

St. Joseph's Catholic Primary School

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Newsletter
September 2024

MESSAGE FROM HEAD OF SCHOOL



Dear Parents and Guardians,

A warm welcome back to school to you and your lovely children. Summer seemed to fly by in a flash and Autumn has arrived very abruptly. It was an eventful summer at school, which kept us very busy. Unfortunately, there was another flood in St. Francis reception room. However, with amazing team spirit and positivity all the team pulled together to evacuate and set up reception in the after-school club all in time for it to be ready for our gorgeous new children. What a fantastic job and what a team. A big thank you to them all.

It is with excitement and enthusiasm that we begin a new school year. There are lots of exciting events and activities planned as always and please feel safe in the knowledge that your children are being taught and cared for by the kindest, most loving team who always go above and beyond their roles.

It is a pleasure to see lots of smiling and eager children joining us each day and to know that they are all thriving and making positive steps forward whether they may be giant strides or baby tip toes. Our children are generally polite, thoughtful and kind members of our community. Mistakes will be made along the way but we are in a secure place where we know we can make mistakes and are supported to learn from them to find ways to reconcile all situations.

Please help us to maintain the positivity and family atmosphere we have within our school community. Please help us to grow this community by spreading the word to anyone who is looking for a school place in Newton Abbot. Our school is wonderful and we want to share it with as many families as we can.

Best Wishes and God Bless,

Sarah Pascoe

THE CATHOLIC LIFE OF OUR SCHOOL

At the beginning of each academic year, we ensure that the ethos and culture is set. We discuss the school's mission to 'Live, Love and Learn in God's way' and what this means for us on a daily basis. We recap our Gospel Values and what they look, sound and feel like in our school setting. We also set the highest of standards and expectations.

I walk around our school, and I am so proud of our children's behaviour and attitudes.

We also discuss how we can deal with issues and problems if some individuals either make the wrong choices or need more support with their choices. This for me is extremely important. We are not just at school to learn to read etc. we are also here to learn to build relationships, to learn from mistakes and how to deal with unexpected and sometimes unwanted situations when they occur. After all this is what happens in life, and we want to equip our children with life skills that will help them to be strong, empathetic, solution led citizens with the ability to make positive contributions both to their own lives and the lives of those around them.



PARENT CURRICULUM MEETINGS

Over the next two weeks all parents and carers with children in SVdP, STC and SOR will be given the opportunity to meet with their child's teacher. During this meeting the class teacher will be giving general information about school policy and specific information about the curriculum for the class. Please do attend as it is important that everyone receives the same information and will set you up for the year. I enjoyed meeting with SF's parents on a 1:1 basis during the Summer term and look forward to a general curriculum meeting later in the term.

2024-2025 CLASSES

Saint Francis (SF) Year R: Mrs Sarah Pascoe

Saint Vincent de Paul (SVdP) Year 1 and Year 2: Miss Emily Newey

Saint Teresa of Calcutta (STC) Year 3 and Year 4: Mrs Tammy Soby

Saint Oscar Romero (SOR) Year 5 and Year 6: Miss Jenny Hoskins

PUPIL LEADERSHIP ROLES

All of our children hold responsibilities within their classrooms. They may have specific roles or the responsibility of looking after themselves, others and our school. This year we continue to develop our pupil leadership roles for the older children, extending the experience of responsibility and leadership to include the wider school. They have applied for their positions formally and today I am delighted to announce the outcomes. Thank you for your applications and congratulations on your new roles. May I introduce:

School Chaplains

Duties: Spiritual support to peers, collective worship assistance, prayer leaders etc.

House Captains

Duties: Leader of House groups across the school.

Gracie
Emily B
Milena
Shanelle

Federico
Dheshawn

Michelle
Theo
Braxton
Frankie

Bradley	Forde	Ingsdon	Ugbrooke
Sam	Emily Federico	Milena Dheshawn	Gracie Shanelle

PUPIL LEADERSHIP ROLES

Play Leaders

Duties: To support play/activities
During free choice play/lunch times
school.

Emily B
Milena
Gracie

Michelle
Amelia
India
Logan

Reading Ambassadors

Duties: Promote a love
of reading across the
School/library duties.

Gracie
Dheshawn
Emily B
Sam
Milena
Shanelle

Michelle
Amelia
India
Logan
Maisie
Evie
Praise
Theo
Braxton
Frankie

ST. JOSEPH'S CURRICULUM

At St. Joseph's our curriculum is underpinned by the Gospel Values. We have an aspirational and inclusive culture, where everyone flourishes as learners and citizens. Our curriculum is designed to build confidence, life experiences and to equip our children to be agents of change to make the world a better place to live in. Our children 'Live, love and Learn in God's way'.

We have been working hard to further develop our curriculum offer.

Please visit our school website to see supporting documentation and to give you an idea of our developments.

https://www.st-josephs-primary.devon.sch.uk/website/our_curriculum_rationale/662847



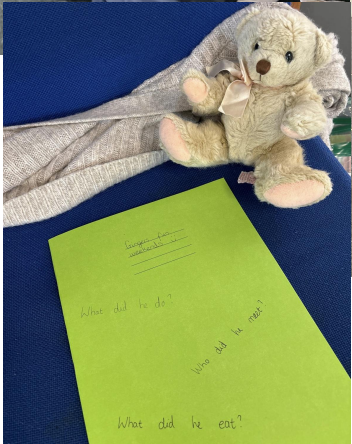
CURRICULUM HIGHLIGHTS



Introducing our new reception class. They have had a very busy start to term learning so many new routines and rules. They have been amazing and are coming to grips with school life very well. Next step is to try to get everyone to look at the camera at the same time! Lots of tired children this weekend.



CURRICULUM HIGHLIGHTS



What a great start to the year! The title of our Geography topic this term is 'mini-mappers' and we were shocked to find treasure maps which lead to a (very jumpy) surprise in our playground!

Today our class teddy, Ginger, got sent home with one of the children. Each child will have Ginger for the weekend at some point this year. The children will have the opportunity to stand in front of the class and tell everyone about their weekend fun. This is great for the kids confidence in their oracy.



CURRICULUM HIGHLIGHTS



In PSHE we have been considering how we are all unique in our class. That we all have different things we are good at and that we would like to improve. We talked about helping everyone in our class by sharing our strengths with each other, we linked this to our Catholic value humility.

In RE we have been learning about other faiths and the importance of respecting all different faiths and beliefs. We researched the Islamic faith and how Muslims pray and then had a go at saying our prayers in the same way. We discussed similarities and differences between the faiths.



In PE we took part in a number of team building games, we realised when we work together as a team we are much stronger!





CURRICULUM HIGHLIGHTS

As part of our PE links with NAC, Mrs Brown came in and ran a session around team building - the skills needed for all sports



WOW - Our hook into our Geography big question - we made plastic monsters to portray how 'negative' plastic can be



We have spent some time with our buddies in Reception, playing and reading stories.

In RE, we have been studying the other faiths of Judaism and Islam. We worked very hard and took part in some freeze-framing to re-enact the events of Yom Kippur.



SUMMER TERM CLUBS:

Lunchtime Clubs:

Monday - Choir

Tuesday - Chess

Wednesday - Lego

Thursday - Sewing

-Prop club (Y6)

Friday - Art



After School Clubs:

Wednesday - Drama

Thursday - Football



Monday - Friday - Breakfast Club from 8:00

- £4 /session

After School to 5pm £6.75 /

to 5.30pm £10.00

Please note that any accounts that are £50 +
in arrears you will not be able to use the
breakfast and after school clubs.



Friends of St Joseph's

Message from the Chair

Dear Parents / Carers

What a successful year we had last year! Our school community came together to enjoy many organised events including weekly cake and ice pop sales, a disco, two movie nights and of course our Christmas and Summer Fayres. Plans for this year are well underway... watch this space!

This term Asda have introduced a 'Cashpot for Schools' initiative which we have signed up to. Parentkind – a charity that supports school PTAs – have teamed up with Asda, to donate to primary schools across the UK. To support St Joseph's, all you have to do is opt in through the Asda Rewards app, shop and scan in store or shop online at Asda.com. Between 2nd September and 30th November 2024 – every time you shop with Asda using your Asda Rewards app, Asda will donate 0.5% of the value of your shop to St Joseph's. Also, every time somebody opts in to support our Primary school, Asda will give an additional £1 to the school Cashpot.

Freezy Friday will resume on Friday this week and continue throughout September. We will be on the playground after school in the shelter. Ice pops will be available to buy for 30p or 2 for 50p See you all there!





Susi Mariadas





Every student. Every day.

Attendance June/July

	93.9%
	91.7%
	91.4%
	88.6%

Important Notices & Reminders

If your child is late for morning registration, arriving late at school after 9am, please ensure you or their accompanying adult reports to the school office to ensure that they are registered.

Attendance Ladder



Attendance Roadmap

In line with the DfE Statutory Guidance (in force from 19th August 2024) we offer a supportive, stepped, attendance approach. We will offer a welcoming ethos with high expectations for all. We will assess data to identify absence trends & use preventative discussions/meetings with families to listen, understand & support to remove barriers. Where needed, we will formalise support to nurture improvement with Attendance Contracts & as a last resort we will consider intensifying support &/or enforce legal sanctions.



Did you know, arriving after the register has closed (30 mins from school starting) = an absence?



Did you know, 90% attendance = approx. 95 missed lessons/hours of learning?

STEP 1 - Identify, Assess & Prevent

Our daily actions & processes aim to promote relationship building with children & families to prevent absence. This involves monitoring data trends & absence patterns to inform our conversations with you (& your child where age allows). The trigger for conversations is where absence is at risk of reaching the new National Threshold (**10 sessions (10 half days/5 days) within a 10 week rolling period**). Other daily actions involve promoting attendance positively, using praise & incentives, swift absence follow up, email &/or letter communication to raise your awareness of emerging concerns, processing requested or unrequested 'Term Time Exceptional Absence' & doing Home Visits to meet our safeguarding duties as required.

STEP 2 - Early Absence Support

We move to this step if the National Threshold for absence is met (authorised or unauthorised) to prevent further absence occurring. Discussions & meetings will be offered to identify if early support or reasonable adjustments are needed. This will be done using discussions &/or meetings to create a supportive action plan. An Early Help Assessment (EHA) may be required for some support to be accessed along with a Team Around the Family (TAF) Meeting Process

Please talk to us about how we can support you &/or your child at any time.

STEP 3 - Formalised Support

Where absence continues & initial support needs to be increased an Attendance Contract (AC) will be offered to formalise support. This is a 3-6 month nurturing plan of improvement to prevent further escalation. Achievable & individual targets will be set & reviewed regularly. Medical &/or other information will be actively sought at this point if required to work collaboratively with you & other agencies. An AC can run alongside other meetings e.g., TAF meeting.



Did you know, 90% attendance = 4 weeks of absence over a year?

STEP 4 - Warnings - Concerns Remain

Where STEP 2 or STEP 3 support has been unsuccessful &/or declined, a 'Formal Warning' if AC has failed, or a 'Notice to Improve' Letter if no AC appropriate, will be issued to reinforce the need for immediate improvement. A Family Court Order such as an Education Supervision Order will also be considered as an alternative to prosecution.



Did you know, good attendance increases academic success?



STEP 5 - Legal Action - No Improvement

Legal action (Penalty Notice or Prosecution) MAY be requested from the Local Authority (LA) if Unauthorised Term Time Absence is taken, or if overall absence continues to occur & reaches or exceeds the National Threshold for absence, despite STEPS 1-4 being attempted. Statutory Guidance States a Referral to Children's Social Care for children with 'Severe Absence' (less than 50%) should be considered to obtain 'Intense Support'.

PENALTY NOTICES & LEGAL ACTION

1st Offence (after 19th August 2024) of **Term Time Leave** &/or **Irregular Attendance** (10 sessions of Unauthorised Absence or more) = Fine of £160 per parent, per child if paid within 28 days. If paid within 21 days fine is reduced to £80 per parent, per child.
2nd Offence within 3 years (from 19th August 2024) = Fine of £160 per parent, per child payable within 28 days, no reduction available.
3rd Offence within 3 years (from 19th August 2024) NO PENALTY NOTICE considered. The case will be presented to **Magistrates' Court** under s444(1) or (1a) of the Education Act. If found guilty, a fine of up to £2500 per parent, per child can be issued. Convictions for s444(1a) offences will show on DBS record.

IS MY CHILD TOO ILL FOR SCHOOL?



"THIS MORNING, HE HAD A STOMACH ACHE... BUT LOOK AT HIM NOW!"

MOMENTS MATTER, ATTENDANCE COUNTS.



HM Government

Head to the NHS website to find out more.



Should I keep my **child off school?**

Yes

Until...

Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



SCAN ME

Advice and guidance

To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfex>.

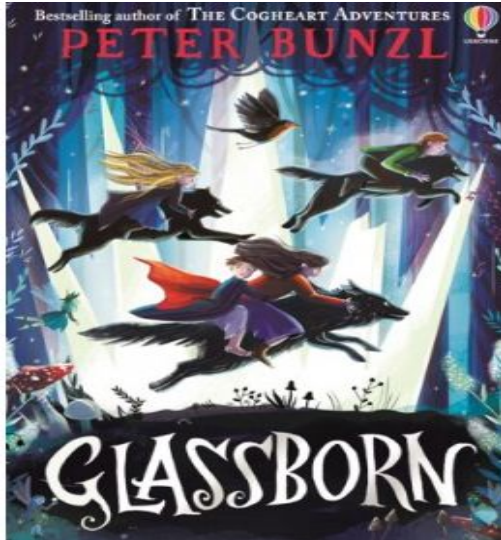
	Autumn Term 1 2024	07.10.24	Flu Vaccinations
03/04.09.24	Non-pupil days - Teacher Training	08.10.24	School Photos
05.09.24	Back for Autumn 2024	15. 10.24	St Oscar - Plymouth - Waste Facilities Visit
06.09.24	Piano Lessons Begin	28.10.24	HALF TERM
09.09.24	Swimming to begin for SOR (Y5/6)	04.11.24	Non-Pupil Day - Teacher Training
16.09.24	Recycling Awareness Week	05.11.24	Autumn 2 Begins
01.10.24	Black History Month Begins		
04.10.24	Harvest Festival		

**‘ Today a
reader,
tomorrow
a leader. ’**

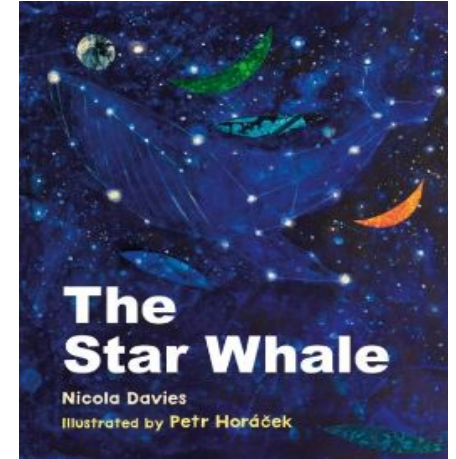
Margaret Fuller

**BOOK
RECOMMENDATIONS**

The Star Whale is a visually stunning large format hardback collection of 40 poems, each beautifully paired with Petr Horáček's vibrant illustrations. Celebrating the wonders of the natural world, from pangolins and bats to lions and a Titanosaurus, The Star Whale invites both enchanting imagination and deep contemplation. This inspirational book is a delightful read for young naturalists and a fantastic resource of nature poems for Year 2 teachers. An astoundingly beautiful book. [Read our full review.](#)



When the clock strikes 13, Acton, the youngest of the four Belle siblings, finds himself in fairyland and forced to work for an evil queen. Can Cora, Elle and Bram save their brother before it's too late? The spectacularly realised fantasy quest story is brilliantly written, with convincing characters in an unforgettable world. It's a must-read for fans of magic, daring adventure and gripping twists. Highly recommended for readers in Year 5.





SAFEGUARDING

Safeguarding at St. Joseph's is always a priority. Should you have any enquiries or concerns, please contact our Designated Senior Lead for Child Protection: Mrs Day or Mrs Pascoe on 01626 352559. Our Designated Senior Lead for child protection is Tim van Kroonenburg.

WELFARE

Our Family Support Worker is Rachel Ripley. Please let us know if you would like her to contact you for ANY support. Everyone needs a Rachel in their lives!



ATTENDANCE

Hi, my name is Steph, I'm the new Attendance and Welfare Officer here at St Joseph's. I will be monitoring attendance regularly to ensure that, where possible, every child is in school on time every day. If you have any concerns around your child's attendance, please leave a message with the office and I will contact you.



CPOMS and Operation encompass

At St. Joseph's we use CPOMs as our system for recording information that we consider to be safeguarding information. Further information about the programme can be found here -

<https://www.cpoms.co.uk/privacy-statement/>

Operation Encompass is the reporting to schools, prior to the start of the next school day, when a child or young person has exposed to, or involved in, any domestic incident.

Operation Encompass will ensure that a member of the school staff, known as a Key Adult, is trained to allow them to liaise with the police and to use the information that has been shared, in confidence, while ensuring that the school is able to make provision for possible difficulties experienced by children, or their families, who have been involved in, or exposed to, a domestic abuse incident.



THU 26th SEPT
16.15 - 17.30
Newton Abbot Library
FREE

Social Drama Session

with MED Theatre

Join MED Theatre and Newton Abbot library for these relaxed monthly sessions for 12-16 year olds exclusively. Explore the characters and themes of the books on the shelves around us through drama and games, and help us to devise a performance to be performed by our professional actors!

No need to book! For more information email:
education@medtheatre.co.uk



librariesevolve.org.uk
Libraries Unlimited is a registered charity (102066).
To donate, please visit librariesevolve.org.uk



ONLINE SAFETY TIPS

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to help an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about HOW TO COMBAT ONLINE BULLYING

Defined as "ongoing hurtful behaviour towards someone online", cyber-bullying makes its victims feel upset, uncomfortable and unsafe. In the digital world, it has numerous forms – such as hurtful comments on a person's posts or profile; deliberately leaving them out of group chats; sharing embarrassing images or videos of someone; or spreading gossip about them. Cyber-bullying can severely impact on young person's mental health. As part of Anti-Bullying Week, we've provided a list of tips to help trusted adults know what to look for and how to respond to it.

1. GET CONNECTED

Playing online games together with your child or connecting with them online (providing they're old enough) is not just a fun way of establishing some common ground to discuss the topic. Both seen and done online – as well as keeping an eye on who your child is communicating with in the digital world.

2. KEEP TALKING

Regular chats with young people about their online life are a good practice in general, but they can also help prevent cyber-bullying. Encourage them to tell you what to revert to include why it's important to only connect with people you know and trust, and why passwords should always remain secret (even from our best friends).

3. STAY VIGILANT

Observe your child while they're using technology and just offer them as you're used to. Are they acting normally, or out of character? Possible signs of a problem may include seeming quiet or withdrawn, lumpy or anxious, angry or repeatedly changing their phone. When you feel it's the right time, your eye worth to check in and invite them to see if everything is OK.

4. MAKE YOURSELF AVAILABLE

If an online bullying incident does occur, it may be tempting for your child to be ready to open up about what happened. Remind them that they can always come to you with any problems – and that they won't be in trouble. Consider inviting a trusted family member they could also go to if they feel too embarrassed to tell you.

5. BE PREPARED TO LISTEN

When conversations about online bullying do take place, they're an opportunity for both you and your child to share what you know while they're bringing you up to date with what they're going through. Avoid judgement or criticism – just listen with the situation in exactly the way that you would have hoped.

6. EMPOWER YOUR CHILD

Depending on their age, your child might not want a parent getting involved. In that case, talk through their options. Encourage them to report the perpetrator, deleting the app and so on. By taking your child to choose the path they take, you're putting them in control but are also demonstrating that you're there to support them along the way.

7. REPORT BULLIES ONLINE

Cyber-bullying often takes place through a particular app, social media platform or online game. It's important to report the incident to the platform. Encourage them to report the perpetrator, deleting the app and so on. By taking your child to choose the path they take, you're putting them in control but are also demonstrating that you're there to support them along the way.

8. ENCOURAGE EMPATHY

Protecting themselves online is the priority, of course, but young people should also feel empowered to help if they witness other people falling victim to cyberbullying. Even if they don't feel confident enough to call someone out on their abusive behaviour online, they can still confidentially report that person to the app or game where the bullying occurred.

9. SEEK EXPERT ADVICE

Victims of online bullying may include negative social anxiety and self-esteem and potentially even thoughts of self-harm or suicide. If you think that an incident of cyberbullying has affected your child's mental wellbeing, then seek professional help. There are some useful contact details in the central panel below.

10. INVOLVE THE AUTHORITIES

If the nature of any online bullying is such that you suspect that your child is genuinely in danger, then you should report it if there are any signs of physical or sexual abuse. If you're sharing any images being shared or any messages being sent to your child, then gather any relevant screenshots at that time. You can also report your child's account to your local police force.

FURTHER SUPPORT AND ADVICE

If you or your child need additional help with an online bullying issue, here are some specialist organisations that you could reach out to:

Childline: talk to a trained counsellor on 0800 1111 or online at www.childline.org.uk/get-support/

National Bullying Helpline: counsellors are available on 0845 225 5787 or by visiting www.nationalbullyinghelpline.co.uk/cyberbullying.html

The NSPCC: the children's charity has a guide to the signs of bullying at www.nspcc.org.uk/what-is-child-abuse/types-of-child-abuse/bullying-cyberbullying/ and can be reached on 0800 800 8000

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and texting behaviour of young people in the UK, USA and Australia.



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What Parents & Carers Need to Know about GROUP CHATS

Occurring through messaging apps, on social media and in online games, group chats are among the most popular way that young people engage with their peers online. Involving by definition three or more individuals, these groups allow users to send messages, images and videos to everyone in one place. While they are useful for helping friends, people with shared interests or members of a club to communicate and coordinate activities, they can also leave young people feeling excluded and bullied – as well as providing opportunities for inappropriate content to be shared and viewed.

WHAT ARE THE RISKS?

BULLYING

Unkind comments or images which are purposely aimed at an individual can be shared freely in a group chat – allowing and often encouraging others to join in the bullying behaviour. If this content is shared in a group of others (especially a larger group), it may be difficult to remove. It can also leave young people feeling excluded and bullied – as well as providing opportunities for inappropriate content to be shared and viewed.

EXCLUSION AND ISOLATION

This common issue with group chats can happen in several ways. A new group, for instance, but deliberately excluding a certain child. Likewise, a user may take place on an app which one child doesn't have access to, meaning they can't be invited. A child can also feel isolated when a group chat is used to discuss or share images from an event that everyone else but them attended.

INAPPROPRIATE CONTENT

Some discussions in group chats may include inappropriate social anxiety and self-esteem and potentially even thoughts of self-harm or suicide. If you think that an incident of cyberbullying has affected your child's mental wellbeing, then seek professional help. There are some useful contact details in the central panel below.

CONSIDER OTHERS' FEELINGS

Group chats are often an arena for young people to feel excluded in a group chat, instead of responding to the person who's upset them. You can help your child to put them back in control by discussing how they'd like to handle the situation. On a related note, you could also empower your child to speak up if they're in a chat where others are being picked on.

AVOID INVITING STRANGERS

Sadly, many individuals online hide their true identity to gain a child's trust – for example, to gather information on them. Discuss the importance of not revealing their name to people they aren't comfortable with. Ensure your child understands that they shouldn't add people they don't know to a group chat – and, especially, to never accept a group chat invitation from a stranger.

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