



Shamblehurst Primary School, Wildern Lane, Hedge End,  
Southampton, Hampshire SO30 4EJ

Telephone: (01489) 782342

Email: [adminoffice@shamblehurst.co.uk](mailto:adminoffice@shamblehurst.co.uk)

Website: [www.shamblehurst.co.uk](http://www.shamblehurst.co.uk)

Headteacher: Anna Jones

Deputy Headteacher: Sally Mohamed

Friday 27th November 2020

# November 2020 Newsletter

Issue Number - 3

**Friday 11th December 2020 - Non-uniform Day**  
Suggested donation of £1

**Monday 21st December 2020 -  
Friday 1st January 2021  
Christmas Holidays**

**Monday 4th January 2021 - Back to School**

# A Message From Mrs Jones

Dear Parents,

Well it has certainly been a real challenge this month for everyone. We welcome all your support and feedback.

The children continue to amaze us and there is a great deal of totally fabulous learning going on!

We are excited to welcome the bulk of Year 3 and Year 6 back next week and need to congratulate them, as well as yourselves, for the amazing job you have all done whilst learning at home.

We have had no further positive cases in the school community. Please be reassured if any further cases do arise we will continue to liaise with the Department for Education and Public Health England, and act on their guidance.

Due to the current national situation, school will continue to run in the same way after Christmas, in terms of staggered starts and bubbles. All timings remain the same. Our current risk assessment stands and continue to be on the website. This is the case unless the government changes it's guidance for schools in the next month.

As we head towards Christmas, our Shamblehurst Christmas will be very different, like everyone's at home. However, we have some exciting festive plans! We have booked an online panto, featuring Peter Duncan previously from Blue Peter! This was featured recently on the BBC and has great reviews - we shall see! Christmas dinner takes on a buffet feel - you need to return the Christmas dinner form by the 4th December.

We already have quite a few wrapped books for our 'Book Flood' based on the Icelandic tradition of giving a book at Christmas. If you can support this we would love to have your contribution by Friday the 4th December - which allows us to quarantine and allocate every child a book. We have also been supported by a local Charity on this - thank you Food Revolution for your kind donation.

We are very excited about our Christmas trees too! The big switch on will be Tuesday morning! In my head, this is going to be the equivalent of Hyde Park's Winter Wonderland - a huge thank you from us to one of our families who have donated all the trees. We are determined that the Children will have a lovely festive experience.

We continue to be proud members of the Shamblehurst Community and we are thinking of you all #teamShamblehurst!

Very best wishes,

*Mrs Jones*





# Rewards



## Learner of the Week – Friday 23rd October 2020

- Lemur Class: Sophie Miller for flexing her independence muscle.
- Lion Class: Harry Cummerson for flexing his perseverance muscle.
- Dolphin Class: Bowen Sparke for flexing his perseverance muscle.
- Turtle Class: Michelle Johnson for flexing her perseverance muscle.
- Koala Bear Class: Eleanor Kinloch for flexing her independence muscle.
- Seahorse Class: Oscar Light for flexing his listening and absorption muscles.
- Zebra Class: Sydney Bunting and Henry Brook for flexing their perseverance muscles.
- Panther Class: Harriet Mann for flexing her perseverance muscle.
- Otter Class: Emma Spencer for flexing all of her learning muscles.
- Orangutan Class: Heidi Smith for flexing her listening muscle.
- Panda Class: Leia Ransley for flexing all of her learning muscles.

## Learner of the Week - Friday 6th November 2020

- Lemur Class: William Rowe for flexing his listening muscle.
- Lion Class: Thea Austen for flexing her perseverance muscle.
- Toucan Class: Frankie Woods for flexing his making links muscle.
- Dolphin Class: Nevaeh Thompson for flexing her listening and perseverance muscles.
- Turtle Class: Jaydn Stubbs for flexing his making links muscle.
- Koala Bear Class: Joshua Hewson for flexing his making links muscle.
- Seahorse Class: Seth Lapidge for flexing his listening and independence muscles.
- Zebra Class: Amelie Burroughs for flexing her absorption and collaboration muscles.
- Meerkat Class: Olivia Grant for flexing her perseverance muscle.
- Panther Class: Lucy Evans for flexing her reasoning muscle.
- Orangutan Class: Leon Wrigley for flexing his independence muscle.
- Bushbaby Class: Suzi-May Williams for flexing her making links muscle.
- Hawk Class: Lara Bailey for flexing her managing distractions muscle.
- Wolf Class: Verity Fairhead for flexing her empathy muscle.
- Panda Class: Dylan Langan for flexing his independence muscle.





### Learner of the Week - Friday 13th October 2020

Lemur Class: Marnie Gallantry for flexing her independence muscle.  
Lion Class: Ameer Walker for flexing his independence muscle.  
Toucan Class: Emily Dyett for flexing her empathy muscle.  
Dolphin Class: Joseph Atkinson for flexing his independence muscle.  
Turtle Class: Eli Bruening for flexing his independence muscle.  
Koala Bear Class: Oisin Wilson for flexing his independence muscle.  
Panther Class: Khloe-May Stamp for flexing her independence muscle.  
Bushbaby Class: Phoebe McMonnies for flexing her listening and perseverance muscles.  
Hawk Class: Harriet Fairhead for flexing her imagination muscle.  
Panda Class: Alex Kinloch for flexing his making links muscle.

### Learner of the Week - Friday 20th November 2020

Lemur Class: Ella Huckle for flexing her listening muscle.  
Toucan Class: Hayden Oke for flexing his imagination muscle.  
Dolphin Class: Katy Fuller for flexing her independence muscle.  
Koala Bear Class: Molly Humphry for flexing her perseverance muscle.  
Seahorse Class: Leighton King for flexing his independence and perseverance muscles.  
Meerkat Class: Tegan Stubbs for flexing her perseverance muscle.  
Panther Class: James Diaper for flexing his making links muscle.  
Polar Bear Class: Thomas Chamberlain for flexing his imitation muscle.  
Orangutan Class: Shane Page for flexing his empathy muscle.  
Bushbaby Class: William Henderson for flexing his collaboration muscle.  
The whole of Year 6 for flexing their perseverance muscles.

## Christmas Buffet Lunch

If your child would like to order a Christmas Buffet Lunch, please ensure that forms are returned no later than Friday 4th December. If your child is in KS2, please ensure that payment is made by either cash, cheque (payable to HCC) or online. If no form is returned, you will need to provide your child with a lunch box on Friday 18th December, as no other meals are available.

# Attendance

If your child is absent from school, please ensure that you contact the office by leaving absence message, or sending an email. Please ensure that this done by 9:00am.

## Week Ending – Friday 23rd October 2020

Lower School: Lion Class - 100%  
Higher School: Polar Bear Class - 98.7%

## Week Ending – Friday 6th November 2020

Lower School: Dragonfly Class - 99.7%  
Higher School: Otter Class - 99%

## Week Ending - Friday 13th November 2020

Lower School: Dragonfly Class - 99.7%  
Higher School: Otter Class - 100%

## Week Ending – Friday 20th November 2020

Lower School: Turtle Class - 98.7%  
Higher School: Otter Class - 99.3%

Perfect   
Attendance!



**Did you know that you can set up alerts on SCO Pay for when your child's dinner money is running low?**

Please follow this step by step guide to set up an alert -  
<https://scopay.atlassian.net/wiki/spaces/SCOPAY/overview?preview=/65538/9764866/SCOPAY%20Parent%20Guide%20-%20Alerts.pdf>

## Christmas Cards

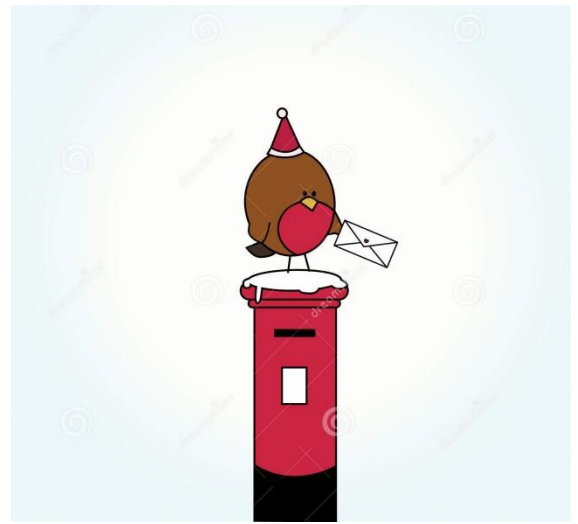
We have had a few questions regarding Christmas cards this year. We will be allowing children to bring these in.

There will be a post box in each classroom for children to put their cards into.

Each class will empty their post box once a week on a Monday, which will ensure they would have been quarantined over the weekend.

Last cards will be accepted on Friday 11th December.

If you require a class list of first names, please contact the office and we will send a copy home with your child.



Sadly, this year, we will not be able to present our usual Christmas Performance to parents.

We have however purchased an online panto for the children to watch in class.

Jack and the Beanstalk promises us boos, cheers, 'he's behind you', 'oh no he isn't!' and all the classic panto antics that we love!

We cannot wait for the children to watch it!

Friday 11th December 2020

Non-Uniform Day

We would be grateful for a money donation, suggested of £1.

All donations will go to purchasing children's books in school.



## Year 6 - Campfire Evenings

Thanks to COVID, this year's Calshot residential had to be cancelled. As a result, the teachers felt that we needed to do something COVID safe at school instead to replace the trip. Miss Brine came up with the brilliant idea of hosting a cosy campfire evening for each class and in mid-November, we did just that!

Across 3 consecutive nights, each Year 6 class hung around after school for an evening of entertainment including team games, hot chocolate, wagon wheels, popcorn and seriously spooky stories, written by the children themselves! The children were wonderful and I think they all went home having really enjoyed their evenings!

We would like to say a massive thank you to Mr Richards who stayed behind each night and used his Outdoor Learning expertise to challenge us and light the fire for us!

Miss Schofield





Year R would like to say a massive thank you to Mrs Burroughs, a parent of a child in Bee Class!

Mrs Burroughs has raised just under £300 by making masks, which many parents may have bought.

The money raised will support Year R provision and we have decided to use this for an outside sink in our outdoor learning space. This will really help us to manage first aid and hand washing when we are playing outside.

We can't thank you enough Mrs Burroughs!

### Communication

The majority of our communication is via email and text so please keep us updated with your contact information.



## E-Safety Update

Attached is our November E-Safety Newsletter.

Please ensure that your child is keeping safe whilst they are online.

An online e-safety page can be found on our school website -

<https://www.shamblehurst.co.uk/e-safety/>



## What to do if a pupil is displaying symptoms of coronavirus (COVID-19)

If anyone in your school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and be advised to follow the [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#). This sets out that they must:

- self-isolate for at least 10 days
- arrange to have a [test to see if they have coronavirus \(COVID-19\)](#)

### Action list

1. In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital except in an emergency.
2. Call parents/legal guardian to collect pupil and take them home. Advise them that all household members will need to isolate and refer them to the [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#).
3. While the pupil is awaiting collection, move them to an isolated room and open a window for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.
4. Staff caring for a pupil while they are awaiting collection should maintain 2 metre distancing. If not possible, for example with a young child, they should wear suitable PPE<sup>1</sup>:

Situation	PPE
2m distance cannot be maintained	A face mask should be worn
Contact is necessary	Gloves, an apron and a face mask should be worn
Risk of fluids entering the eye (e.g. from coughing, spitting or vomiting)	Eye protection should also be worn

<sup>1</sup> More information on PPE use can be found in the [Safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\)](#) guidance.

5. If the pupil needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.
6. From 26 August, all schools and FE providers will have received an initial supply of 10 [home test kits](#). Home test kits should only be offered to individuals in the exceptional circumstance that you believe an individual may have barriers to accessing testing elsewhere.
7. Staff/other pupils who have had contact with the symptomatic pupil must wash their hands thoroughly for 20 seconds.
8. When parents/legal guardian pick up the pupil, advise them to get the pupil tested and notify you of the results.
9. Once the pupil has left the premises, thoroughly disinfect/clean all surfaces and contact points they came into contact with (including the bathroom if used).

## What to do if a pupil tests positive for coronavirus (COVID-19)

1. You must take swift action when you become aware that someone who has attended your school has tested positive for coronavirus (COVID-19).
2. You can contact the dedicated advice service, introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority, for advice. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.
3. If, following triage, further expert advice is required the adviser will escalate your call to the PHE local health protection team (HPT).
4. The advice service (or HPT if escalated) will work with you to carry out a rapid risk assessment and identify appropriate next steps.
5. With support from the advice service (or HPT), identify close contacts of the symptomatic individual. Contact tracers will inform contacts that they need to self-isolate for 14 days in line with [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#).
6. You should report all confirmed, positive cases using the [online attendance form daily return](#). You should also inform your local authority of confirmed cases of coronavirus (COVID-19).
7. For pupils who are isolating, ensure access to remote provision so that they can continue to learn remotely.
8. A template letter will be provided to schools, by the advice service or the health protection team, to send to parents and staff if needed.
9. Schools must not share the names of people with coronavirus (COVID-19) unless essential to protect others.

# Coronavirus

We kindly ask that parents and visitors wear a face covering whilst on school grounds.

Please do not keep Teachers on the playground talking and only come into the office if it is essential - please contact us by phone or email.

Please help us keep Shamblehurst Primary School a safe place.

Thank you!



Date: 12<sup>th</sup> November 20

Dear Parents,

**PTA Annual General Meeting (AGM)**

We would like to give notice of the AGM of the Friends of Shamblehurst School Association, to be held on Thursday 3<sup>rd</sup> December 2020. The PTA Annual General Meeting will start at 19.00pm.

Due to the current pandemic/lockdown situation that we find ourselves in this AGM will be held on Zoom. The details of this meeting are below:

Meeting ID: 638 333 7433  
Passcode: 5shgrg

Zoom can be downloaded on both Android and ios devices through the relevant app store and can also be accessed via a computer/laptop. Further information on setting up and using zoom can be found here:

<https://zoom.us/>

The PTA plays a vital part in the school community and all parents, as members of the PTA, are invited to support the AGM. This is your chance to hear and see how the funds you have helped to raise have been used for the benefit of the children/students at our school.

The AGM is also an opportunity for you to elect the PTA Committee, who represent the association throughout the forthcoming year. Nominations should be sent in advance of the AGM for anyone wishing to stand as an Officer or Ordinary Committee Member, for the first time. Existing committee members wishing to stand for re-election do not have to be nominated again but should inform the PTA of their intention to stay in their role.

If you would like any further information about being a Committee Member, please contact Donna Still via the email below. As our PTA is a registered charity, all committee members automatically become Trustees of the Charity. Before submitting your nomination form, please read the Charity Commission publication 'The Essential Trustee – What you need to know (CC3)'. A copy of the booklet can be found on the Charity Commission website.

Please return the slips below as soon as possible, or by 26<sup>th</sup> November 2020 at the latest to Donna Still at donna\_martin1@hotmail.com.

We look forward to seeing you on Thursday 3<sup>rd</sup> December 2020.

Kind Regards,

**Friends of Shamblehurst School Association**

**NOMINATION FOR OFFICER/MEMBER OF THE PTA COMMITTEE**

Nominee .....

For position of: Chair/Secretary/Treasurer/Other Officer/Ordinary Committee Member [Circle one]

Nominated by ..... Seconded by .....  
[Please sign and print name] [Please sign and print name]

I ..... (nominee name) agree to my nomination for the position of .....

Signed ..... Date .....

**Agenda**

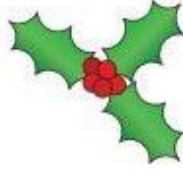
**When: Thursday 3<sup>rd</sup> December 2020, via Zoom (Online link to follow nearer the date), 7.00pm**

- Resignation of current Chair – Paul Huckle, Amendment to constitution/adoption of new ParentKind constitution vote, Year review, Financial reports, Elections for Chair, Treasurer and Secretary, Proposed events for the upcoming year and AOB

# Christmas Puzzle Page



## Christmas Word Search



carol

Christmas

holly

merry

presents

Santa

star

tree

wreath



## Joke

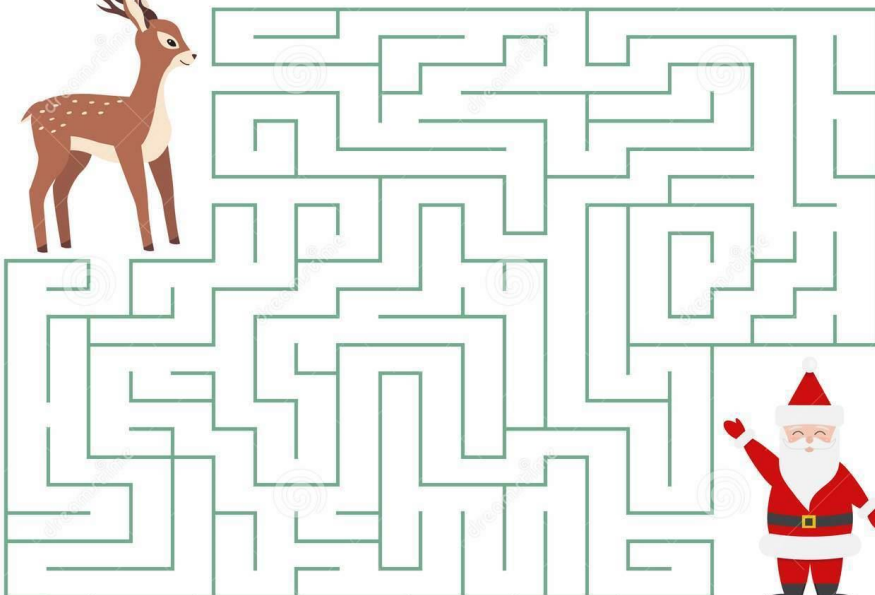
## Corner

**Q: What did one snowman say to the other snowman?**

**A: Can you smell carrots?**

**Q: What kind of photos do elves take?**

**A: Elfies!**





## Schools:

It is important that schools record, track and respond to prejudicial behaviour in order to:

- **identify patterns:** identifying trends will enable schools to better tailor programmes of education and carry out more preventative, rather than reactive, work
- **identify training needs:** understanding the nature and frequency of prejudice-related incidents allows training needs for staff and pupils to be identified and targeted training to be delivered
- **monitor the success of strategies**
- **ensure accountability:** thoroughly recording incidents, and all of the actions taken in response, will ensure that staff members and the school are accountable for their actions
- **provide a safe environment for staff and pupils:** recording prejudice-related incidents
- **demonstrate to both staff and pupils that the school has a positive ethos:** where all pupils are valued, and prejudice and discrimination are not accepted.

## Parents/carers:

As parents/carers, we have an important role to play in combating prejudice and discrimination among our children. We are the most significant and influential people in our children's lives. We have an opportunity to make a real difference by:

- setting a good example for our children through our own attitudes and behaviour towards others
- talking to our children about prejudice and discrimination and getting them to think about their attitudes and the way they treat others
- giving our children support and encouragement if they experience prejudice and discrimination.

Every child and adult in our school community has the right to be protected from prejudicial views and behaviours. Prejudicial language or behaviour can be defined as words or acts based on preconceived opinion that is not based on reason or actual experience, for example, not liking someone based on their skin colour or sexual identity.

Within our school we will not tolerate any prejudicial language or behaviour aimed at students or adults.

The following quote was first recommended as a working definition for racist incidents by The Stephen Lawrence Inquiry and has since been extended to cover all incidents related to the protected characteristics set out in The Equality Act 2010:

*"A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person."*

The Act uses the term *protected characteristics* to refer to aspects of a person's identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- |                                  |                       |
|----------------------------------|-----------------------|
| • age                            | • race                |
| • disability                     | • religion or belief  |
| • gender reassignment            | • sex                 |
| • marriage and civil partnership | • sexual orientation. |
| • pregnancy and maternity        |                       |

The most common prejudice-related incidents take the form of:

- prejudicial language
- ridicule and jokes
- verbal abuse
- physical assault
- graffiti or damage to property
- discriminatory behaviour, eg refusing to work with a pupil because of their religion
- incitement to behave in a prejudicial manner, eg wearing racist badges, recruiting to racist organisations, bringing in homophobic literature
- cyber bullying.

## Prejudicial language and behaviour guide for parents/carers



Equality And Rights Advocates (EARA) pupil quotes (Years 8 – 10), June 2019



Go to Settings to activate Windows

Whilst all forms of bullying can be incredibly damaging, there are some features of prejudice-related incidents which distinguish them from other incidents:

- prejudice-related incident does not just impact on the individuals involved, but is an attack on someone as a representative of a community or group, which means that the impact of the incident is felt more widely, spreading fear and creating a hostile environment for other pupils and staff who share the same protected characteristic
- perpetrators of prejudice-related incidents may feel that they are entitled to behave in this way and that their behaviour is condoned by wider society. If left unchallenged, they may develop a deep-seated intolerance and inability to value diversity.

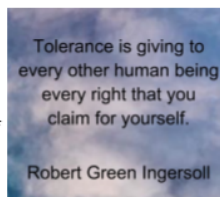
Psychological research has shown that stereotyping and prejudice create a negative impact on children's young minds. They can play a major role in shaping their individuality as they grow up. Some negative effects of stereotyping are:

- it makes children narrow minded
- it creates cultural barriers
- it demotivates children and lowers their self esteem
- it deters children from being their own selves
- it can create loneliness, anxiety and depression in marginalised children.

Hampshire and Isle of Wight Educational Psychology.

*"Prejudice and discrimination seriously limit children's development and growth. They lead to some children being left out and denied the opportunity to develop friendships and to learn new things...in the end, everybody loses out from the effects of prejudice and discrimination."*

Fairplay, Barnardos.



Activate Windows  
Go to Settings to activate Windows

Leaflet for parents to support the work that schools are now doing to address prejudicial language, including racist language. Children will also do an age related questionnaire based on this over the new few weeks, which will inform the schools Single Equalities Statement and action plan.