



## Key dates for Term 5

- Monday 15<sup>th</sup> April - Return to school (Week B)
- Monday 6<sup>th</sup> May – Early May Bank Holiday
- Thursday 9<sup>th</sup> May – Year 7 Parents Evening
- Fri 24<sup>th</sup> May – End of Term 5

## Term 5 Value

Our value for Term 5 is **Fairness**.

### Extra curricular activities at Robert Napier School

Clubs and practices have been well attended, with large numbers taking part in Football, Netball, Girls Football, Girls Rugby and Basketball after school.

Lunchtime Badminton, Table Tennis and Dodgeball have also been popular.

Please see our separate School Clubs Guide for all the lunchtime and after school clubs.

### Pastoral Team contact details:

Please see below the contact details of the Pastoral Team. When calling the school, please select Option 2 and then the following option as shown below for your child's Pastoral Manager. If you are unable to speak to them, please either leave a message or email them and they will get back to you.

**Year 7 - Mrs Hollidge – Option 1**

[ahollidge@robertnapier.org.uk](mailto:ahollidge@robertnapier.org.uk)

**Year 8 - Mrs Davey – Option 2**

[ndavey@robertnapier.org.uk](mailto:ndavey@robertnapier.org.uk)

**Year 9 Miss Gray – Option 3**

[rgray@robertnapier.org.uk](mailto:rgray@robertnapier.org.uk)

**Year 10 – Mrs Elsey – Option 4**

[jelsey@robertnapier.org.uk](mailto:jelsey@robertnapier.org.uk)

**Year 11 – Miss Honey – Option 5**

[ahoney@robertnapier.org.uk](mailto:ahoney@robertnapier.org.uk)

**Sixth Form – Mrs Prosser – Option 6**

[mprosser@robertnapier.org.uk](mailto:mprosser@robertnapier.org.uk)

## End of term message: Headteacher



Well, here we are, half an academic year as Headteacher at The Robert Napier School. I feel prouder every day for the wonderful young people that regularly promote our values and expectations and for the staff that work tirelessly to support our students. Many of you know that I have spoken about connectedness and working together within the school, parent, student triangle. When we get this right the equilibrium of education is found, and the magic can truly happen for our young people to flourish.

Celebrating positivity has been high on our agenda. Nevertheless, much of our time in the past few terms has been spent working hard on the Pareto principle, sadly 80% of all behavioural issues found in any school are caused by 20 % of the pupil population. We have worked relentlessly to reestablish our behavioural expectations and encourage our values. Resilience has been our focus this term and the students have been making us all proud.

Those that focus on harvesting the little acorns will be able to grow great oak trees. Establishing the basic expectations of attendance, uniform and punctuality ensures that our basic values underpin the culture for learning within our school. We continue to work hard on our behavioural expectations, and this asks for your full support as parents. Furthermore, if we get the little things right, then we can watch our young people flourish.



## End of term message: Deputy Headteacher – for Personal Development and Inclusion



At The Robert Napier School we aim for all of our students to not only progress academically but also develop emotionally and socially so that they become healthy young adults.

With our community ethos we also focus on interpersonal relationships and positive ways students can support each other.

The teenage years can be a confusing time as students develop their own personalities and own set of values to guide them from right to wrong.

At The Robert Napier School we continue to instil our community values in all we do and work relentlessly to increase our offer of targeted support and provision for personal development in lessons and outside of lessons.

We have recently added a list of several wellbeing services under [My Links](#) in EduLink for easy access for parents and students.

We work closely with the Anna Freud Foundation to offer webinars and training sessions to parents and students on a range of wellbeing topics.

These are regularly emailed to all parents/carers as well as posted on social media.

For further information see here: [For children and young people | Anna Freud](#)

### Prosocial Project by University College London (UCL)

We are proud to be part of this project involving a selected group of our students.

Five UCL researchers have been in this term to work on a 1:1 with our students as well as in small groups to research how teenagers respond in social situations and how to best support them.

All the students involved engaged really well and impressed the researchers with their attitude.

[Prosocial Project – Welcome to our website](#)



### Meet our new Wellbeing Lead

We are very lucky to have Mrs Elliott working with us to support our students' wellbeing and medical needs.

Mrs Elliott is also present at parent's evenings to support parents with signposting and whole school targeted support.

Mrs Elliott has worked extensively with young people and families in her previous roles.

Recently she has accompanied a selected group of students to the Medway My Voice Matter event where students had the opportunity to discuss mental health and wellbeing services available to them in Medway.

The students enjoyed the experience and were a credit to the school.

To know more about what is available locally see here: [Youth Services | Medway Council](#)

## Year 10 News Stories

### Y10 Bake Off

On Monday 25th March 2024, students in Y10 working alongside the Y10 team, have organised a Bake Off to raise money for both a local charity and to add some funds towards Y10 events. Participating students have been tasked with baking a cake for judging by a panel of individual staff and students within school. The Bake Off will take place in the lecture theatre with bake sales taking place during break and lunch. All students and staff are welcome to come and purchase some delicious cakes! The top three judged cakes will receive an Easter themed prize.

### Y10 Form Ambassadors

At the start of term 1, each Y10 form elected a form ambassador who would support the Head of Year with running competitions and making suggestions for 'focuses of the term'. During term 3, the form ambassadors expanded, and two students were elected per form to support with the running for upcoming events and to be young leaders within their forms. Term 3's agreed focus amongst the form ambassadors was on attendance and term 4's focus was on achievement. The form ambassadors have been instrumental in suggesting new ideas to improve engagement within Year 10 and new initiatives have already been initiated including weekly form raffle tickets and weekly Think Pink certificates.



We have started to engage in conversation about how to make TRNS a better place: We have started a project with Medway Youth Council around Contextual Safeguarding, and what barriers our students face.

Medway Youth Service in partnership with the Violence Reduction Unit is hosting an Exploitation conference for young people

ON

**Wednesday 27 March 2024**

**9.30am – 2.30pm**

AT

**Corn Exchange, 4 Northgate,**



A group of our student's attended the above event and we received the following message from PCSO Birch:  
I attended the above event today along with my colleague PC James. We just wanted to tell you how brilliant your students were! They were so engaging asking great/relevant questions also they were polite and respectful.  
From speaking to other professionals at the end of the day they all had the same experience with TRNS students.

## School success

Congratulations to Eden - Year 7 - who on the 22nd December took part in the Gymfinity Winter Frenzy competition and won Gold in the Vault and Silver on the Floor.



## Enrichment

This term we will be going back to the Academy of Woodlands to continue mentoring the year 6 students. It was a great event last time enjoyed by all.

## Careers

Over the past term we have had some great events take place:

- Human Resources focus group
- Legal Focus group
- Two IT focus groups
- National Grid assemblies
- More one-to-one career appointments for our year 11 and 13 students
- Year 10 students took part in a 4 part workshops with Morgan Sindall

## PSHE topics

Year 7 - Online Safety  
Year 8 - Digital Resilience  
Year 9 - RSE  
Year 10 - Human Rights  
Year 11 - The Big PSHE Quiz



## Student Work

### War

One day is all you need to understand  
the tragedy, the year, the death...  
One minute your friend is speaking to you,  
the next he lays there... dead.

Constant ringing of bullets.  
Blood curdling cries for help.  
Men drowning in gas and blood.  
Sergeants shouting serious sounds.

Unclear what was said.  
One shot is all it takes.  
The precision.  
Your fate is in the enemies' hands.

Lily R – Year 10



## Meet our new Coach



I would like to introduce myself, Ben Almond, the new FutureMe Progression Coach with ThinkForward, and to take this opportunity to explain a little about the FutureMe programme. FutureMe supports a select number of young people from Year 9 over 5 years through to post 16 studies, helping them to overcome their challenges and barriers, and develop the skills and confidence needed to ensure they are ready for their next steps following school, whether that be higher education, apprenticeships or into meaningful employment. This is achieved through a mixture of 1-2-1 coaching sessions, group sessions and ready for work activities, such as insight days into various businesses where our young people can see the in's and out's of how they run and what it takes to be successful in that field, supporting them in raising their aspirations and reaching their full potential.

## Thank the Teachers!

We have recently received many positive praise messages for a number of our teachers. Where teacher recruitment and retention continues to be a challenge, and it can sometimes be a thankless task this goes a long way for the wellbeing of staff knowing that their hard work is appreciated. Please keep the messages coming, they are very much appreciated.

## School Notices

We are pleased to confirm that Medway Council will again be using monies from the household support grant to provide a voucher to parents/carers for each eligible benefits related free school meal child over the Easter break. The voucher will again be provided via Edenred and will total £15 per week for each eligible child.



## Literacy

### World Book Day 2024

The theme of this year's World Book Day was "Read Your Way" and all students had the opportunity to think about what it is they like to do to engage with literature, whether it be fiction or non-fiction. This can include reading books of any genre, or even listening to an audiobook or podcast. During Form Time, students played a game of 'guess the autobiography' where they had to identify which teacher had 'written' which autobiography using a baby picture as a clue. This was a fantastic way to generate interest in autobiographies and hopefully more students will consider autobiographies as an option the next time they choose a book to read.

To further support student engagement with reading, many of the staff dressed up as characters from their favourite books. Students enjoyed seeing the costumes and discussing what book each character was from. Lessons were delivered by Goldilocks, The Cheshire Cat and even a giant Pikachu!

Fundraising carried out on World Book Day raised £117.30 to buy new books for our school library. Students can borrow books from our school library to read at home or even join Gillingham Library to access a wide range of books for free. Additionally, many audiobooks and podcasts are available online for free from sites like Spotify. Just 6 minutes a day of reading or engaging with literary material can aid mental wellbeing positively.



### Fresh Start

Fresh Start is a phonics programme designed to support secondary school age students who are struggling with their reading. It is built on the same principles as Read Write Inc, which many of our students will have used in primary school but using more age-appropriate materials. From Term 5 onward, some students will be using Fresh Start to support their literacy levels.



## PE Department

On Friday 19th January the PE department organised a reward trip to SportsLab at Canterbury Christ Church University.

A group of Year 11 Sport Science students were lucky enough to experience the University's recently developed multi-million pound Sport Science facility. This high-tech environment was aspirational and allowed our students to carry out fitness testing in an environment built for top class athletes and sport scientists of the future.

**Laboratory fitness testing** included VO2 max, BOD POD, lung function, blood pressure and Wingates and **Field based testing** included back and leg dynamometer, hand grip dynamometer, Y-balance, reaction wall, Vertical jump, broad jump, alternating wall toss, sit and reach test, speed bounce.

This experience will help to further support students with their principles of training coursework.

Our students were extremely respectful, very well behaved and a credit to the school.

Mr M Walsh and Mr Backshell





## Sixth Form

In the heart of winter, amidst the crisp air and twinkling snowflakes, there lies a magical experience that brings joy to all ages: ice skating. Recently, The Robert Napier Sixth Form embarked on a thrilling ice-skating trip that left us enchanted and exhilarated. From beginners to seasoned skaters, each participant discovered the joy and excitement of gliding gracefully across the glistening ice.

Our journey began with eager anticipation as we gathered at the ice rink, lacing up our skates and feeling the thrill of the ice beneath our feet. With a sense of camaraderie, the students embraced the challenge ahead, knowing that this adventure would be one to remember.

For some, it was their first time on the ice, tentative steps giving way to confident strides as they found their balance and rhythm. Watching their determination and perseverance was inspiring, reminding us of the sheer joy of trying something new and the satisfaction of mastering a skill.

For others (our own resident Wayne Gretzky), the ice was like a familiar friend, offering a sense of freedom and exhilaration with each glide and turn. They effortlessly carved graceful patterns, their movements fluid and effortless, a testament to years of practice and dedication.

As we circled the rink, laughter filled the air, echoing the joy and camaraderie of our group. Whether we were racing across the ice or linking arms for a leisurely spin, each moment was filled with shared laughter and friendship, creating memories that will last a lifetime.

But our ice-skating trip was more than just a leisurely activity—it was a journey of personal growth and empowerment. With each lap around the rink, we pushed past our limits, challenging ourselves to reach new heights and overcome obstacles. And with each triumphant glide, we discovered a newfound sense of confidence and accomplishment.

As the sun began to set and the rink sparkled under the glow of twinkling lights, we reluctantly bid farewell to our icy playground, knowing that our adventure had come to an end. But as we left the rink, cheeks flushed with exertion and hearts full of joy, we carried with us the memories of our successful ice-skating expedition—a testament to the power of perseverance, friendship, and the sheer delight of gliding across the ice.



## TRNS Behaviour and Attitudes

Attendance

Behaviour

Safeguarding

Welcome to The Robert Napier School Behaviour and Attitudes newsletter. Since I started at TRNS as Deputy Headteacher of Behaviour and Attitudes in January 2024, we have been working around the clock on the things that will really make a difference to our young people. This section of the newsletter is centred around keeping you up to date with some of these changes and providing you information that you might find useful in supporting your child.

### Attendance Matters: Why attendance is important

Good attendance is essential to a child's education and establishes a positive working ethos early in life. It is important for children to attend school every day as there is a direct correlation with school attendance and grades achieved at both 'A' level and GCSE level.

Attendance 96% or above: 82% achieved five 9 – 4 Grades
Attendance 94% or above: 62% achieved five 9 – 4 Grades
Attendance 90% or above: 52% achieved five 9 – 4 Grades
Attendance 80% or above: 36% achieved five 9 – 4 Grades
Attendance 70% or above: 18% achieved five 9 – 4 Grades

There are 190 days in a school year, which leaves 175 days to spend time with the family, shopping, dentist appointments and other things. Our attendance target this year is to achieve 93%. Frequent absence can add up to a lot of missed learning time and can seriously disadvantage your child in adult life. How does your child compare?

Attendance (Academic Year)	Equals this many days absent	Equals this many weeks absent (approx.)	Equals this many lessons missed
95%	9 days	2 weeks	60 lessons
90%	19 days	4 weeks	120 lessons
85%	29 days	6 weeks	180 lessons
80%	38 days	8 weeks	240 lessons
70%	57 days	12 weeks	360 lessons

#### Every Day Counts

To ensure your child achieves the best possible grades it is vital that they maximise their learning time and attend every day. To support parents to make the right choices regarding when a child should be kept at home the NHS has produced some guidance focused around common illnesses. It is vital that all parents follow this guidance as the school will not authorise an absence if we feel they are well enough to attend.

#### Coughs and Colds

It is fine to send your child to school with a minor cough or cold.

#### Sore throat

You can still send your child to school with a sore throat.

#### Headache

You can still send your child to school with a headache.

#### Menstrual Cramps

You can still send your child to school as school should not be missed due to 'the time of the month'. It is important for your child to always have pads or tampons with them and to ensure they are comfortable to make regular trips to the bathroom.



### **Vomiting and Diarrhoea**

Child with diarrhoea or vomiting should stay away from school and you should seek professional advice.

### **Ear Infection**

If your child has an ear infection and a fever or severe headache, keep them off school and seek professional advice.

### **Conjunctivitis**

You do not need to keep your child off school.

For further information please click on the NHS link above.

## Behaviour Update:

### **The Three E's**

Our Behaviour focus for the Spring Term is centred around the Three E's:

#### **· Early Entry To Lesson, Prompt Start To Learning**

To support the young people to get to lessons early all staff are out on the corridors during lesson changeovers to encourage the young people to do the right thing and start their learning early. All teachers are expected to have an accessible 'Do Now' activity on the board that links to prior learning to ensure a calm start to the lesson. Students are rewarded achievement points for their resilience and perseverance in the lessons.

#### **· Exceptional Uniform**

All students are expected to wear the correct uniform when they attend school. We have seen huge improvements in the standard of dress around the school and it is lovely to see so many young people dressed appropriately. All staff challenge students on their uniform to ensure that the standard remains high throughout the day. We are still looking to further improve some aspects of uniform as some young people are still not wearing the correct skirt. Where the standard of dress falls short of the expectations students will receive a sanction and if they live close enough can be sent home to change. In circumstances where it is too far to travel, we have spent £1,500 on buying uniform for students to borrow. Students are expected to wear their uniform when moving around the school during transitions.

#### **· External And Internal Suspension Systems And Processes**

I am working closely with other local secondary schools to improve the provision in place for students that receive suspensions and directed off site provision. The work is centred around the package a student receives when a suspension is issued and the support that goes in place to ensure the student learns from the incident and does not make the same mistakes again.

### **Behaviour Curriculum**

To ensure that all young people know what good behaviour looks like we have introduced a Behaviour curriculum that is linked to our school values. The behaviour curriculum is delivered through form time, workshops, and assemblies to promote the behaviours we want to see in and around the school. A value of the term session has been introduced as part of the form time programme to give students the opportunity to learn what the value looks like in different circumstances.

The value of this term is RESILIENCE. Every lesson students get the opportunity to be awarded a resilience value award for staying in the whole lesson, not giving up on the work when it becomes challenging and self-regulating their behaviour. So far this term students have been awarded 24,087 resilience achievement points which all count towards the end of T4 resilience reward trip. Please speak to your child about what they have learned so far about resilience this term and what this means to them.

### **Achievement and Rewards: They said, so we did...**

At the end of Term 4 we started to work with the student body to understand how we could improve our achievement and reward systems. The Achievement Working Party is being overseen by the DHT for Behaviour and Attitudes and consists of 24 students across Years 7-10. The working party meets every 2 weeks to share ideas around both long- and short-term student rewards. The new achievement and reward system will be presented to the whole school in Term 6 alongside the new tariffed Behaviour system. Keep a look out for the new value award postcards as this was one of things students said they wanted to take home to their parents.

## Safeguarding Update

### Good 2 Talk

To increase the ways that young people can communicate with the school and report anything that is worrying them we have launched a new good2talk email address through a QR code. Once a student hovers their phone camera over the QR code it will take them to a platform where they can report any worries, they have which is picked up immediately by the Safeguarding Team. We are promoting the QR code around the school and on the back of toilet doors alongside other services that can provide support to raise awareness of agencies out there that can help.

Good2Talk QR code



**EXTERNAL SUPPORT FOR YOUNG PEOPLE**  
Use the QR codes or numbers below to access support.

<p><b>THE MIX</b> Licensed support for under 25s</p> <p>UK leading support service for young people. We are here to help you take on any challenge you're facing - from emotional wellbeing to money, from homeless to finding a job, from break ups to drug.</p> <p>Tel: 0808 808 4994</p> 	<p><b>THINK KNOW</b></p> <p>CEOP Educational site that provides support about relationships, socialising online, online safety and healthy relationships.</p> 	<p><b>FRANK</b> 0800 77 66 00 talk to frank.com Friendly, confidential drug advice</p> 	<p><b>PAPYRUS</b></p> <p>Are you, or is a young person you know not coping with life?</p>  <p>For confidential advice contact HOPELINEUK on 0800 068 4141</p>
<p><b>kooth</b></p> <p>Free, safe and anonymous mental health support. Provides free counselling, community support and self-help tools for young people.</p> 	<p><b>Beat</b> Living with mental health issues</p> <p>Helplines are open 365 days a year from 5am-midnight during the week, and 4pm-midnight at weekends and bank holidays</p> 	<p><b>SAMARITANS</b></p> <p>Whatever you are going through, a Samaritan will face it with you.</p> 	<p><b>ChildLine</b> 0800 1111</p> 

### Launch of the Anti-Bullying Student Ambassadors

On Tuesday 26th February 13 students attended Townley Grammar School in Bexleyheath to complete Anti Bullying Ambassador training through The Diana Award. These students will now be working closely with the Behaviour and Safeguarding Team to ensure all young people feel safe at TRNS. They have decided that they want to conduct some work on inclusivity and promoting equal rights on the nine protected characteristics. The next edition of this newsletter will include a blog of the actions they are taking to improve inclusivity.



### Sexual Harassment in Schools

In September 2021 OFSTED completed an investigation on sexual harassment in schools and colleges. They spoke to over 900 pupils from 32 different schools, and the evidence they received back was clear that there is a problem with sexual harassment in educational settings (Link to report). Sexual harassment guidance has also been added to the Keeping Children Safe In Education document: part 5 (KCSIE 2023).

#### What is Sexual Harassment?

The definition given to sexual harassment is:

"Behaviour meaning to, or that has the effect of violating dignity, creating an intimidating/hostile/degrading/offensive environment".

Research suggests that more than a third of sexual abuse reported by any aged children is perpetrated by their peers, (Child on Child Sexual Abuse) with girls being the victim in the majority of cases. Sexual violence and sexual harassment can occur between two children of any sex. It can also occur between a group of children sexually harassing or sexually assaulting one another.

**Is it abuse or banter? What is not OK at The Robert Napier School?**

- Pulling or removing clothes to reveal another child's body.
- Name calling and shaming that is linked to gender or sexual orientation. Use of the term 'gay' as an insult.
- Upskirting (photos under clothing), sharing photos, drawing inappropriate pictures, or sexting.
- Threats to make another child do something they feel uncomfortable with.
- Comments on appearance that draw attention to body parts, size or attractiveness.
- Sexual comments, obscene gestures or using sexual obscenities.
- Deliberately touching any part of another person's body without consent (Legally anyone **under the age of 13 cannot consent to anything**)
- Sending emails, snapchat messages or text messages to others with sexual content.
- Crowding or intimidating to isolate children in a way that makes them feel uncomfortable.
- Sending explicit pictures to others.

If any student has experienced any of the above examples of sexual harassment, please speak to a member of the Safeguarding Team as this behaviour is not tolerated at The Robert Napier School.  
Alternatively contact: [Safeguarding@robertnapier.org.uk](mailto:Safeguarding@robertnapier.org.uk)



## A reminder of our school rules

### Equipment

All students are to arrive to school fully equipped for the day. This includes the basic equipment: timetable, pen, pencil, rubber, ruler, calculator. It also includes PE kit on PE days and other resources needed for specific subjects such as food ingredients. Failing to come prepared for learning causes unnecessary disruption and also signifies the student is not taking responsibility for their learning. Parents/Carers need to help support this process and encourage preparation for the school day.

### Attendance

All students are expected to have 98% and above attendance. Falling below this has negative consequences on a student's education, therefore, we need the support of Parents/Carers to get this right. Students are expected to arrive to school by 8.20am via the Caxton Gate (closes at 8:30) to allow time to get to their Form class. Students arriving late will be issued with a lunchtime detention in the Lecture Theatre at 1:20pm.

Any student arriving after the gates are closed will be required to enter through the 'late gate'. Late arrivals will be recorded on a student's attendance record, and they will be required to attend a lunchtime detention in the Lecture Theatre at 1.20pm the same day. Those students arriving after 9.00am through reception will be treated in the same manner. Students are also expected to arrive to their lessons promptly and without delay.

### School Rules

If our students are to be happy citizens at the centre of a caring, safe and considerate community, then we need to agree to abide by the same rules and standards. Therefore:

To build a caring and cohesive community

- Students must be polite, considerate and understanding of others at all times.
- Students must behave in an orderly manner at all times, including to and from school.
- Students need to observe a 'hands-off' policy - Bullying and fighting and play fighting are forbidden.

### To prevent Loss

- Electronic games and other valuable items must not be brought into school.
- No jewellery may be worn in school except a wristwatch and, if ears are pierced, one pair of small studs worn in the lobe only.
- 'Hoodies'/Denim/expensive coats may not be worn to school.



# UNIFORM EXPECTATIONS



## UNIFORM NON-NEGOTIABLES

[AS PER THE SCHOOL UNIFORM POLICY]

### IN THE SCHOOL



### COLD | WET | WINTER



### HOT | SUMMER



School and future success starts with **GOOD ATTENDANCE!**

**IN ONE SCHOOL YEAR**

97% attendance = 6 days off  
= 30 hours of learning lost.



**PUNCTUALITY MATTERS**

**IN ONE SCHOOL YEAR**

5 minutes late each day  
= 3 days off in total.



**EVERY DAY COUNTS**

Daily lateness equates to...



**REMEMBER:**

Your education is important – don't miss out!

Poor attendance gives you less chance of success.

Very poor attendance has a serious impact on your education and may reduce your life choice.