

St John's Green Primary School

Learn to Live, Live to Learn

Newsletter

We  We are all
Maths writers ... 



We are growing
our learning 

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Newsletter date:

Friday 16th January 2026

Earrings and Bobbles	1	Assembly
Expectations and Values	1&2	Theme for
Ancient Mayans	1	WB:
OPAL	1	19/1/2026
Please Remember	1	Safety

Earrings and Bobbles

Just a quick reminder please that when children have P.E., their hair should be tied up with a hair bobble and earrings should be removed before children come to school.

Please also remember:

1, Children should only wear stud earrings—nothing dangly or hooped.

2, Staff are not allowed to either remove or tape earrings for P.E. even with your consent. This is an Essex County Council Policy and the school has no wiggle room on it.

Expectations and Values

We have been reviewing our Expectations and Values that we are using with the children and the School Community. A key part of this is 'Our Values' and 'What we're Expected to do' and 'Our Learning Powers.'

Our Values:

- Kindness and Compassion
- Courage and Hope
- Identity and Belonging
- Community and Connection
- Equality and Democracy

We're Expected to: Be honest, Be polite, Be proactive in our learning, Be respectful to others

Present calmly in and around the school building

Wear the correct school uniform each day

Arrive at school on time each day

Take responsibility for our own actions

Our Learning Powers

Motivation, Reflection, Collaboration, Making links, Resilience

Also, as part of our expectations and values, Mrs. Minshall has developed a 5 stage behaviour plan that we hope will help children and parents better understand how we feel behaviour should work. It is not set in stone and as you'll see from reading it, the stages overlap. It is also quite possible to jump straight to a stage rather than progressing through.

The chart also details some of the ways we reward good behaviour. We do have an awful lot of fantastic children in the school and all of us are prone to make mistakes from time to time, adults too. We hope the chart helps to give you a better understanding of some of the processes within the school.

Please see page 2 of the newsletter.

Term Dates

Monday 5th January—First Day of Spring Term.

Monday 16th—Friday 20th February—Half Term.

Friday 27th March—Last day of Spring Term.

Monday 13th April—First day of Summer Term.

Diary Dates

Wednesday 14th January—Year 6 Swimming Starts.

Thursday 5th February—5.30p.m.—7.00p.m. Shared Supper.

Parent Sessions

Thursday 29th January Class Cavalier @ T site 2.00p.m.—3.00p.m.

Tuesday 10th February Class Star @ AF 9.00– 9.30

Wednesday 11th February Class Chariot @ AF 9.00–9.30

Thursday 12th February Class Jumbo @ AF 9.00-9.30

Rights Respecting Schools

Article 22 (refugee children) If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

Please Remember

Year 6 Swimming—£18.00 for the term (Bargain)

Year 2/3/4/5/6 Football—£60 for the term

Year 5 Kingswood—The next payment is due at the end of January £80.

If you haven't paid the deposit yet and are planning on doing so—please do so asap. Many Thanks.

Awards

Star— Jamie (MLM), Jumbo— Hollie (RREX), Chariot— Whole Class (RREX).

Eagles— Rory (RROX), Circus— Jenson (RREX), Roses— Harry (RROX).

Mercury— Ben (MM), Claudius— Oliver (MM), Romans— Billy (RREX).

Paxman— Millie (RROX), Iceni— Charlie (RREX), Dutch— Zahil (RREX).

Castle— Brooke (RROX), Cavalier— Millie (RROX), Garrison— Reggie (RROX).

Oysters— Sofia (RREX), Magnets— Andre (RREX), Raedwald— Paul (RROX).

Trinovantes— Cher (RREX), Lathes— Zack (CC), Cymbeline— (Jasper).

Attendance— Iceni & Garrison.

Ancient Mayan's

A few weeks ago now, Year 6 had their Ancient Mayan day in school.

One of the things on the agenda for the day was food tasting—where the children sampled: butternut squash, boiled carrots, papaya, dark chocolate and also Pinto Beans.

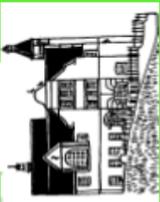
In addition, the children attempted some Mayan maths and also made Mayan masks.

OPAL

Many thanks to everyone who has already dropped in some bits and pieces for our children for OPAL and use in their lunchtimes. Please keep these bits and pieces coming especially (wheels) (small world things—small cars, animals etc), (action figures) Your support has been very much appreciated.

Also—watch this space because each year group have now started their wishes. We start next week with a surprise from a Year group. Each Year will have their week when they have decided to introduce something.



Expectations and Values				
 <p>Our Values</p> <ul style="list-style-type: none"> -Kindness and Compassion -Courage and Hope -Identity and Belonging -Community and Connection -Equality and Democracy 	<p>At St John's Green, we are expected to:</p> <ul style="list-style-type: none"> -Be honest -Be polite -Be proactive in our learning -Be respectful to others -Present calmly in and around the school building -Wear the correct school uniform each day -Arrive at school on time each day -Take responsibility for our own actions 			
<p>Our Learning Powers</p> <ul style="list-style-type: none"> Motivation Reflection Collaboration Making links Resilience 				
				
Rewards				
<p>Stickers, Award in assembly, 'Bubble party', extra OPAL time, Team points, allocated 'free play' slots, table points, games parties, positive phone calls home, written praise sent home.</p>				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Actions	Actions	Actions	Actions	Actions
<ul style="list-style-type: none"> • Interrupting the lesson • Not on task and wasting time • Talking while the teacher is talking or during assembly • Distracting other children • Making irritating noises, gestures or actions • Unsafe movement around the classroom /school • Deliberately dropping litter/food • Not allowing children to join in games • Interfering with another person's property • Continuing to play after the bell • Not lining up appropriately • Being in school at break times without permission 	<ul style="list-style-type: none"> • Persistent stage 1 behaviour • Deliberately not completing task set • Minor deliberate damage to another child's or school property • Disrespectful dialogue about another child or adult • Swearing in a non-aggressive way • Misuse of classroom equipment e.g. dangerous use of scissors, sharpening the wrong end of a pencil intentionally. • Throwing or flicking objects in the classroom • Misuse of toilets • Lying • Play fighting 	<ul style="list-style-type: none"> • Persistent stage 2 behaviour • Stealing • Malicious poking, biting, pushing, pinching or prodding • Spreading hurtful rumours about another child • Lying to get another person in trouble • Making fun of another child /deliberately winding them up • Swearing in an aggressive way • Anti-social behaviour e.g. spitting on floor • Deliberately intimidating others (non-verbal body language). 	<ul style="list-style-type: none"> • Persistent stage 3 behaviour • Leaving the learning environment without permission • Verbal abuse • Refusal or not accepting instructions (after a warning) • Disrespectful language to another child or adult including sexism or homophobic comments. • Racist or minority group remarks or behaviour • Verbal threats of violence • Deliberately targeting another child • Inappropriate physical behaviour • Significant deliberate damage to another child's or school property • Inappropriate touching • Spitting at another person 	<ul style="list-style-type: none"> • Persistent stage 4 behaviour • Physical violence resulting in actual physical harm • Leaving the school premises without consent • Vandalism • Racism • Throwing furniture • Deliberately throwing objects at another person or property with the aim of causing harm/damage • Aggressively swearing at another person • Actions which affect the health, safety welfare or learning of members of the school community
Consequences	Consequences	Consequences	Consequences	Consequences
<ul style="list-style-type: none"> • Reminder of expectations • A quiet word • Reminder of the school rules • Redirection • Moving to another working area (in own class) • Report to teacher if necessary 	<ul style="list-style-type: none"> • Verbal warning • Isolation in another class within the year group. • Isolation for part of playtime – break/lunch • Loss of privileges • Teacher informed • 1:1 dialogue with teacher • Informal dialogue with parent • Team leader informed • Team leader intervention if necessary • Behaviour logged on CPOM's 	<ul style="list-style-type: none"> • Teacher informed • SMT informed and interview pupil • Meeting with SMT to devise action plan which may involve a consistent behaviour plan. • STAR analysis form completed • Behaviour logged on CPOMS • Time out • Loss of playtime/lunch time • Loss of privileges • Parents invited in for a meeting -SMT plus teacher. 	<ul style="list-style-type: none"> • Loss of play/lunch time • Heads team interview pupils • Meeting with Heads team to devise action plan and assess what is currently in place – Behaviour plan must be in place. • Regular contact with parents, including face to face meetings • Star analysis form completed • Behaviour logged on CPOMS • Internal exclusion 	<ul style="list-style-type: none"> • Behaviour logged on CPOMS • Parent informed • Formal meeting with a member of the Heads Team and parents to devise action plan • Internal exclusion • Lunchtime Exclusion • Fixed Term Exclusion • Permanent Exclusion • Governor involvement • Local Authority support explored/requested/implemented