inspired

Safeguarding Team

We're always here for you.

We are committed to the safety and happiness of all our children at Haywards Farm School. If you have any concerns about a child please contact one of our safeguarding leads below as soon as possible.



Alex Walsh

Designated Safeguarding Lead
Headteacher

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