Headteacher's Newsletter 2026-27 Issue 2 - 20/09/26

Behaviour Expectations and Consequences

At Willow Grove, we are incredibly proud of the behaviour of our pupils. The vast majority of our children are extremely well behaved, follow instructions well, show respect to adults and one another, and engage positively in their learning. They enjoy coming to school and our classrooms are happy, purposeful places where children can learn and thrive.

This was also evident during our Trust inspection in June, when the positive behaviour, attitudes and culture across Willow Grove were clear to those visiting our school. We are proud of this and want to ensure that, as our school continues to grow, we maintain these high standards.

High expectations are an important part of achieving this. Children need to listen to adults, follow instructions, treat others with respect and allow everyone in their class to learn. These expectations have been part of our approach since Willow Grove opened and are applied consistently across the school.

Of course, from time to time, all children will get things wrong – that is a normal part of growing up. When this happens, staff will correct the behaviour and, where appropriate, apply a consequence in line with our Behaviour Policy. For the vast majority of children, these are very small consequences – for example, losing 15 minutes of a playtime. They are designed to provide a clear boundary, help the child reflect and reset, and prevent small behaviours from becoming bigger ones.

A consequence does not mean that we think your child is badly behaved, nor does it mean that there is a significant problem. It simply means that, on that occasion, a behaviour fell below our expectations and needed correcting. Children can – and do – make mistakes. We deal with them, learn from them and move forward positively.

Keeping parents informed

Where a behaviour incident has resulted in a consequence that we feel parents need to know about, we will contact you. We do this because we believe strongly in open communication between school and home. It means that you know the incident has been looked into fully and fairly, that staff have listened to those involved and considered the circumstances, and that you hear what happened directly from the adults in school.

Please don't be alarmed if a teacher contacts you about a relatively minor incident. Keeping you informed does not necessarily mean that we have a significant concern about your child's behaviour. Often, it is simply part of our commitment to working openly with parents and ensuring that we are all supporting children with the same clear expectations.

We know that parents will naturally want to understand what has happened. We are always open to discussion and we will always listen. If you believe that we have misunderstood a situation, missed an important piece of information or simply got something wrong, please talk to us. We are not infallible, and a genuine partnership means being willing to listen, explain our thinking and reconsider something where appropriate.

Equally, we ask for your trust and support when our staff have investigated an incident carefully and applied the school's agreed Behaviour Policy. Our teachers know the children well, care deeply about them and have a responsibility to ensure that every child in their classroom feels safe, is treated fairly and is able to learn.

Firm boundaries and warm, positive relationships are not opposites – children need both. When pupils know exactly what is expected of them and know that adults will respond fairly and consistently, classrooms are calmer, valuable learning time is protected and children are able to make better progress.

We have included our Behaviour Consequences Chart again with this newsletter. This has been shared previously and has been in place since the school opened. It is not a new approach. As with all of our practice, we regularly evaluate and refine it to ensure that our approach remains fair, proportionate and consistent for our pupils.

We greatly value the partnership we have with our families. School and home are on the same side. We all want our children to be happy and successful, to enjoy their time at Willow Grove, to learn to make good choices, to respect others and to achieve their very best.

Supporting children, setting high expectations and helping them learn when they get things wrong is an important part of what it means at Willow Grove.

Be Creative – Be Authentic – Be Your Best

Consequences Chart

All consequences need to be followed up with a restorative conversation.

Reasonable adjustments made for SEND needs ie. Extra reminders, time out, a walk, fidget toy, A/B choices, short term reward (10 mins work 10 mins play), now/next, change of task, change of adult, adjusted timings

STAGE 1 - Reminders Given / Move in Class:

Low level disruption
Ignoring Instructions
Calling Out
Not completing work

STAGE 2 -Repeated reminders and class teacher to contact parents:

Persistent Stage 1 Behaviour **(3 reminders)**
Rudeness

STAGE 3 - Loss of 15 Minutes of Free Time and class teacher to contact parents:

Persistent Stage 2 Behaviour
Unkind actions or behaviour
Inappropriate remarks / Swearing
Deliberate Provocation of others
Minor Challenge to authority
Rough or thoughtless play /actions
Deliberate exclusion of others in play

STAGE 4 - Loss of 30 minutes of Free Time and Class Teacher to contact parents:

Persistent Stage 3 Behaviour **(3rd incident in 7 days)**
More serious challenge to authority
Verbal abuse / threats
Spitting
Rough play where a child is hurt and equal involvement with other child (both given consequences)
Deliberate minor damage to property
Leaving the classroom without permission

STAGE 5 - Internal Exclusion and SLT to contact parents / Consider safety on trips and on the playground (individual basis):

Persistent Stage 4 Behaviour (3rd incident in 7 days)
Deliberate damage to property
Bullying
Fighting
Racism / Discrimination (verbal or physical)
Throwing items in anger
Deliberate aggression towards property (kicking lockers / throwing chairs etc)
Minor Physical Assault on a pupil or adult (hit/slap/push)

STAGE 5+- Fixed Term Exclusion and HT to contact parents/ Consider safety on trips and on the playground (individual basis)

Persistent Stage 5 Behaviour (3rd incident in 7 days)
More serious physical assault on a pupil or adult (punch/kick/bite/repeated hitting etc)
Leaving the school site without permission / Absconding
Bringing an object in to school that could be used as a weapon
Use of or threat of using an object to hurt another person
Inappropriate behaviour
*In extreme cases of violence or repeated Stage 5 and 6 behaviours, the Headteacher may consider a permament exclusion

We truly believe that our consequences are fair and proportionate to the behaviours listed. If you would like to comment on this / give us feedback that we will consider at our next review, please do email us at admin@willowgrove.school . We do have a slightly amended version for EYFS - considering the age and developmental stage of the child is important. A four year old starting school for the first time for example is likely to need much more support to share and has much less control of their emotions compared to our older pupils.

Parent Workshops – Helping Your Child to Thrive

We know that children achieve their best when school and home work together, and one of the most valuable ways we can support this partnership is by making sure that you understand what your child will be learning and how you can help them along the way.

We would therefore really love to see all of our families represented at our upcoming Parent Workshops. These sessions are designed to give you practical, useful information about your child's year ahead and an opportunity to hear directly from the teachers who work with them every day.

During the workshops, we will share:

- an overview of the curriculum your child will be learning this year;
- the key learning objectives and expectations for their year group;
- important information and dates for statutory assessments, where relevant, including the Year 1 Phonics Screening Check and Year 4 Multiplication Tables Check;
- practical ideas to help you support learning at home; and
- an opportunity to ask questions about your child's curriculum and learning.

Workshop Dates

Years 3 & 4 – Wednesday 30th September
Years 1 & 2 – Thursday 1st October
EYFS – Wednesday 14th October

All workshops will take place straight after school in your child's classroom.

There is no need to book a place – simply come along. We appreciate that family and work commitments can make attending school events difficult, but we would absolutely love for every child to have an adult there representing them if at all possible.

These workshops are about giving you the knowledge and confidence to understand what your child is working towards and how the small things you do at home can make a real difference. We hope to see lots of you there!

Learning About Yom Kippur

On Monday 21st September, our children will have a special assembly to learn more about Yom Kippur, one of the most important and sacred days in the Jewish calendar.

Yom Kippur means "Day of Atonement" and is a time when Jewish people reflect on the past year, think about times when they may have made mistakes, ask for forgiveness and consider how they can do better in the year ahead. For many Jewish adults, the day also involves fasting, prayer and spending time at the synagogue.

Here are a few interesting facts you might like to share with your child at home:

- Yom Kippur takes place ten days after Rosh Hashanah, the Jewish New Year.
- It is considered the holiest day of the year in Judaism.
- Many Jewish people wear white as a symbol of purity and a fresh start.
- Adults who are able to do so traditionally fast for around 25 hours, although children and people for whom fasting would be unsafe are not expected to fast.
- A special instrument called a shofar, traditionally made from a ram's horn, is sounded at the end of Yom Kippur.
- At the heart of Yom Kippur are ideas that children of all faiths and none can explore: reflection, forgiveness, making things right and thinking about how our choices affect other people.

Our assembly will help children learn about an important Jewish tradition while encouraging curiosity about the different faiths and cultures that make up our wider community.

Our Door is Always Open

We want every family at Willow Grove to feel that you can talk to us whenever you need to. Whether you have a question, a small worry or something you would like us to know about your child, please don't hesitate to speak to us.

Your child's class teacher is usually the best person to speak to in the first instance. They know your child well and will be able to answer most questions or resolve most concerns quickly. Teachers are available at the end of the school day, so please do catch them for a quick conversation.

If something needs a little more time, they may arrange a convenient opportunity to talk with you properly. If they need additional support to resolve your query or concern, they will involve or escalate it to a senior leader where appropriate.

We really do value open communication between home and school. No question or concern is too small to raise, and it is always better to talk to us than to sit at home worrying. We can't help with something we don't know about!

We are all here for the same reason – to make sure your child is happy, safe, learning well and enjoying their time at Willow Grove. Please talk to us. We're here to help.

Have a child starting school in September 2027? Please sign up for one of our presentation evenings and share far and wide in the community:

https://www.trybooking.com/uk/GYJE

NSPCC PANTS – Helping Children to Keep Themselves Safe

On Friday 25th September, children will take part in an assembly about the NSPCC's Talk PANTS campaign – a simple, child-friendly way of teaching children some really important messages about keeping themselves safe.

Safeguarding education is an important part of our curriculum at Willow Grove. We want children to develop the confidence and vocabulary to understand personal boundaries, that their body belongs to them and that they can always speak to a trusted adult if something worries them.

The NSPCC's PANTS rules make these messages easy for children to remember:

P – Privates are private
A – Always remember your body belongs to you
N – No means no
T – Talk about secrets that upset you
S – Speak up, someone can help

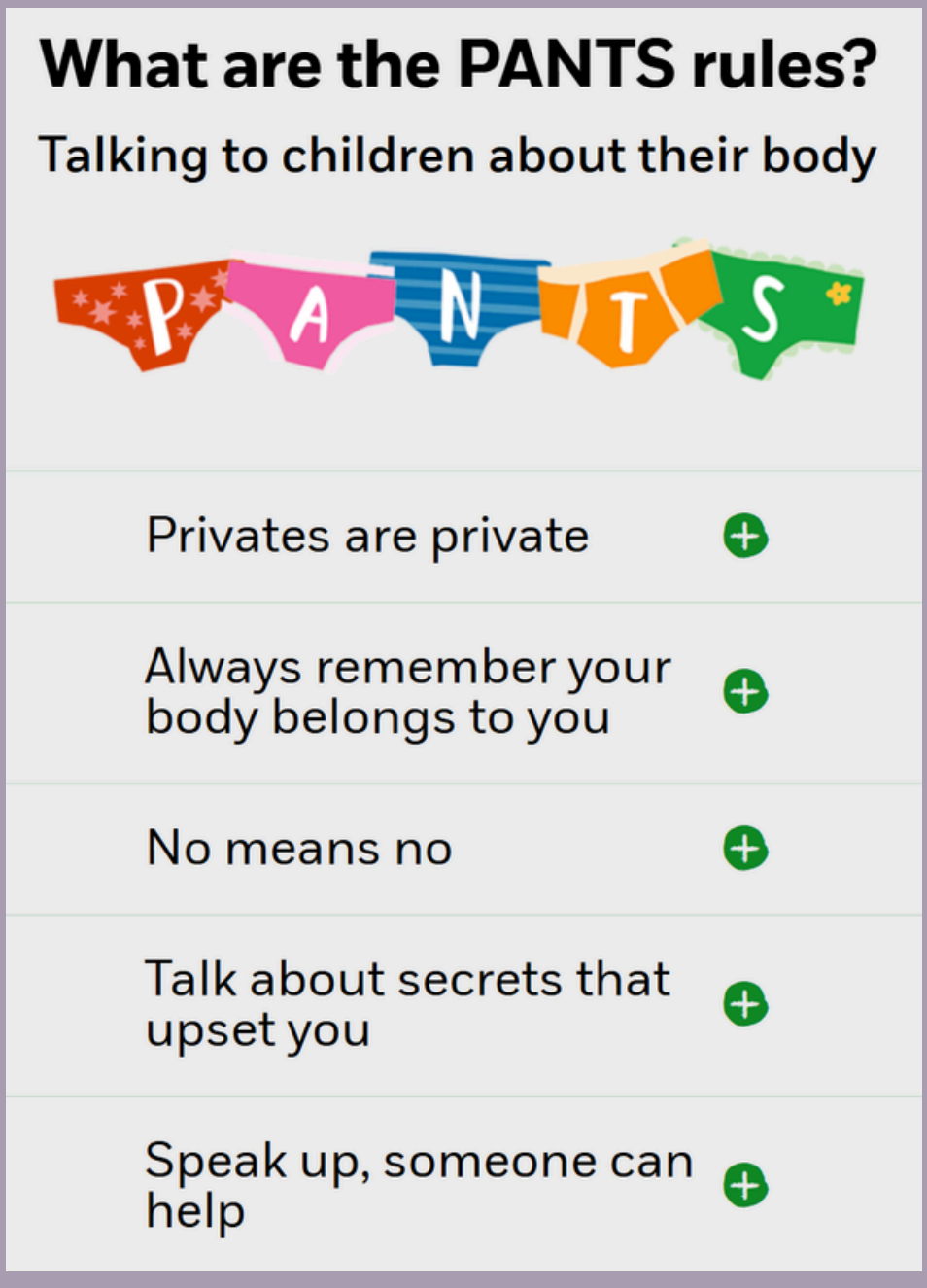
The NSPCC resources are specifically designed for children aged 3–11 and use simple, age-appropriate language. Importantly, the PANTS materials teach these safeguarding messages without talking to children about sex.

For our youngest children in particular, the messages are very straightforward: my body belongs to me; I can say no if something makes me uncomfortable; and if I am worried, frightened or upset, I should tell a grown-up I trust.

We would really encourage parents to continue these conversations at home. You might ask your child after Friday's assembly, "Can you remember what PANTS stands for?" or talk together about who the trusted adults are that they could speak to if they ever had a worry.

These are small, simple conversations, but they help children develop an important understanding that they have a right to feel safe, and there will always be adults who will listen and help them.

You can find further information and some excellent resources for talking about PANTS at home on the NSPCC Talk PANTS website: https://www.nspcc.org.uk/advice-for-families/pants-underwear-rule/



Homework Books

📚 Homework Books – Supporting Learning at Home

We are often asked about homework and how families can best support learning at home. Research into homework suggests that, particularly for younger primary-aged children, traditional weekly homework tasks have limited impact on progress. We therefore want the time children spend learning at home to be purposeful, manageable and genuinely useful.

The most important thing you can do at home is read with your child every day. Regular reading makes an enormous difference to children's fluency, vocabulary, comprehension and confidence.

We also strongly encourage families to practise basic reading, writing and number skills through real-life activities. This might include:

- writing a shopping list or a card to someone;
- reading and following a recipe;
- looking at prices when shopping and working out totals or change;
- telling the time and talking about how long things take;
- practising number facts, counting and times tables;
- reading signs, menus, instructions, labels or information when you are out and about.

These everyday experiences give children opportunities to see that the skills they learn in school have a real purpose.

✏️ Optional Homework Books

We also recognise that some families would like additional structured practice at home, particularly to consolidate key skills being taught in school. We are very happy to support this and have secured a school discount on CGP homework books, meaning that families can purchase them for less than the usual retail price.

We will provide the relevant books free of charge to all children eligible for Pupil Premium funding. If you think your child may be eligible but you have not yet applied, please do get in touch with us. We will be very happy to help you check and complete the process.

All other families will be able to purchase the books through the Arbor School Shop. Please look out for an email from the school office over the next week or two confirming when these are available to order.

It is important to stress that these books are completely optional. There will be no expectation that children complete particular pages each week and teachers will not collect or mark this work. Instead, they are a useful resource for families who would like some additional structure and will help you to see the level of work and key skills expected within your child's year group.

When your child's interim report comes home at Christmas, their teacher will identify clear individual targets for their next steps. You can then use the homework books, alongside reading and everyday learning opportunities, to help your child practise these particular skills at home.

🎒 What Happens as Children Get Older?

The research around homework changes as children get older. Evidence suggests that structured homework becomes increasingly valuable as pupils move through their education, supporting progress as well as helping children to develop important habits such as independence, organisation and taking responsibility for their own learning.

Bearing this in mind, as our oldest pupils move into Year 5, we will begin to introduce more structured homework. Children will start to bring work home to complete and return it to school so that it can be checked and marked. This will form part of their gradual preparation for the expectations they will encounter when they move on to secondary school.

We will introduce this carefully and proportionately, ensuring that expectations remain appropriate for the children's age. More information about our Year 5 homework arrangements will follow.

Our approach is therefore designed to grow with our children: lots of reading and meaningful everyday learning when they are younger, optional additional practice where families find it helpful, and a gradual move towards more structured and independent homework as they get older.

CGP
The UK's Favourite Educational Books
Bestselling revision and practice for SATS, GCSE, A-Level and lots more!