



Every Student Thriving

13 September 2024

Dear Parent/Carer,

After negotiating a week of pretty random weather we are finally settling into **school routines**. I am sure that is the same at home. The laid-back calm of the summer holiday makes way for new routines, early rising and a need to be super organised. For students it can be a bit of a 'jolt' to the system.

We have some very key new routines at John Colet this year. Research states time and time again that young people can regulate better within set routines. We recognised last year that we had routines but these were not consistent across the school and staff. In order to address this we have developed our '**Fundamentals**' posters. They act as a **key visual reminder for staff and students**. Simple ideas such as ensuring an orderly dismissal to every lesson really helps to maintain calm around the school which ensures everyone feels safe and can thrive. These fundamentals aligned with the return to common lunch and break times have established greater consistency for all members of our community. (You can view our classroom student fundamentals later in this briefing.)

In addition to this, last year we were deeply frustrated and quite perturbed by the behaviour of a very small number of students in our toilets. As a result I have made it clear to students that these are 'safe' spaces and that any more than one student in a cubicle will result in exclusions for BOTH students regardless. **Toilets are the most vulnerable places we can go to and should therefore be the safest**. School toilets across the country (and historically) have always been difficult to manage but we are determined to win that battle at JCS! We know that some upgrading is needed and that is in our thoughts for the next round of improvements but in the meantime everyone has a basic right to use a toilet and not feel anxious in doing so.

Our **exam outcomes** this year were fabulous. Against a national average of 67% of all grades being a '4' or better, JCS attained 73%, equally the national average for the number of '5' grades was 52% and we attained 57%. In the sixth form we significantly increased our A/A* percentage. We are very proud of year 11 and 13 and this year exceeds the outcomes of 2019 which is the last comparable year. Well done to the classes of 2024!

Summer works have included continued work on replacing our roofing, new cladding and some key new rooms. Chief amongst these rooms is our **new learning support centre designed to support our SEN and vulnerable cohort**. The school was bereft of such an area and we have made it a number one priority to establish this for 2024/25. We have also created a Pastoral Leader Hub where our strong pastoral leaders can work together more effectively and cohesively supporting each other in their leadership of year groups and thus supporting our young people more effectively.

On a final note a huge thank you for supporting us with our new 'gate to gate' no mobile phone use policy. This has been a revelation and students have been exceptional in abiding by this new school routine.

Take Care - Ian Brierly

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REMINDERS & NOTICES

DATES FOR YOUR DIARY

GCSE Food Information evening (Y11)	-	18 September (6.30-7.30pm)
Year 7 Meet the tutor evening	-	19 September (6.00pm-7.00pm)
Open Evening for 2025 admissions	-	3 October (5.30pm - 8.00pm)
INSET Day	-	4 October
Open Morning	-	7 October (9.15am 10.45am)

CURRENT VACANCIES

- Cover Supervisor
- Senior Administration Assistant
- Casual Invigilators

Please check our website for further details [here](#).

PARKING - REMINDER

A PLEA : Please could you ensure that you do not park in or block access to the Wendover Health Centre. IT IS NOT A DROP OFF ZONE and car issues are beginning to impact significantly on the centre's ability to operate effectively at key points in the day.

SAFEGUARDING SPOTLIGHT

SEXTORTION

Young people are more vulnerable than ever due to the amount of time they typically spend online. With this in mind, the National Crime Agency (NCA) has, earlier this week sent an alert out to all schools nationally regarding "sextortion" and its prevalence. [Please see this link](#) for further information about what it is, what the signs of it are and how you can support your children to remain safe online.

SAFEGUARDING LEADS & INFORMATION



Mr Crawford
Deputy Headteacher
DSL



Be Safe,
Be Kind



Mrs Rowland
*Operational Safeguarding Lead
DDSL

If parents have any concerns about this practice or, believe that any young person at John Colet School might be at risk, then please do contact one of the members of our Safeguarding Team via

safeguarding@johncolet.co.uk

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Our Fundamentals



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Student CLASSROOM CONDUCT

1

Calm corridor behaviour

2

Sit according to seating plan or as directed by staff; No talking as register is taken.

3

Start work promptly.

4

Speak in full sentences,
using subject vocabulary

5

Take a pride in your book and work. Underline with a ruler, secure loose sheets, no doodles in book

6

Complete independent work silently

7

Standard quiet signal : "1..2..3... Eyes on me"

8

Answering questions: No calling out

9

Be your **BEST SELF**:
Try hard, work hard, don't give up.

10

Orderly dismissal: Stand behind chairs in silence and wait to be dismissed, correct uniform

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SAFEGUARDING ADVICE FOR PARENTS : Click [HERE](#) for a higher res version

10 Top Tips for Parents and Educators SUPPORTING CHILDREN TO MANAGE CONFLICT EFFECTIVELY

Disagreement is a natural part of human interaction. This can seem particularly true when dealing with the sensitive issues that arise for secondary-aged pupils. This guide brings you 10 top tips which can help prevent conflicts arising or mitigate their impacts when they do.

1 INSPIRE RESPONSIBILITY

The best approaches to conflict resolution are restorative. This means that rather than adults imposing their own solutions on children who have had a disagreement, they should work with them. Allowing them to handle it can feel empowering to young people and will hopefully teach them to manage their own disputes as they move towards adult life.

2 ACTIVELY LISTEN

Remember to give every child the opportunity to voice their opinion, regardless of their age, stage of development, special educational needs, or other individual requirements. This can be done using a variety of different communication methods. For example, some children find it easier to express how they're feeling using pictures and drawings, while some prefer to write their ideas down.

3 BE CURIOUS

Demonstrating how to approach conflicts with a mature and empathetic mindset can set a good example to children, which can prove a useful skill for them later in life. Model this by asking inquisitive-yet-respectful questions about the issue at hand. Really try to understand where all parties are coming from, and share information between them when and where appropriate. This should encourage young people to mirror your behaviour, teaching them to be curious about the other sides of a conflict, and thus being more willing to hear them out.

4 PROMOTE DIFFERENCES

Children and young people may come from a range of different backgrounds and cultures or have protected characteristics which may cause them to see things from various angles. Having a school and community culture which celebrates and embraces diversity in all things – including diversity of opinion – means people are more likely to feel heard and understood.

5 BE SUPPORTIVE

Discussions may be sensitive or, in some cases, even trigger negative emotions. Pupils may have mixed feelings about the issue at hand. They could be nervous or anxious before even coming to the table to talk about it. Try and create a space where all parties feel safe, welcome and comfortable. Allow breaks and time-outs if the conversation gets heated, to prevent anyone from saying something they might later regret.

6 MENTALLY PREPARE

Think of how you can approach the conflict in a calm and regulated manner. Consider taking some extra time to prepare beforehand and finding somewhere quiet to relax. Even if you're not directly involved with the conflict, mediating can be a stressful experience in its own right. Make sure you're hydrated, fed and comfortable, and do the same for the young people involved. These may seem like insignificant factors, but it's important to remember that physical discomfort can trigger dysregulation, which can make it much harder to have a calm, productive conversation.

7 GET YOUR FACTS STRAIGHT

Make sure you have all the facts, figures and timelines of the situation prior to the discussion. This should be done as objectively as possible with the aim of resolving the ongoing issue. You may want to risk assess any problems that may arise and look for possible solutions during your preparation time.

8 STICK TO THE POINT

Make the reason for, and purpose of, any meetings or communications clear prior to setting them up. Provide an agenda. Act as a neutral chairperson who can keep all parties on track. Make sure everyone has a chance to air their concerns about the issue being discussed and try to avoid talking about unrelated incidents. Close off with some action points, detailing what everyone can do to resolve the conflict.

9 BE SOLUTION FOCUSED

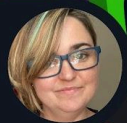
It's often said that the art of diplomacy is about giving others ladders to climb down. This means the main aim of any meeting or correspondence should be finding mutually acceptable and amicable solutions. Parents, carers, teachers and pupils should be aware there may need to be a compromise for the common good – and, most importantly, the good of the children you're supporting.

10 DON'T IGNORE OR AVOID CONFLICT

No one benefits from allowing concerns and grievances to fester, as this can lead to further division and mistrust, and ultimately doesn't help the children involved. Use our tips to open meaningful lines of communication. These should help you find a suitable resolution and minimise the number of conflicts you're faced with mediating overall.

Meet Our Expert

Catrina Lowri is a neurodivergent former SENCO and advisory teacher. She founded her company, Neuroteachers, to improve inclusion for neurodivergent people. She works with nurseries, schools, colleges and businesses providing consultancy, training and mentoring to create belonging and understanding for people with the full range of neurotypes.

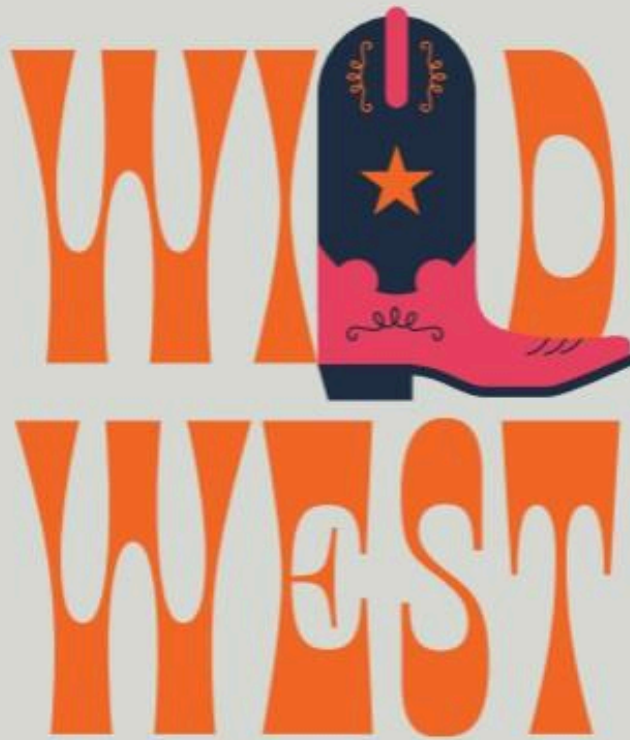


Source: See full reference list on guide page at: <https://nationalcollege.com/guides/supporting-children-to-manage-conflict-effectively>



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CATERING UPDATE - WILD WEST MENU - 19 SEPTEMBER



SALOON MENU

Blazing saddle beef chilli

Cowboy wedges

Camp fire hot dog

Rodeo wing twister

Camp fire veggie dog

Rodeo fudge cake

by **culinera**

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TEACHER TRAINING

ASTRA School-Centred Teacher Training **10** YEAR ANNIVERSARY

Teacher Training opportunities with Astra SCITT from September 2024

Whether you or someone you know is a recent graduate or potential career switcher, teaching offers a rewarding, challenging and varied career. **John Colet School** works in partnership with [Astra School Centred Initial Teacher Training](#) to provide training for new primary and secondary teachers on a full-time or part-time basis. Astra works in partnership with over sixty local schools across Buckinghamshire and all courses lead to Qualified Teacher Status (QTS) and most applicants also study for the Postgraduate Certificate in Education (PGCE). Generous tax-free bursaries are available in many secondary subjects and all courses are eligible for student finance.

Applications for teacher training are made through [DfE Apply](#).

Do contact Astra (hello@astra-alliance.com)/01494 787573 if you would like to know more.

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