



Families' Health and Wellbeing

## School Nurse virtual drop in clinic

**NHS**  
Midlands Partnership  
NHS Foundation Trust  
A Keele University Teaching Trust

Every  
Thursday  
from  
3.30 - 4.30pm



The School Nurse is here to help your child feel healthy, happy and safe during their school years and to get the best from their education. If you have any concerns about their health and wellbeing please drop in to chat.

Join the link and talk to a School Nurse.  
We provide a confidential and friendly service



[mpft.live/schoolnurse](https://mpft.live/schoolnurse)

## A Few Words from Mr Hancox

The last fortnight has been filled with fun, rich learning opportunities and a continuing pride in our values. I want to congratulate all of our children who have taken part in assessments in the last two weeks, they have all worked incredibly hard and should be very proud of themselves!

It is fast approaching our PTA Easter Bingo on Wednesday 25<sup>th</sup> March (5pm – 6.30pm). Tickets are now available on Arbor - £5 for the entire evening (as many rounds as we can fit in)! There will be prizes of chocolates and alcohol (which will be kindly donated on the 16<sup>th</sup> March for non-uniform day) as well as a raffle to win hampers of chocolates and alcohol. All money raised will go towards the development of the school library – turning the library into a magical reading castle!



Please be aware that we have had a number of concerns regarding parents driving onto the school grounds during drop-off and pick-up times. There are many young children on site at these times, including some who walk to and from school without adult supervision. For everyone's safety, please only drive onto the school grounds if you have been given explicit permission to do so. Thank you for your care and consideration.

### PTA events

Monday 16<sup>th</sup> March - Non-school uniform (please bring in chocolate and alcohol for the Easter Bingo)

Wednesday 25<sup>th</sup> March (5pm – 6.30pm) - Easter Bingo

Friday 10<sup>th</sup> July (3.30pm - 5pm) – Summer Fair

## Spring 2

- Mon 16<sup>th</sup> – Lacross club (KS2)
- Mon 16<sup>th</sup> – Mothers' Day (Crafts and Cake) – 2.45pm – 3.15pm
- Mon 16<sup>th</sup> – Non-school uniform (please bring in Chocolate and Alcohol for the Easter Bingo)
- Tues 17<sup>th</sup> – Multisport club(KS1)
- Wed 18<sup>th</sup> – OPOJ Easter Craft Session (9am – 10am) (2pm – 3pm)
- Wed 18<sup>th</sup> – SATs club
- Thurs 19<sup>th</sup> - Parent Lunch (2pm – Year 1/2)
- Thurs 19<sup>th</sup> – Easter Assembly – Y3/4 (2.55pm)
- Fri 20<sup>th</sup> - Forest Friday – Year 3/4
- Mon 23<sup>rd</sup> – Lacross club (KS2)
- Tues 24<sup>th</sup> – Rock Steady Concert – 9am – 9.30am
- Wed 25<sup>th</sup> – Easter Bingo (PTA) – 5pm – 6.30pm
- Wed 25<sup>th</sup> – SATs club
- Thurs 26<sup>th</sup> - Parent Lunch – Reception
- Thurs 26<sup>th</sup> March – Easter Disco - Rec, Y1,Y2 (3.25pm – 4.10pm) Y3, Y4, Y5, Y6 (4.20pm – 5.05pm)
- Fri 27<sup>th</sup> Forest Friday – Year 5/6
- Fri 27<sup>th</sup> – Break up

# EASTER TRACK STARS HOLIDAY CAMP

IN ASSOCIATION WITH  
TAMWORTH ATHLETIC CLUB  
EST. 1974

**FREE HAF PLACES AVAILABLE**

Siblings from **£20.00** per day

**QUICK BOOK**

**30th MARCH - 10th APRIL** EXCL. BANK HOLIDAYS

- 9am until 3.00pm
- £25.00 Per day | Siblings £20.00
- TAMWORTH ATHLETIC CLUB, B77 2HF

BOOK ONLINE [WWW.FUTURESTARSCOACHING.CO.UK](http://WWW.FUTURESTARSCOACHING.CO.UK)

**FUTURE STARS COACHING**

## Attendance for the year

**Owls/Robins (Reception) –93.8%**  
Kingfishers (Year 1/2) - 91.2%  
Kestrels (Year 3/4) – 93%  
Sparrow Hawks (Year 5/6) – 93.7%

## House Points this year!

The Lions	<b>2491</b>	The Sharks	2085
The Scorpions	2299	The Crocodiles	2121

## Value Champions

	6 <sup>th</sup> March	13 <sup>th</sup> March
<b>Robins/Owls</b>	Jaxson B	Amber M
<b>Kingfishers</b>	Ronnie T	Gracie-Rose T
<b>Kestrels</b>	Ava D	Eden D
<b>Sparrow Hawks</b>	Alfie B	Chad C

# Relational and Restorative Behaviour

At Ankermoor Primary Academy, we nurture a culture of connection, compassion and accountability.

We believe that behaviour is a form of communication, and that all actions stem from emotional experiences. Our approach to behaviour is rooted in relational and restorative practices, which prioritise understanding, empathy and growth over punishment.

We are committed to creating a safe and inclusive environment where every member of our school community feels seen, heard and valued. Children are supported to develop emotional literacy, self-awareness and the ability to regulate their responses. We recognise that most children consistently make positive choices, and we celebrate this by encouraging them to be role models and peer supporters.

When challenges arise, we respond with curiosity and care. We understand that no child chooses to struggle, and we work together to restore relationships, rebuild trust and repair harm. Our promise is to equip every child with the tools, confidence and self-worth they need to thrive.

Our shared language and principles—Relationship, Regulation, and Restoration—guide every interaction.

These are not just words, but values lived out daily by children and adults alike.

At Ankermoor, our core aim is to ensure that every child feels valued, safe and emotionally secure. We believe that strong, trusting relationships between children and adults are the foundation of a thriving school community. These connections foster a sense of safety, belonging and mutual respect.

We prioritise emotional awareness and empathy, ensuring that children know we care deeply about how they feel and what they experience. Our approach is grounded in the belief that respectful relationships are central to learning and growth, and that consistency and fairness help build the trust needed for children to flourish.

We educate children through the Zones of Regulation concept. This teaches them about the emotions they experience, helping them to understand, name and regulate their feelings. We recognise that behaviour patterns—especially those formed in times of stress or crisis—can become habitual, and we work collaboratively to support change through compassionate dialogue and restorative practices.

Our ethos is one of curiosity over judgment. We ask “Are you ok? Tell me what is happening” rather than “What’s wrong with you?” Through emotion coaching, relational support and restorative conversations, we help children develop the skills to self-regulate, reflect and make positive choices.

Ultimately, our goal is to empower children to take ownership of their behaviour, to empathise with others, and to build the emotional resilience needed to navigate both school and life confidently and independently.

Ready	Respectful	Responsible
We come to school on time every day that we can.	We listen when somebody else is talking.	We follow instructions from an adult straight away.
We have the right uniform, PE kit and equipment to learn with.	We look after our school equipment, building, and grounds.	We use equipment the way it is supposed to be used ( <i>and report problems straight away</i> ).
We are always ready to try something new and stick at it.	We use kind words all the time and show others we care.	We have kind hands and feet all the time.
We show we are ready with good sitting and good looking.	We are honest with ourselves and others.	We go to an adult when we don't feel safe.
We are ready to take responsibility for our choices and actions.	We always try to be the best version of ourselves.	We walk sensibly and quietly around our school.

## We educate children in relationships and behaviour.

- Relationships are the foundation of everything we do. Building trust and connection is our first priority.
- Belonging feels powerful—being part of a supportive, caring school community helps us feel safe, valued and ready to learn.
- We connect before we correct—we seek understanding before addressing behaviour, knowing that empathy leads to growth.
- We choose conversation over confrontation, creating space for reflection, dialogue and mutual respect.
- Inappropriate behaviour does not support well-being or belonging, and we work together to understand and change it.
- Everyone can make positive changes—we believe in growth and celebrate the rewards of choosing respectful and safe behaviours.

## Behaviour Ladder

Gentle reminder Zones of Regulation	
Verbal warning	
Verbal warning In classroom	
Verbal warning Out of classroom	
Time out with Head Teacher	

- The feelings, rights and identities of others matter deeply, and we treat everyone with dignity and respect, regardless of age, gender, race, disability or sexual orientation.

- ‘Zones of Regulation’ is a tool for growth, helping children develop self-awareness, emotional regulation and positive learning behaviours.

- Taking responsibility is empowering—we support children to own their choices and set meaningful goals for themselves.

- Restoration is part of learning—when things go wrong, we repair relationships, reflect on impact, and move forward together.

- Specific support tailored to class needs – early intervention reward system for whole class behaviour (temporary support).

## You know an Ankermoor child because they will...

- Show respect – to adults, peers, and the environment
- Follow instructions – first time, every time
- Use kind words and actions – in all settings
- Move calmly and safely – whether in corridors, classrooms or playgrounds
- Listen and respond thoughtfully – in lessons, assemblies, and group work
- Take pride in themselves and their school – through behaviour and attitude

## How we move around school.

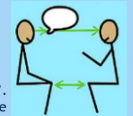
- We walk quietly
- We walk calmly
- We walk on the left
- We walk one behind the other
- We are polite and considerate

## The Ankermoor Way

- We listen with attention.
- We are interested in what our partner has to say.
- We look at our partner to show we are interested.
- We take it in turns to speak and do not interrupt.
- We think about what is being said.

## Talk Partners

- Remember if you are ‘Partner A’ or ‘Partner B’.
- Sit ‘knee to knee and eye to eye’.



## 321

- Good Sitting
- Good Looking
- Good Listening

## Lunchtime Play – Donations Needed!

To help us create a rich, imaginative and active play environment during lunchtimes, we would be very grateful for donations of the following items:

### Loose Parts & Construction Materials

- Clean wooden pallets
- Large cable reels / wooden spools
- Plastic crates or bread trays
- Guttering, tubes, and piping
- Cardboard boxes (all sizes)
- Tarpaulins, pegs and bungee cords
- Large cardboard rolls (e.g., from fabric shops)



### Creative & Imaginative Play

- Dressing-up clothes (hats, gloves, capes, scarves, shirts, coats)
- Old handbags, wallets, purses, belts
- Fabric pieces, blankets, cushions
- Small world toys (cars, animals, figures)
- Puppets or soft toys
- Lego
- Jigsaws
- Cooking utensils for mud kitchen (bowls, ladles, spoons, pans)
- Sheets

### Outdoor & Physical Play

- Buckets, spades, and sand toys
- Cones, hoops, skipping ropes
- Footballs, soft balls, foam balls
- Plastic pipes or tubes for water play
- Watering cans and jugs

### Gardening & Nature Play

- Plant pots and seed trays
- Gardening gloves
- Tools suitable for supervised use
- Seeds and bulbs (flowers or vegetables)

### General Useful Items

- Storage boxes with lids
- Old keyboards, phones, small appliances for role play
- Clean offcuts of wood (no nails)
- Clipboards, paper, chalk, whiteboards
- Wheels or casters
- Metal pots, pans, colanders



# What has been happening!

## A week with the Owls!



## Simon's Heroes

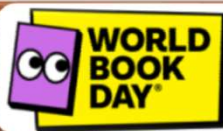
MAKING A DIFFERENCE TO CHILDREN IN NEED



Simon's Heroes is a Tamworth based charity making a positive difference to local children in need.



We are so grateful to Simon's Heroes who have donated all of these incredible pieces of equipment to our KS1 playground, which has made our children really happy.



WORLD BOOK DAY



## Nursery



This week in nursery we have been exploring British Science Week. We have looked at the natural phenomena of wind; making our own kites and seeing how they fly. We have made erupting volcanoes, made colours dance in milk and planted our own seeds. I wonder how tall our beans can grow?



## Arriving at school on time!

To ensure a calm and punctual start to the school day, all children must arrive between 8:40am and 8:50am. Recently, we have seen an increase in persistent late arrivals after the gates have closed, resulting in children missing valuable learning time. As a school, we will now be challenging ongoing lateness and following this up with a daily email to parents where needed. We hope you understand the importance of this action in supporting your child's learning. Thank you for your continued support.