



As drawn by the Secret Artist NWS

Kentish Town C of E Primary School Newsletter

Love — Equality — Compassion

Excellent Teaching, Excellent Effort, Excellent Progress:
Every Child, Every Lesson, Every Day

www.kentishtown.camden.sch.uk
@KentishTownCE

Issue 3: Friday 16th September

Dear Parents and Carers,

School Closure—Monday 19th September

Monday 19th September is a Bank Holiday as the funeral of HM Queen Elizabeth II will be taking place. School will be open as normal from 8am on Tuesday 20th September.

Harvest Festival

We will be celebrating Harvest Festival in school. Children are encouraged to bring in dried, canned or bottled goods with a long shelf life. These will be gathered in the school hall on our Harvest Table and then eventually donated to the Kentish Town Community Centre Food Bank. You can also donate via the ParentPay system and the money raised will be donated to the Food Bank. All parents and carers are welcome to attend our **Harvest Assembly on Friday 23rd September at 9.30am** — in the school hall. **Donations are welcome from Tuesday 20th September—bring items to the school hall.**

We are a UNICEF Rights Respecting School — Gold Level

Since 2013 we have been a UNICEF Rights Respecting School. This means we teach children about their rights under the United Nations Convention on the Rights of the Child. We also put pupil voice at the centre of what we do. In July, we were assessed by a colleague from UNICEF UK to see if we are still a “Gold” level school. We have recently been informed that we are, and a copy of the reaccreditation letter is attached for you to read. Congratulations to our wonderful children and to Marcia who led on the reaccreditation. Our School Council will share with you why it is important to be a Rights Respecting School next Friday at 2.30pm in the staffroom and then we will host a whole school celebration tea in the hall. **Please donate some fruit, biscuits, samosas etc if you can.** Everyone is welcome to attend.

Oak Class Welcome Meeting—Wednesday 21st September

There will be a short meeting in the school hall for Oak Class Parents and carers at 3.30pm. Emily will welcome everyone and James (Headteacher) and other key staff will also be there. The Friends of Kentish Town (our parent/teacher association) will be at the meeting to explain to new parents and carers how you can be involved.

Uniform Sale — Parent Helpers Needed

We have a large amount of second hand uniform in school. It has been washed and sorted and is ready to be used by families. It would really help if we had a group of parents to put the uniform out for others to look at—there is no charge for second hand uniform. Please let the office know if you can help: admin@kentishtown.camden.sch.uk.

Clubs

Spaces will be come available in the Activity Club, after school, in the next few weeks, when Choir, Rock Band and more Sports Clubs are available. Please let Lorraine Benfield know if you would like to be notified when spaces are available: l.benfield@kentishtown.camden.sch.uk. Please bear with us as we settle new children in to Oak and Acorn classes. We are also looking at options which will enable us to take on additional staff to help with After School provision due to the current high demand for places.

Secondary Transfer Meetings

If any Parents or Carers would like a meeting to discuss the application process for secondary school places then please email: admin@kentishtown.camden.sch.uk and I will happily meet with you to talk through timescales, admissions criteria etc. You have been sent the list of open events at the local secondary schools and an electronic copy of the admissions booklet this week.

Please also note the Meet the Parents event mentioned overleaf, where parents and students from local secondary schools will share their experiences of those schools. This event is on 27th September in the school hall.

Wishing you all a peaceful weekend — see you all on Tuesday next week.

Best wishes,

James Humphries - Headteacher

We hope you are looking forward to our Meet the Parents event on September 27th from 6.30 to 7.30pm in the school hall at Kentish Town CE. Families from all our local secondaries will be talking frankly about their experience - **parents from ALL year groups are welcome**. We also wanted to let you know that Meet the Parents would like to film the event for a short promotional film for their website. Please let the crew know on the night if you do not wish to be filmed. To register for the event please go to:

<https://www.eventbrite.co.uk/e/mtp-acland-burghley-csg-haverstock-lsu-parliament-hill-william-ellis-tickets-379123818547>"

Madeleine Holt
info@meettheparents.info





Mental Health Support Team (MHST) Webinar Series for Parents/Carers of Primary School aged Children and Secondary School aged Young People

The MHST are pleased to offer parents/carers a series of workshops to support their children's well-being. There are 11 topics in total with workshops being offered from this point until the end of Spring term.

Webinars that are for both Parents/Carers of Primary and Secondary aged children and young people

- All about sleep
- Therapeutic conversations with your child and young person
- Screen Time
- Parent Self Care
- Sibling rivalry

Webinars for Parents/Carers of Primary aged children

- Parent-child interactions
- Managing routines
- Supporting Childhood worries

Webinars for Parents/Carers of Secondary aged Young People

- Anxiety in Adolescence
- Gender Identity
- Understanding Adolescent Development

- Each workshop will last up to 60 minutes and have an optional follow-up of 30 minutes for parents/carers to ask questions or discuss the topic further.
- Parents and carers can opt in for all topics, or whichever most appeals to them. The webinar series will run from Thursday 29th September 2022 until Friday 24th March 2023.
- Parents and carers can register for any of the above webinars through Eventbrite for free at

<https://www.eventbrite.co.uk/e/mhst-parent-and-carer-webinar-series-2022-2023-tickets-415252660887>

Or please scan the QR code using your mobile phone's camera:



The scheduled topics, dates and times are:

Webinar topic	Intended Parent Audience	Date	Time
Parent Self Care	Primary & Secondary	Thursday 29 th September	12.00-13.00 Q and A: 13.00 to 13.30
Parent-child interactions	Primary & Secondary	Thursday 6 th October	12pm – 13.00 Q and A: 13.00 to 13.30
Managing routines	Primary	Thursday 13 th October	12pm – 13.00 Q and A: 13.00 to 13.30
Sleep	Primary & Secondary	Thursday 20 th October	12pm – 13.00 Q and A: 13.00 to 13.30
Screen-time	Primary & Secondary	Thursday 3 rd November	12pm – 13.00 Q and A: 13.00 to 13.30
Understanding adolescent development	Secondary	Thursday 10 th November	12pm – 13.00 Q and A: 13.00-13.30

Having therapeutic conversations with your child	Primary & Secondary	Thursday November 17 th	12pm – 13.00 Q and A: 13.00-13.30
Supporting childhood worries	Primary & Secondary	Thursday November 24 th	12pm – 13.00 Q and A: 13.00-13.30
Anxiety in Adolescence	Secondary	Thursday December 1 st	12.00 to 13:00 Q and A 13:00 to 13.30
Gender identity	Secondary	Thursday December 8 th	12.00 to 13:00 Q and A 13:00 to 13.30

Webinar topic	Intended Parent Audience	Date	Time
Parent Self Care	Primary & Secondary	Wednesday 11 th January 2023	12.00-13.00 Q and A: 13.00 to 13.30
Parent-child interactions	Primary & Secondary	Wednesday 18 th January 2023	12pm – 13.00 Q and A: 13.00 to 13.30
Sibling Rivalry	Primary	Wednesday 25 th January 2023	12pm – 13.00 Q and A: 13.00 to 13.30
Sleep	Primary & Secondary	Friday 3 rd February	12pm – 13.00 Q and A: 13.00 to 13.30
Screen-time	Primary & Secondary	Friday 10 th February	12pm – 13.00 Q and A: 13.00 to 13.30

Understanding adolescent development	Secondary	Friday 24 th February	12pm – 13.00 Q and A: 13.00-13.30
Having therapeutic conversations with your child	Primary & Secondary	Friday 3 rd March	12pm – 13.00 Q and A: 13.00-13.30
Supporting childhood worries	Primary & Secondary	Friday 10 th March	12pm – 13.00 Q and A: 13.00-13.30
Anxiety in Adolescence	Secondary	Friday 17 th March	12.00 to 13:00 Q and A 13:00 to 13.30
Gender identity	Secondary	Friday 24 th March	12.00 to 13:00 Q and A 13:00 to 13.30

With many thanks,

Camden MHST

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Kentish Town Church of England Primary School
Headteacher:	James Humphries
RRSA coordinator:	Marcia Freixeiro
Local authority:	London Borough of Camden
School context:	A one form entry primary school with 236 pupils. The proportion of children eligible for pupil premium is above average at 35%. 9% have an EHCP and 39% speak English as an Additional Language. The school has an Autism Resource Base supporting 15 children and a base for 6 children with physical disabilities.
Attendees at SLT meeting:	Headteacher, Deputy headteacher, RRSA Lead who is second lead teacher for Autism Resource Base and PSHE Lead.
Number of children spoken with:	14 children from Y2 – Y6
Adults spoken with:	1 teacher, 1 teaching assistant who is also a parent, 1 parent, Chair of Governors.
Key RRSA accreditations:	Registered for RRSA: July 2012 Silver achieved: March 2014 Gold achieved: July 2016 and July 2019
Assessor(s):	Isobel Mitchell
Date:	14 July 2022

REACCREDITATION OUTCOME

Outcomes for Strands A, B and C have all been achieved.

Kentish Town C of E Primary School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

The assessor would like to thank the children, the Senior Leadership Team, and staff for their warm welcome to the school, for the opportunity to speak with adults and children during the assessment and for the detailed evidence provided to support the process. Prior to the accreditation visit, the school completed a comprehensive School Evaluation: Gold Reaccreditation form and provided a good range of evidence during the visit.

It was evident that children's rights are embedded across the school and underpin every facet of school life.

Strengths of the school include:

- Confident children who clearly know that they have rights and are committed to helping to realise these for other children locally and globally.
- Rights explicitly linked to all areas of the school's work - linked across the curriculum prominent on the website and school communications and linked into school policies.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school. Quality training and support for staff has been sustained.
- Relationships based on mutual respect and trust. Learning about rights is clearly affecting relationships in a positive way.
- A caring and inclusive ethos where staff and students ensure that everyone particularly those with learning differences or a disability feel supported and fully involved in school life.
- Children are actively engaged in raising awareness of children's rights in the community and supporting children globally to access their rights.

Our experience has shown that there are actions that have proven useful in other RRSA schools and settings in helping them to maintain and build on their practice at Gold level. Here are our recommendations for your school:

- Continue to widen the range of articles that the whole school community are familiar with, appropriate to children and young people's age and ability.
- Continue to explore with children and staff the meaning of key concepts underpinning a child rights-based approach, for example dignity and equity and how these are enacted in school practice.
- When charters are next reviewed endeavour to include actions for adults (duty bearers) in addition to actions for children, following the latest UNICEF UK [Charter Guidance](#).
- Continue to develop opportunities for children and young people to be at the heart of decision-making, influencing and shaping the life and work of the school, recognising the role of children in helping adults understand problems and develop achievable solutions, perhaps involving children earlier in policy review, and training children in conflict resolution.
- Strengthen the impact of pupil voice by closing the feedback circle; perhaps a 'You said, we did' approach, showing how the voice of pupils has brought about meaningful change.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>The United Nations Convention on the rights of the Child (CRC) is made known to children, young people and adults who use this shared understanding to work for improved child wellbeing, school improvement, global justice, and sustainable living.</p>	<p>The children spoken with shared examples of issues they are passionate about, action they have taken and how this relates to rights. They were knowledgeable about climate change and explained how it can affect the right to health, shelter, and the right to be safe, with one child noting that <i>"...in fact, climate change will affect all of our rights."</i> They talked about the right to be treated fairly without discrimination and the rights of refugees, citing their work to support Ukrainian refugees. They were confident on the core principles of rights being universal, unconditional, inalienable, inherent, and indivisible. Learning about rights is explicitly linked across the curriculum, for example in Science, the study of life cycles and human biology is related to A24, the right to health and rights are embedded in everyday language, policies, and practice across the whole school. Parents talked about how rights are included in homework sheets and curriculum plan summaries and confirmed that their children talk about rights at home. Staff training on rights is comprehensive and regularly refreshed. The Chair of Governors explained how the work on rights is regularly discussed in governor meetings because <i>"it is totally embedded in everything we do."</i></p>
STRAND B	Highlights and comments
<p>Actions and decisions affecting children are rooted in, reviewed and resolved through rights. Children, young people, and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing</p>	<p>The work on rights links strongly to the school's Christian values of 'love, equality and compassion.' Children and staff are passionate about equality and non-discrimination and when challenges arise the CRC is used as a tool to address them. For example, post-lockdown, influenced by extended periods at home using social media apps, some Y6 boys were using sexist language. The girls raised this and explained this was making them feel unsafe. Staff worked with the boys on the dangers of sexist language and attitudes, relating this to A2 non-discrimination and A19 the right to be safe. The headteacher regularly checks in with the girls and the language has completely stopped. <i>"The girls felt really empowered, they were so eloquent in expressing how they felt."</i></p> <p>Since the last gold accreditation rights have been more firmly embedded into the school's positive behaviour policy. Detention has been renamed 'reflection' and children reflect on the impact of their actions on others, with reference to the CRC. A relatively new member of staff commented on the difference between this school and others; <i>"the children are more independent, using rights respecting language to create a more harmonious environment."</i> The children showed a good understanding of the concept of 'dignity' meaning <i>"worthy of respect."</i> They confirmed that the staff listen to them and treat them with dignity, describing the system for managing behaviour as <i>"quite fair."</i> The children learn about keeping safe through PSHE and circle time and confirmed that if they felt unsafe, they would speak to an adult or put a message in the worry pot or 'ask it basket.' The school is further developing work to support mental health and wellbeing. Children have recently been identified as 'mental health heroes' who</p>



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	<p>others can talk to if they are struggling. The children talked about how they use 'zones of regulation' to understand how they are feeling and explained how Y5 recently conducted an assembly, sharing strategies such as five finger breathing to help someone get back to the 'green' zone. Staff have recently received training in 'trauma informed' practice. The children in the autism and disability units are fully integrated into school life. The approach to school activities and trips is fully inclusive, <i>"if we can't do it for all the children, we don't do it."</i> The staff told me that <i>"the children look after those in the autism base"</i> and the inclusive approach was reflected in the children's comments, <i>"everyone is welcome in this school and given the chance to shine."</i></p> <p>Work to decolonise the curriculum is on-going and parents are very much involved. All staff and governors took part in a training session to learn about decolonisation and how it is relevant to our curriculum. They are now working to create a curriculum that promotes an accurate view of all cultures and their histories. The headteacher commented, <i>"we aim to make Black History Month redundant."</i> When asked if they were ever asked for their opinion on their learning, the children replied, <i>"Yes, all the time!"</i> Feedback from pupil focus groups informs curriculum planning, for example, the children fed back that they would like more art - as a result the staff have created 30-minute art activities which are slotted into the curriculum.</p>
STRAND C	Highlights and comments
<p>Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. Duty bearers are accountable for ensuring children experience their rights.</p>	<p>The number of pupil groups operating was reduced during covid bubbles but there are plans to get more groups such as playground buddies up and running again. The children felt listened to and are particularly involved in leading assemblies, for example, on mental health and well-being, climate change and anti-bullying. Children recently interviewed for a Teaching Assistant position and decided on who should be appointed.</p> <p>Charity work and campaigns on rights and sustainability are frequently initiated and led by children. For example, children's concern about climate change led to them delivering an assembly and writing to COP26. Two pupils took part in the Children's Parliament with hundreds of other schools and the whole school learnt about climate change as part of a focus on Sustainability in STEAM subjects in 2021. In school, the children have been planting in the school grounds and saving energy. There are solar panels on the roof and the streets around the school are closed at pick up and drop off to reduce pollution. One girl, moved by the war in Ukraine, set up a 'gallery of hope' - students created artwork which was then displayed for parents to raise money. Every child in KS1 and 2 wrote their own Girls' Education Declaration to express their views on why girl's education is important as part of UNICEF UK's efforts to promote children's voices at the G7 summit.</p>