Chater Junior School

Making lives better

Friday 11th September 2026

Dear Parents and Carers,

I hope this letter finds you well. We have had a busy week at Chater Junior School, and I am pleased to report that the children are settling into their learning routines wonderfully. It was delightful to see so many of you at the welcome meetings, and I hope you found these sessions informative. Your feedback would be much appreciated. For those who were unable to attend, please do not worry; a copy of the presentations will be sent to you and will also be available on the school website on your child's year group page.

This week, Ms Batliwala engaged with the children on the topic of pupil voice, discussing the different roles they can apply for. These include Year 6 Head Boy and Head Girl, School Councilors, Eco Warriors, and Opal Play/Sports Leaders. I look forward to announcing the winners next week.

As you are aware, last year, our children took part in a very special democratic process, voting for the inspirational figures they felt best represented our school values. As a result, each class was named after an inspirational individual chosen by the children themselves. The children also selected their favourite inspirational quotes to accompany each class name.

We would like to extend our sincere thanks to Mr Ashraf, who took the children's ideas and creatively transformed them into the fantastic classroom signs that will be proudly displayed throughout the school next week.

It was a pleasure to share the completed signs with the children during our Celebration Assembly this morning. They were delighted to see their ideas brought to life and to celebrate the inspirational figures and quotes that reflect the values and aspirations of our school.

Wishing you a wonderful weekend.

Mrs Khindey

Congratulations

Headteacher Award

Well done to the following children who received the Headteacher Award in our Celebration Assembly.

Aashini
Class: Walter Tull

Imaadh
Class: Florence Nightingale

Gowri
Class: Queen Elizabeth II

Israr
Class: Ernest Shackleton

Fari'Ah
Class: Martin Luther King

Matteo
Class: Greta Thunberg

Aliya
Class: Malala Yousafzai

Ayesha H
Class: Usain Bolt

Attendance Award- Ernest Shackleton & Martin Luther King class

Attend Today,
Achieve Tomorrow
Every School Day Counts!

Walter Tull	88.8%
Florence Nightingale	94%
Queen Elizabeth II	93.3%
Ernest Shackleton	95.9%
Martin Luther King	95.9%
Greta Thunberg	95.6%
Malala Yousafzai	87%
Usain Bolt	86.3%

National Target- 95%
Whole School Target - 96%
Whole School Attendance- 94.1%

Golden Table Award

Well done to the following children for showing excellent manners and behaviour at lunchtime.

Amara
Class: Walter Tull

Yusuf
Class: Florence Nightingale

Gowri
Class: Queen Elizabeth II

Michael
Class: Ernest Shackleton

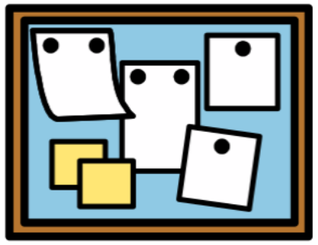
Amelia
Class: Martin Luther King

Dilyan
Class: Greta Thunberg

Yasir
Class: Malala Yousafzai

Gamila
Class: Usain Bolt

Notices



We are nut free school.
Please be aware of the products you are sending in and ensure there are no nuts

A reminder that if your child is in Years 3 and 4 please stay with them on the playground until the bell rings at 8:50am.

If you would like to update the Permission slips for another person (other than the parent) to collect your child, please collect a letter from the school office

PE Lessons – Autumn Term

Please ensure that your child comes to school in their correct PE kit when they have PE.

Year 3	Monday & Wednesday
Year 4	Tuesday
Greta Thunberg	Thursday & Friday
Marin Luther King	Tuesday & Thursday
Year 6	Monday & Friday

Autumn Term Diary Dates

Tuesday 22nd September	Rabbi Aaron Goldstein-Rosh Hashanah Assembly
Wednesday 23rd September	**Year 6 PGL parent information meeting 9:00-9:30am**
Thursday 30th September	Flu Vaccinations session 1
Wednesday 30th September	**Malala Yousafzai Class Assembly – 9:30-9:45am** Year 5 Cross Country Competition tbc
Tuesday 6th October	Tricia Bastable- Harvest Assembly
Tuesday 13th October	**Individual/Sibling Photographs** Parents Evening 4pm-7:10pm
Thursday 15th October	Parents Evening 3:40pm-5:00pm
Tuesday 20th October	**Greta Thunberg Class Assembly – 9:30-9:45am**
Thursday 22nd October	**Year 5 Ancient Greek Workshop**
Monday 26th October to Friday 30th October	**Half-Term**
Monday 2nd November	**INSET DAY 2- School closed**
Tuesday 3rd November	Pupils return to school **Chater Celebrates Diwali**
Wednesday 4th November to Friday 6th November	**Year 6 at PGL**
Monday 9th November to Friday 13th November	**SEND Parent's Evening week** **Year 5 Bikeability**
Thursday 12th November	**Year 4 Sportshall Athletics Festival** **Year 6 Sportshall Athletics Festival**
Monday 16th November to Friday 20th November	Anti-Bullying week- Break the Silence
Thursday 19th November	Flu Vaccinations session 2
Wednesday 9th December	**PTA Christmas Fayre 3:30-5:00pm**
Thursday 10th December	Christmas School Lunch
Tuesday 15th December	Christmas Performance 1 2:00-3:00pm
Wednesday 16th December	Christmas Performance 2 9:30- 10:30am
Friday 18th December	**End of Autumn Term- school finishes at 1:15pm.**

Top Tips for

SUPPORTING CHILDREN'S RETURN TO ROUTINE

Returning to school after the holidays can be challenging for some children and young people, and both families and education settings can play an important role in helping them readjust. Consistent routines, clear expectations, and supportive communication can support children and young people's wellbeing, self-regulation, and academic success. These practical tips can help make the transition back to school feel more manageable.

1 START EARLY

Gradually reintroduce school-day sleep, meal, and wake-up routines around a week before term begins. In education settings, familiar routines and expectations can also be introduced from the start of term to help pupils settle back in. A gradual and predictable approach can make the transition feel less abrupt and give children and young people the time they need to readjust to the structure of school life.

2 REBUILD ROUTINES TOGETHER

Involve the children and young people in your care in the rebuilding of familiar routines at home and in education settings. Having a say in their daily schedule can increase predictability for them and give them a greater sense of control. This might include discussing morning routines at home or reviewing classroom timetables, expectations, and activities together at the beginning of the school day.

3 ENCOURAGE RESPONSIBILITY

Giving children and young people age-appropriate responsibilities can help foster their autonomy and engagement. For younger children at home, this might include getting dressed independently or checking their school bag. In education settings, children and young people could organise their learning materials, complete simple classroom tasks, or follow a familiar morning routine. These manageable responsibilities can help them feel more involved in the school day while developing useful skills.

4 RECONNECT WITH PEERS

Re-establishing friendships can help children and young people feel more confident and connected when they return to school. Families might arrange opportunities for their children to speak to or spend time with school friends, while educators can use group activities, 'buddy' systems, or collaborative tasks to help rebuild classroom connections.

5 SUPPORT HEALTHY NUTRITION

Regular, balanced meals, particularly at breakfast, are linked to improved concentration, behaviour, and academic outcomes. Families can gradually return to familiar school-day mealtimes, while education settings can reinforce healthy eating routines at the start of term and signpost breakfast provision where available. Consistent access to food can help support children and young people's energy levels and concentration throughout the day.

WELCOME BACK!

6 COMMUNICATE OPENLY

Talk to the children and young people in your care about how they feel about the return to school and give them the opportunity to share any worries or questions. Anxiety around going back to school, particularly when starting a new year group, can be common, and children and young people may benefit from your reassurance and support. Parents and educators can all help with this by listening calmly to concerns and questions, and sharing relevant information with one another where appropriate.

7 RECONNECT WITH LEARNING AND PEERS

Light educational activities before term begins can help children become familiar with learning routines again without creating any unnecessary pressure on them. In school, low-pressure recap activities and familiar tasks from the previous year group can serve a similar purpose during the first few days back. Keeping learning positive and achievable can help rebuild children's concentration, confidence, and academic motivation as they settle back into their usual routine.

8 PRIORITISE SLEEP

Ensure the children and young people in your care get age-appropriate sleep and begin returning to their usual bedtime habits before term starts. Reducing screen use before bedtime may also support better sleep quality. Educators can also be mindful that tiredness may temporarily affect children's concentration, behaviour, and emotional regulation as they readjust to school routines.

9 PREPARE AHEAD

Organising uniforms, bags, lunches, and other school essentials in advance can reduce unnecessary stress when school mornings begin again. Educators can also help by preparing pupils for any changes to classrooms, timetables, staff, or behaviour expectations. Giving children clear information about what to expect ahead of time can make the return feel more familiar and help build up their confidence and independence.

10 BE PATIENT AND FLEXIBLE

Children adjust to changes in their routines at different rates, so your patience and flexibility can be important during the first days and weeks back. Some may settle quickly, while others need longer to adapt to earlier mornings, classroom expectations, or busy schedules. Parents and educators can support children and young people's readjustment by maintaining consistent routines, all the while recognising that concentration, behaviour, or confidence may temporarily look different for them.

Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School, and a business development specialist for Minds Ahead, which works with schools to improve their mental health provision.

#WakeUpWednesday®

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See full reference list on our website