

WELCOME BACK

Dear Parents/Carers,

We hope you all had a wonderful summer break. Our staff have been busy preparing exciting lessons and planning special events, filled with learning, growth, and new experiences.

As usual, our knowledge organisers are available on the school website. Some topics may take a little longer as they have a number of linked subject areas. These are planned to immerse pupils in their learning, helping them make authentic connections and provide an avenue for applying skills in a realistic, purposeful manner. (*Curriculum Policy is on our school website.*)

	Topics/Themes	PE and RSHE
Hawk Class (Class 3)	Victorians: Florence Nightingale and Mary Seacole Stay Happy! Stay Healthy! (Health and Growth) Everyday Materials: Structures What makes some places sacred? People who help us	Being Safe Being Healthy 
Buzzard Class (Class 2)	We Are Britain! Early Christianity to present day inc. the Romanisation of Britain and its impact on culture and beliefs Materials and Structures Why are festivals important to religious communities? Light and shadow (link RE)	
Kestrel Class (Class 1)	Our Changing World Borders in Nature (link science) Natural borders eg. mountains/rivers/seas Learning about world religions and how they connect people across borders Mechanisms, Materials and Structures	



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Hawk Class (Class 3) and Buzzard Class (Class 2) are following curriculum cycle B this year. Kestrel Class (Class 1) are following Cycle C to avoid repetition in a Year 4,5,6 mixed class and to ensure all content will be covered by the end of Key Stage 2.

Cycle C is intentionally designed to revisit and consolidate prior learning through in-depth, cross-curricular studies. These rich projects will provide opportunities for pupils to draw together knowledge and skills from across a range of subjects, promoting deeper understanding, critical thinking and long-term retention while further strengthening pupils' understanding of the curriculum's golden threads such as change, cause and effect and evaluating evidence.

You will find plans, skills progressions and topic knowledge organisers on the class pages of the school website.



Reading at Home Makes a Big Difference!

Reading is one of the most powerful ways to support your child's learning and development. Research consistently shows that children who regularly read or share books with their families benefit academically, emotionally, and socially.

 Studies suggest that children who read regularly for enjoyment make faster progress at school.

 Children whose parents read with them several times a week are more likely to achieve 'expected levels' in reading and other areas of learning.

 Children who are read to regularly hear significantly more words, giving them a strong foundation for language and literacy development.

 Sharing a book creates quality time together, helping children feel secure, supported, and connected to their parents and carers.

A Simple Habit with Lasting Benefits

Please listen to your child regularly. Even just a few minutes each day can make a significant difference. Whether you are reading to your child, listening to them read, or enjoying a story together, you are helping to build the skills, confidence, and love of learning that will support them throughout their lives.



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We are proud to report that we have been awarded the Gold Games Mark for the fourth successive year! This is an amazing achievement which recognises our school's engagement in school games and our safe, inclusive space where all pupils achieve their best.



Netherseal St. Peter's is committed to keeping our children safe and providing a safe environment where they can learn and develop and where every child who attends our school feels valued, safe and happy. Positive behaviours are consistently promoted, and abusive or inappropriate behaviour challenged. Whilst safeguarding children and young people is everyone's responsibility, we have a dedicated Safeguarding Team in school to manage concerns and coordinate with other agencies.

Safeguarding Role	Name and Role	School/College contact details
Designated Safeguarding Lead	Melanie Machell Headteacher (0.8)	01283 760283 headteacher@netherseal.derbyshire.sch.uk
Deputy Designated Safeguarding Lead	Jo Halsey Co headteacher (0.2)	01283 760283 jhalsey@netherseal.derbyshire.sch.uk
SEND Co	Jo Halsey	As above
Designated Safeguarding Governor	TBC following Governor Meeting	info@netherseal.derbyshire.sch.uk

The safety and wellbeing of every child is our highest priority. All school staff have a legal responsibility to act on any concerns that a child may be at risk of harm. This includes keeping appropriate safeguarding records and, where necessary, sharing information with relevant agencies to help protect children.

We are committed to working closely with parents and carers and value the strong partnerships we have with our families. Whenever we have concerns about a child's welfare, we will usually discuss these with parents or carers at the earliest opportunity. However, there may be occasions when this is not possible, for example where involving parents or carers could increase the risk to a child or compromise an investigation. In such circumstances, we may need to take action without prior discussion. In all cases, the safety and wellbeing of the child will remain our highest priority and will guide our decision-making.



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We encourage all parents and carers to visit the **Safeguarding** section of our school website. There you will find information and guidance on a range of safeguarding topics, including online safety and children missing education, as well as links to support services such as the DDSCP, Childline and the NSPCC. You will also be able to access our safeguarding policies.

We regularly share safeguarding updates, advice and useful information through the School Jotter App to help families stay informed.

As part of our whole-school approach to safeguarding, we are proud to be a member of the Stopping Domestic Abuse Together (SDAT) initiative.

If you have any concerns about a child or young person in our community, please contact [Call Derbyshire](https://www.derbyshire.gov.uk/call-derbyshire) on 01629 533190 immediately or The NSPCC on 0800 800 5000

POLITE REMINDER: Please inform the school at the gate or by telephone if a child is to be collected by someone other than their guardian as emails can be missed. If you have made arrangements for your child to be collected regularly by someone else eg. friend/neighbour/family member, please let us know so that we can update our records and keep our children safe.

Administration of Medicines:



In line with Derbyshire's Administration of Medicines Policy, no medicines (prescribed or non-prescription) will be allowed into school unless accompanied by a fully completed consent form completed by a parent or guardian.

The form and the medicines should be brought to the school office and handed over to Mrs Knowles, Mrs Machell or Miss Halsey.

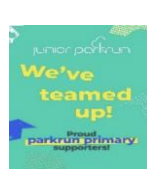
Prescription medicines will only be accepted in their original container with the dispensing label clearly stating as a minimum the name of the young person, the name of the dispensing pharmacy, date of dispensing, name of medicine, amount of medicine dispensed and strength, the dose and how often to take it and if necessary any cautions or warning messages.

Non-prescription medicines should be in their original bottle/containers clearly labelled with the young person's name.

Any medicines **not provided** in the original containers, appropriately labelled and with a fully completed parental consent form will not be administered. In the event that the school decided not to administer the medicine the parent/carers will be informed



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immediately so they can make alternative arrangements for the medicine to be administered. Thank you in advance for your support.

Thank you also for your ongoing support with punctuality and attendance. Pupils begin their learning at 8:50am. Being late every day can add up to a lot of lost learning time... If children are just five minutes late every day, it adds up to over three days lost each year!

Attendance is monitored by school **and the local authority**. A total of six days absence (**authorised** or unauthorised) is considered 'very good attendance'. This is the target for all children nationally.

Attendance below 90% is considered persistent absence and is a cause for concern.



Term time holidays Schools are required to consider requests for leave of absence in term time and should only approve the leave if there are ***exceptional circumstances**. If a request for leave is denied and the pupil is absent for 5 days or more then the school is expected to refer the case to the LA. The LA will issue a penalty notice with no requirement for a formal warning to be issued. Penalty notices can also be issued where a pupil is absent for repeated incidents of unauthorised leave in term time that fall below the 5-day threshold. In every case, the request for the Penalty Notice comes in from the school to the LA for the process to be completed.

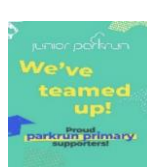
Exceptional circumstances: Family holidays; 'trips of a lifetime'; visits to family abroad; weddings abroad; and parent/carers fixed holidays **are not** considered exceptional circumstances so **cannot be authorised**.

Exceptional circumstances are one off events which are unavoidable. Examples may include the death of a close relative, attendance at a funeral, respite care of a looked after child, a housing crisis which prevents attendance.

REMINDER: School meals for primary school pupils in Derbyshire is now £3.25 (This will not impact families of Key Stage One pupils, who receive free school meals under the Universal Infant Free School Meals scheme or families of pupils who are eligible for benefit-related free school meals.)



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Free School Meal Entitlement:

A lot of people don't apply for free school meals but you don't need to worry about other children knowing your child gets free school meals - only the school will know. You could save £600 a year for each child and they would benefit from a hot meal at lunch time.

Even if your child has packed lunches from home or is in Reception, Year 1 or Year 2 and eligible for Universal Infant Free School Meals, schools may receive a pupil premium payment for children who register for benefit-related free school meals. This is used to help your child achieve their best at school.

Apply @ <https://www.derbyshire.gov.uk/freeschoolmeals>

Thank you once again to Mrs Johnson, who resigned after many years as Vice-Chair and Chair of Governors.

Her resignation means that we now have a vacancy on the Governing Body. Meetings are usually every half term on a Tuesday evening. We have added a brief summary below of what the role involves. If you are interested, please let Mrs Machell, Miss Halsey or Mrs Knowles know.

Thank you

Governors



School governors are volunteers who help lead schools. They play an important role in managing, supporting and improving schools. Governors attend meetings during the school year to discuss the school's progress.

Many kinds of people become governors of schools.

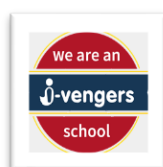
School governors harness the energy of the community to a common sense of purpose. A governor is someone who is a volunteer; cares about teaching, learning and children; represents those people with a key interest in the school; is part of a team which accepts responsibility for everything a school does; has time to commit to meetings; can act as a critical friend who supports the school; challenges and asks questions about how the school works and the standards it achieves.

The main roles of the Governing Body:

- **Acting as a 'questioning friend', balancing support and challenge.**
Supporting the head's wellbeing is the responsibility of every governing body - the head looks after the staff - who looks after the head? Governors need to offer support and



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- constructive advice to the headteacher, perhaps acting as a sounding board for ideas, etc, but also asking those challenging questions (seeking information and clarification) and improving proposals to arrive at the best decision for all concerned.
- **Holding leaders to account**
The governing body hold the headteacher to account for the performance of the school and make sure the budget is spent wisely. The governing body must be prepared to explain its decision and actions to anyone who has a legitimate interest.
- **Strategic role**
Governing bodies fulfil a strategic role and should not interfere in the day to day running of the school - this is the responsibility of the headteacher.
Governors carry out their strategic role by making sure school buildings are welcoming and safe; discussing and deciding what they like about school, what matters most to them and what they would change if they could. They then help provide a strategic framework to get there. This involves agreeing policies, targets and priorities and monitoring and evaluating to see whether these are being achieved. It may involve taking part in hearings and appeals and appointing/dismissing staff.
Governors should always take advice on all of this from the headteacher.

Corporate responsibilities of the Governing Body

The functions of governing bodies are exercised corporately. That is, the decisions taken are those of the governing body, exercising collective responsibility. It follows that one of the most important tasks of a governing body is to build itself into an effective team of people working together with a common purpose. Each team member has unique qualities, experience, skills and special interests- individual differences are a team's greatest asset.

A good team is one whose members are aware and supportive of each other. They share the work. They are eager to learn and develop. They know and abide by the rules that safeguard every individual's space. They accept responsibility for the quality of their work together.

Capitalising on governing body strengths

What is needed:

People who understand that education is important

People who understand that schools need their time, commitment and experience

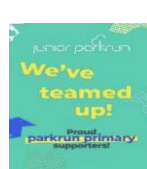
People who can represent the range of interests in the local community

Knowledge and skills

The effectiveness of a governing body clearly depends on the qualities, skills and experiences its members bring to the service of the school. Every governor must be ready to attend governing body meetings (usually four or five per year), undertake regular audits of skills and knowledge and participate where possible in governor training and development: As part of induction and continuous development, effective boards encourage everyone involved in



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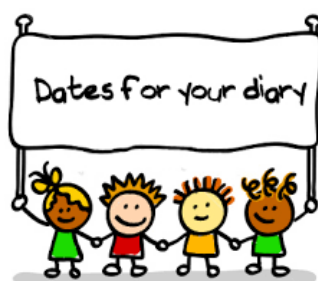


governance, especially those new to their role, to make the most of the resources, guidance and training available to develop their knowledge and skills. Ofsted HMIs will consider the commitment of governors to their own development as part of the judgement on the effectiveness of leadership and management.

Everyone on the board needs a strong commitment to the role and to improving outcomes for children; the inquisitiveness to question and analyse; and the willingness to learn. They need good inter-personal skills, appropriate levels of literacy in English and sufficient numeracy skills to understand basic data and the importance of triangulating information about pupil progress and attainment.

Effective boards act as ambassadors for the school, leading by example and 'setting the tone from the top', acting in a way that exemplifies and reinforces the school's culture, values and ethos, including in relation to any religious character. They should ensure the school promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs; and encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010 and accompanying guidance. The board should ensure that this ethos is reflected and implemented effectively in school policy and practice, including learning from the principal religions represented in the UK, in line with the law, and visits to Christian and other world faith places of worship.

(Please refer to the Governance Handbook and Competency Framework for Governance.)



Mon 7th Sept: Back to School Years 1-6
Tues 8th Sept: New Starters 9:00am-12:00
Weds 9th Sept: New Starters 9:00am - 1:00pm (inc lunch)
Mon 14th Sept: New Starters Full Time
Thurs 22nd Oct: Last Day Term 1
Fri 23rd Oct: **INSET DAY - school closed**
Mon 2nd Nov: Back to School
Fri 18th Dec: Last Day Term 2
Mon 4th Jan 2027: Back to School
Fri 12th Feb: Last Day Term 3
Mon 22nd Feb: Back to School



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Thurs 25th March: Last Day Term 4

Mon 12th April: Back to School

Fri 28th May: Last Day Term 5

Mon 7th June: Back to School

Mon 26th July: Last Day of School Year!

Further events and INSET days TBC



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