



Welcome to School

Reception Year 2020/21



Dear Parent and Carer

I am delighted to welcome you to Caroline Chisholm School. The purpose of this booklet is to provide parents with information about starting school in the Reception Year and to enable the best possible experience for our youngest pupils joining our school in the Foundation Stage.

It is our aim to establish an open and friendly school, in which parents are welcome and valued as partners in children's learning. As a 4-18 community school we strive to achieve a sense of 'family' where everyone feels happy, safe and secure. Parents have the opportunity to engage in a range of in school activities throughout the year which aim to develop a strong home-school partnership.

At Caroline Chisholm School, your child will experience the many benefits of the facilities and opportunities offered by our 4-18 school, including drama and theatre facilities and extensive grounds. It is always wonderful to see how much progress our Reception children make in their first year of school; growing in ambition, confidence and success as they extend their learning into other areas of the school and through curriculum enrichment and educational visits.

Our two-form Reception setting is staffed and equipped to a high standard. Mrs McCormack and Mrs Jeffery will lead our successful Foundation Stage team from September 2020. When Ofsted visited us in January 2020, we were immensely proud to maintain our 'Outstanding' Foundation Stage judgement. Inspectors were very impressed with the quality of our practice and provision which enables pupils to make excellent progress from their starting points.

Due to the unprecedented, educational disruption that all schools have faced this year, it has been necessary to make some changes to our transition procedures in line with the government's COVID-19 protective measures. However, we hope that parents will understand that our priority is to ensure everyone's safety and wellbeing in our school environment during the transition process and in starting school in September 2020. We will, of course, keep parents informed of any changes and updates in relation to the current government's plans for opening with class groups of 30 primary age pupils.

Your child's unique learning journey is about to begin at Caroline Chisholm School and I look forward to a happy and rewarding partnership with your family.

Yours sincerely



Katherine Patterson
Vice Principal

Foundation Stage Principles & Aims

Children joining our school are taking their next steps on their learning journey. Many have been learning in a pre-school educational setting already and, most importantly, at home. The education we offer is based on the following principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in high quality, enabling environments, which supports their individual needs and where there is a strong partnership between home and school.
- Children develop and learn in different ways, building on what they already know and can do.



In the Reception class, we aim to prepare children for their school life by providing them with what they need to become independent, inquisitive, high performing learners. We aim to make the children's first year at school enjoyable and to instill an enthusiasm for learning which they will take with them throughout their school career.

“Children thrive in Reception and settle into school well. The curriculum is designed to stimulate children’s interests. The vibrant environment adds to children’s enjoyment of learning”



– Ofsted report, 2020

We aim to:

- Make provision for purposeful and well-planned learning experiences which balance child-initiated, adult-focused and adult-structured learning activities.
- Provide a broad and interesting range of learning activities, which enable children to develop their skills, knowledge and understanding through practical first-hand experience and problem solving.
- Provide sensitive intervention to children’s play which supports and extends their learning.
- Provide effective questioning and feedback which helps children develop their thinking and evaluate their learning.
- Develop children’s independence by enabling them to make their own choices, take control of their own time, develop autonomy and learn through their own actions.
- Develop social skills through interaction with other children and adults, including caring about others and their environment.
- Make assessments of children’s progress and attainment based on regular observation.
- Celebrate success in all its forms



Preparation for Starting School

Transition to Reception

Our Reception pupils come from many different pre-school settings. This year, due to COVID-19, it has not been possible to visit your child in their pre-school setting. However, in order to ensure continuity and progression of learning and wellbeing we have been in contact with your child's pre-school setting and a copy of their report or transition document will be sent to us to for our records.

Home visits

You will know more about your child than we will ever know. Parents are children's first educators and when parents and teachers work together in partnership, the results have a significantly positive impact on the child's development and learning. Previously, we would have conducted home visits as these provide a valuable opportunity to get to know you and your child in the familiar setting of home.

Unfortunately, this year we are unable to offer a home visit due to the current COVID-19 restrictions. As an alternative to this important element of the transition experience, we are inviting you and your child to an 'in-school visit' which will last about twenty minutes. During this time, you can help us discover what makes your child tick, their likes, dislikes, and their strengths together with any concerns or questions you may have.

Developing Independence

Before starting school, it is very important that your child:

- is fully toilet trained (not wearing pull-ups)
- can ask to go to the toilet when needed and attend to their personal hygiene effectively
- can wash their hands for at least 20 seconds, following the new COVID-19 handwashing guidance
- can dress and undress themselves independently, including changing their shoes.

Starting School

Please be aware that our proposed arrangements for starting school may be subject to change in line with government safety measures that schools may be required to put in place. Parents will be kept informed of any updates so please look out for email communications from school.

In September, it is our intention that children in Reception will be admitted to school on a part-time basis for morning sessions only from **Wednesday 9th September**. From **Monday 28th September** the children will attend school on a full-time basis.

Everything will be new and unfamiliar, so to ensure your child's wellbeing, we will operate a staggered intake from **Wednesday 9th September**. The children will come into school in groups of 10 from Wednesday through to Friday with everyone being in school together on **Friday 11th September**. Details of lunch arrangements can be found further on in this booklet. **Your child's school start date and dates for staying to lunch have been sent to you in the June letter.**

Arrival Time

When you arrive at school, access to the primary building and playground is via the green side gate situated just before the Wooldale Nursery and Preschool entrance.

Children should arrive on the playground from **8:35am** when supervision begins. Children may come straight into the classroom from **8:35am** all year round. Morning registration will take place at **8:45am**. For reasons of health and safety, children must not use the adventure playground equipment before or after school. Due to limited space in the classroom, please leave buggies and pushchairs outside where they will be safe and visible from the window.

During the beginning of the autumn term you are warmly invited to accompany your Reception child into the classroom from **8:35am**. You can help your child find their peg and personal tray and become familiar with their environment. You are welcome to stay and share a book with your child until **8:55am** or talk to staff about how your child is settling in, ask any questions and share any concerns you may have.

Parents should be aware that the classroom will be set up ready for an exciting day's learning. Please feel free to see what is happening but help us by ensuring that equipment is not used or moved by your child or younger siblings. The emphasis is on sharing and enjoying books with your child. Alternatively, your child may be happy to play outside with friends until it is time for registration.



Collection Time

In the first half term, until **Friday 18th September**, parents are requested to collect their Reception child at **12:00pm**. Those children who will be receiving childcare from Wooldale Nursery and Preschool, adjacent to the primary building, will be collected from the classroom at the end of the morning session and taken through to the nursery. During the week commencing **Monday 21st September** we are inviting your child to stay for lunch so the collection time will be **1:00pm**.



Parents collecting children from school are requested to wait outside the classroom in the playground area. Foundation Stage staff will ensure that that you or your nominated carer meets your child. It is important that parents keep the school informed of any change in the carer who is responsible for collecting your child from school. For reasons of safeguarding children, it is the school's policy not to allow a child to leave with an adult with whom we are unfamiliar.

Please keep your contact numbers up to date and ensure that you are contactable at all times during the school day.

When collecting after lunch time at 1:00pm please collect via the Primary Office reception entrance.

Punctuality and Attendance

Please make every effort to ensure that your child arrives punctually. **If your child is absent please ensure that you contact the school within the first half an hour of the start of school, on the day of absence.** All unexplained absences will be followed up by our primary administration team and/or school attendance officer. To report an absence, please contact school either by emailing a short message to SC92894005a@Schoolcomms.com or text via the School Gateway App from your usual mobile number. You can also call the Primary Office on 01604 669210, please leave a message on the answer phone, or email primaryoffice@ccs.northants.sch.uk.

Absence During Term Time

Government legislation means that schools are not able to authorise absence for the purpose of a holiday in any circumstances and any such absence is subject to a financial penalty issued by the Local Authority (NCC). The regulations do allow schools to authorise absence in other "exceptional circumstances". Further guidance about the school's absence policy can be found on the school website by clicking on 'Request Absence' from the 'Parent Central' page, via the 'Parents' button on the home page.

Settling In

Some children will settle immediately and never be upset or cry. Some cry on the first day and never again. Others cry during the first few weeks and some cry weeks later after having apparently settled down at the beginning. This is quite normal, and staff will be ready to meet any specific needs. If your child is distressed, it is often best to leave them with a member of staff. After a few minutes they usually settle. We are happy to make a quick phone call home to put your mind at rest, or you are welcome to call the office and Mrs Wilding or Mrs Simpson will check for you.

Private family circumstances, such as the arrival of a new baby, a parent away from home or a bereavement can affect children's 'settling in' process. If you feel there are any matters that may affect your child's wellbeing, then please speak to your child's teacher or the Foundation Stage Leaders. All matters of this nature are treated in strictest confidence.

Buddy System



It is our aim to establish positive and caring relationships between the youngest and oldest pupils in the primary phase of the school, and it is our policy to pair your child with a Year 6 mentor (buddy) during their Reception Year. This is an important partnership that helps your child develop confidence in school and establish friendships with older pupils in the school. Likewise, the Year 6 pupils develop their sense of responsibility as a role model, mentor and friend.

Your child's buddy will ensure that they are happy during whole school breaks by playing with them and looking after their needs and general wellbeing. The relationship will also extend into the classroom, sharing in learning and achievements.

Snack and Lunch Provision

During the morning, Reception children will have the opportunity to have their snack as an important part of their learning experience.

Each day children will have the option of fruit and various other food items. Fruit will be supplied by the National Free Fruit for Schools scheme. Water and juice will always be available. We will discuss preferences or allergies etc. during the in-school visit. In order to provide high quality snack foods parents are asked to make a payment each half term to help cover costs. This contribution will also help cover costs of providing ingredients for cooking, etc. Details will be discussed during the in-school visit.

Cool Milk Scheme

The Cool Milk scheme is available to all children. The school have signed any child that is under 5 years old to the scheme as the milk is free for under 5s. Any parent of a child who is 5 years old, should deal directly with the company via their website when placing termly orders. Information about this can be collected from the primary office. Reception children will have their milk as part of their mid-morning snack. If your child does not like milk, then please let us know during your in-school visit.

School Lunches

We are pleased to offer a full dining service for all our pupils at Caroline Chisholm School and from September this service will be provided by Chartwells. All Reception, Year 1 and Year 2 pupils are entitled to free hot meals provided by the government funded 'Universal infant free school meals' scheme (UIFSMS).

A sample, 3 week menu is included in your Welcome Pack. Menu choices are selected via ParentPay and can be done each week or for the whole term. The order deadline is midnight on Thursday for the following week.

We encourage all parents and children to take up the offer of a free hot school lunch. You can, of course, provide a packed lunch for your child if you wish. We aim to be a healthy school and so we request that lunch boxes contain a cool pack to keep food fresh and do not contain fizzy drinks, chocolate bars or sweets, or anything containing nuts as we have a number of children in school with nut allergies.

Reception children will have the opportunity to become familiar with the dining room system and routines during the week that they begin to stay for lunch. Foundation Stage staff will accompany the children to the dining room and support them in managing their hot meals and packed lunches. It is really helpful if children are able to use a knife and fork when they start school and the next few months are an ideal opportunity to practice this at home.

Week Three

September 2020

Jacket potato with a choice of fillings Served Daily

Day	Choose a main meal...	on the side...	for dessert...
Monday	Mexican Beef Burrito with Rice	Sweetcorn & Pea Medley	Ice Cream
Tuesday	Quorn Burrito with Rice	Chef's Salad	Banana Cake
Wednesday	Pasta Carbonara with Garlic Bread	Cabbage & Carrots	Fruit Crumble & Custard
Thursday	Tomato & Basil Pasta with Garlic Bread	Green Beans & Cauliflower	Chocolate Brownie
Friday	Roast Gammon with Roast Potatoes & Gravy	Baked Beans, Peas	Iced Vanilla Sponge
	Quorn Roast with roast potatoes & Gravy		
	Chicken Korma & Rice		
	Vegetable Curry & Rice		
	Crispy Fish with Chips		
	Vegan Sausage Roll & Chips		

LOOK OUT FOR OUR THEME DAYS

ALL OUR BREAD IS FRESHLY BAKED EVERY DAY

Chartwells
EAT | LEARN | LIVE



Children eat their lunch in the dining room in year group sittings. Foundation Stage children have the first sitting and are then joined Year 1. After lunch there is time for play.



Uniform and Other School Equipment

We aim to have smart pupils at Caroline Chisholm School. Our uniform supplier is the Schoolwear Shop located at 40 – 42 Abington Square, Northampton, NN1 4AA.

Day Wear

The children wear a navy school sweatshirt/cardigan and a white logo-ed polo shirt. Boys wear grey trousers or tailored shorts. Girls wear a grey pinafore dress, skirt or trousers. Tights should be grey or navy. We recommend that girls have both skirts and trousers as trousers are particularly practical to wear on school trips. In the summer, girls may also choose to wear a navy blue & white checked dress in a manageable style of your choice. Dresses are not available from our uniform suppliers but can be purchased from local retailers.

School shoes must be smart, black and of a low and supportive style with no contrasting logos or sports flashes etc. Trainers should not be worn. Children will be very active throughout the day and for reasons of health and safety, sensible footwear is essential. It would be very helpful if children can manage their own shoe fastenings.



A school fleece is also available and this provides a smart, warm and comfortable alternative to a coat in dry weather. A smart, light rain jacket can be purchased to wear over the fleece to make a warm, shower proof coat. Otherwise, please provide a plain, dark coloured coat/jacket that your child can manage reasonably independently.

PE



Children wear navy shorts and a white t-shirt. Your child should have a pair of black plimsolls and a pair of velcro fastening trainers. Please help your child to practice putting them on. In our experience, velcro fastenings are the most manageable. Tights may not be worn under shorts so please provide a spare pair of socks in the PE bag or alternatively, your child could wear trousers or knee-high socks on PE days.

In cold weather, a tracksuit comprising navy jogging bottoms and an amber sweatshirt are worn for outdoor PE activities. The school fleece can also be worn for extra warmth.

PE Kit Bags

All kit should be contained in a Caroline Chisholm School navy drawstring PE bag, clearly marked on the outside with your child's name. Children should not bring rucksacks or other bulky bags. Space for coats and bags is extremely limited. Drawstring bags stay on pegs and do not clutter classrooms and corridors.

School PE bags are available to purchase from the Primary Office. Parents are invited to customise the back of the PE bag so that it is distinctive to each child and the staff!



Named Items

Please name every item of your child's uniform and clothing, including shoes. If lost / mislaid items are named, they will be returned to you.

Please check items after every wash as stick-on / iron-on labels can detach and may need to be replaced.

Spare Clothing

Please ensure that your child has a plastic bag containing spare underwear and socks/tights in their PE bag. If your child is prone to accidents, please also provide a full change of uniform in their PE bag.

Jewellery

No jewellery should be worn to school except medical bracelets and stud earrings. For reasons of safety, earrings must not be worn for PE sessions. **If you are considering having your child's ears pierced, then please do so at the beginning of the long summer break to give ears time to heal.** Children cannot take part in PE wearing earrings and will be expected to remove them themselves before participating in PE lessons.

Hair Styles

If your child has long hair, please ensure that it is worn tied back on PE days. We will let you know when these sessions will take place at the start of term. Hair styles should be sensible and appropriate for school with no unnatural hair colours and no shaved designs or hair gel. Hair accessories should be discreet and in school colours only.

Book Bags

Your child will need a school book bag which can be purchased from the Primary Office. School communications and letters may be sent home in the book bag so please check the contents daily. You will not be required to provide your Foundation Stage child with any equipment such as pencil cases etc.



Parent Stay and Play Sessions



Active Learning **Playing & Exploring** **Creating & Exploring**



The Foundation Stage Curriculum

The last year of the Foundation Stage is described as the Reception year within school. The *Early Years Foundation Stage* is the statutory framework for learning and development; for children from birth to the end of the academic year in which a child has their fifth birthday.

The Reception children will work towards attaining the Early Learning Goals and beyond, depending on individual stages of development. National curriculum programmes of study for Key Stage 1 begin in Year 1. The Foundation Stage curriculum is organised into seven areas of learning: three 'Prime Areas' and four 'Specific Areas' of learning.

Prime Areas

Personal, Social and Emotional Development

Successful personal, social and emotional development is critical for young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. We aim to provide experiences and support to enable your child to develop a positive sense of themselves. We aim for the children to feel safe and secure, to respect themselves and others, to establish positive relationships with adults and peers, to develop a positive attitude towards learning and to have the opportunity to develop independence and solve problems for themselves.

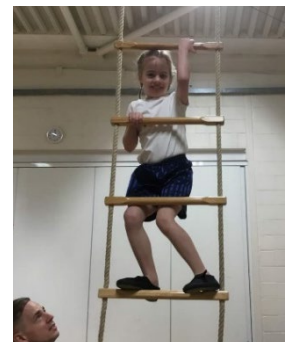


Communication and Language

This area of learning includes developing listening and attention skills. The children learn to listen during stories and other activities and respond with relevant comments and questions. They learn to show understanding when following instructions and to talk about their experiences. Children learn to express themselves effectively and show an awareness of listeners' needs.

Physical Development

Physical development in the Foundation Stage is about improving skills of co-ordination, control, manipulation and movement. Physical development has two other important aspects. It helps children to gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Effective physical development helps children develop a positive sense of wellbeing. We aim to provide activities that offer physical challenges, both indoors and outdoors, using a range of stimulating equipment.



Specific Areas



Mathematics

This area of learning includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures. We aim to develop mathematical understanding through games, stories, songs and imaginative play so that children enjoy using and experimenting with numbers.

Understanding the World

In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. This learning forms the foundation for later work in science, design and technology, history, geography and information and communication technology (ICT). We aim to provide activities based on first-hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion. One of the ways we achieve this is through our Forest Schools programme, which enables children to experience the wonder of the great outdoors, whatever the weather.

Literacy

Literacy begins with learning simple phonic sounds which the children then use in their reading and writing. We aim to provide the children with a wide range of simple texts to develop their reading skills. There are many writing opportunities both inside and outside for children to explore and practice the skills they have learned.

Expressive Arts and Design

Creativity is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another to extend their learning. This area includes art, music, dance, role play and imaginative play. We aim to provide a stimulating environment in which creativity, originality and expressiveness are valued. Children will work with a range of materials and resources from other cultures.



Teaching & Learning – The Characteristics of Effective Learning

We aim to establish high quality, forward thinking, early years practice and provision and our whole school approach to ‘High Performance Learning’ underpins our belief that achievement at the highest possible levels is for everyone. The carefully organised, dynamic learning environment is designed to enable children to learn in different ways and in a wide variety of contexts, both indoors and outdoors. When playing and exploring, children investigate, experience new things and ‘have a go’. Learning is active when children concentrate and keep on trying if they encounter difficulties. When creating and thinking critically children have and develop their own ideas; they make links between ideas and develop strategies for doing things. We praise children’s effort and celebrate success in all its forms; as result, children enjoy their achievements.



The Power of Play

Play, both indoors and outdoors, is the way in which young children learn best with enjoyment and challenge. In the Foundation Stage we do not differentiate between work and play. Play activities in the Reception class are carefully planned and often adult led. When the adult intervenes in play the child’s learning is moved on and children are challenged to take their learning to the next level.

“Play is the work of the young”

Towards the end of the Reception year your child will experience other more formal approaches to learning which will support their transition to Key Stage 1.

Assessment of Learning

During your child’s time in Foundation Stage, we will build a profile of their learning. This will enable us to track your child’s development and plan next steps to meet their development and learning needs. Assessments will be based on observations, written notes and photographs and importantly, information from parents. We will share this profile during the year. At the end of the year, we will make a summative assessment of your child’s learning against the Early Learning Goals which will be used by Year 1 teachers to support and extend children’s learning as they move into KS1.

Ethos and Behaviour

“In the primary phase, pupils achieve well in all subjects. Teaching helps pupils to develop a love of reading. They are enthused by story-time sessions”



– Ofsted report, 2020

How do we ensure positive attitudes and high standards of behaviour at Caroline Chisholm School?

The key aims of our behaviour policy are:

- To establish a caring community, whose attitudes and values are built on empathy, trust and respect for all.
- To ensure that every member of the school community feels valued and that each person is treated fairly and well.
- To promote an effective learning environment where everyone feels happy, safe and secure.

In order to achieve our aims, we have established a school charter which forms the basis of our behaviour policy and is designed to be relevant to, and understood by, pupils from Reception to Year 6.

We want all our children to become successful learners, or as we say at CCS, ‘Smart Learners’; SMART being an acronym that all the children have quickly grasped that reminds them of our expectations and links to our Teaching & Learning Policy. Each of the five aspects of the charter is explained in straightforward terms of what we do and don’t do. The charter can be found in every classroom and in other shared areas of the school and ensures a consistent approach throughout the school. In the Reception class, the children are introduced to the charter focusing on one aspect at a time and learning about what it means.



Closely linked to our SMART Charter and Teaching & Learning Policy we have chosen 12 values that influence our actions and attitudes and provide a framework for living.

Kindness & Compassion Respect & Gratitude

Wisdom & Honesty Equality & Fairness

Courage & Enterprise Commitment & Determination

Anti-Bullying Policy

At Caroline Chisholm School there is zero tolerance of bullying behaviour. We work hard to tackle any incidence of bullying behaviour. As a whole school we are now working towards a new Anti-Bullying Accreditation Programme. Supported by our Anti-bullying Ambassadors, children understand their rights and responsibilities in relation to bullying behaviour and they are equipped to stamp out any bullying.



How are children's achievements and behaviour rewarded?

It is no good simply having the school charter on the walls. We need to get it off the wall and into the heads and hearts of all members of the school community! The children are encouraged to uphold the charter and are rewarded for doing so in a variety of ways.

We believe that by far the simplest and most effective form of reward is verbal praise. Regular verbal praise and affirmation are vital in rewarding pupils' achievements and raising self-esteem and motivation. We aim to ensure that verbal praise outweighs reminders, warnings and other consequences by 4:1.

Pupils understand that there are rewards given when they choose to follow the SMART Charter and consequences when they choose not to follow the charter. By giving children choices, we aim to encourage pupils to develop independence and to take responsibility for their actions.

Children's effort and achievement are rewarded with verbal praise and a variety of stickers, badges and certificates appropriate to their age phase.

What happens when the CCS SMART Charter is not upheld?

We are extremely proud of the high standards of behaviour that we have established in our school community and parents' support in this is greatly appreciated.

Pupils are expected to uphold the charter at all times. For example, if a pupil interrupts teaching by talking at inappropriate times, they will be reminded of the 'Attentive' (listening carefully) aspect of the charter. If a pupil wastes time and does not meet the teacher's expectations, they will be reminded of the 'Motivated' (working hard) aspect of the charter.

At our school, we have a consistent approach to managing inappropriate behaviour, and expectations are the same across all age phases. Children understand that if they choose not to behave appropriately then there will be consequences to their chosen actions. The table on the next page outlines our approach to encouraging appropriate behaviour.



Behaviour and Consequences System

Behaviour	Consequence (Sanction)
<p>Level 1</p> <p>First behaviour incident: Minor incidents such as not listening when required or wasting time and not trying etc.</p> <p>If there is a repeat of the behaviour incident or the behaviour warrants more than a warning.</p>	<p>When this happens, a verbal warning and charter (rule) reminder is given by the adult. For most children this is all that is ever required. If a warning is given, we always look for the first opportunity to praise the child concerned.</p> <p>The pupil is moved away from the group within class for a short period of time appropriate to the child to think about their behaviour choices.</p>
<p>Level 2</p> <p>Inappropriate behaviour continues despite warnings and time to think about behaviour choices.</p>	<p>When this happens, this results in the loss of pupil's free time. They are given time to reflect on their behaviour. Older pupils will record how they have behaved and what they will choose to do next time.</p> <p>When this happens teachers may contact parents.</p>
<p>Level 3</p> <p>The behaviour persists, or a behaviour that requires a more severe consequence.</p> <p>This type of behaviour includes rudeness, hurting others (minor incidents), refusing to do as the adult has asked, temper tantrums and minor damage to property or equipment.</p>	<p>When this happens, pupils have 'Time out' in another partner class. The 'Time Out' is carried out appropriately according to the age of the pupil concerned.</p> <p>Classes are paired and teachers work together sharing good work and behaviour as well as 'Time Out' incidents. This may result in work being taken with a pupil to the partner class or done in their own time as appropriate to the child. Pupils may lose free time as well.</p> <p>When this happens, the teacher will always inform parents.</p>
<p>Level 4</p> <p>Certain behaviours require pupils to be automatically removed from the classroom or playground. This includes severe physical or verbal abuse to a child, severe physical or verbal abuse to an adult, severe and persistent temper tantrums, serious bullying incidents, serious non-accidental damage to property/equipment or self-abuse.</p>	<p>When any of these behaviours occur the Assistant or Vice Principal will be involved in managing the incident. Such behaviour may result in a pupil being excluded from school.</p> <p>Parents will be informed immediately and requested to meet with the Vice Principal or Assistant Principal to discuss the way forward.</p>

Parents should be aware that individual arrangements will be made to manage the behaviour of pupils with particular special educational needs which may differ from this 'whole school' approach. Pupils with Individual Education Plans will have specific behavioural targets that require special arrangements and these will always be agreed by the Special Educational Needs Co-Ordinator (SENCO) in consultation with the parents, class teacher and any other outside support agency as necessary. Such arrangements will always be communicated to all staff to ensure a consistent approach.

Special Educational Needs

Our approach to learners with special educational needs and disabilities is set within the context of the Code of Practice 2014 and the aims of Caroline Chisholm School.

Our dedicated, whole school inclusion team works closely with parents and children to ensure that our educational approach is equally ambitious for children with additional/special educational needs and disabilities. We are committed to enabling success through carefully matched learning provision and access to opportunities which build confidence whilst ensuring independence.

If you have any concerns about your child's development or progress, please talk to your child's teacher and together we will take the necessary steps to meet your child's individual needs.

Where a child has an Educational Health Care Plan, the local authority will consider parents' wishes in naming an appropriate school when the child is starting school in reception. The school has been designed to be as accessible as possible for children with physical difficulties and follows the principles of the Equality Act 2010 to implement all reasonable adjustments to ensure that the same opportunities are available to these learners as their peers.

Home / School Partnership

At Caroline Chisholm school we value parents as important partners in supporting learning. There are many ways in which you can help your child to reach their full potential. Starting school can be an exhausting business so please ensure that your child gets the appropriate amount of rest and sleep. If your child is ill, then please do not send them to school. Tired, listless and poorly children do not learn effectively and can become upset or distressed. This not only affects your child but also other children in the class.

If your child wants to talk about the day, then encourage them to share experiences with you. Some children will say very little. This does not mean there is something wrong. Your child will share their experiences with you when they are ready.

If your child brings something home from school that they have created, try to make encouraging comments. At first sight it may not appear to be very impressive to the adult eye, but the effort and learning involved in the piece of work should be valued and praised.

There will be a number of occasions when parents are invited into school to discuss pupils' progress and achievements, through our parent evening consultations. Your support in the development of your child's reading, writing and numeracy skills is crucial to their progress and success. There will be a phonics, reading, writing and physical development workshop and a mathematics workshop. These workshops occur in the autumn term. Further details of these will follow when school has started. The workshops are full of ideas of how to help engage your child in learning at home and also explore the processes children go through when learning in these areas.

Parental engagement in school may, however, be subject to change depending on the latest government safety guidance.



Home School Agreement

Children's best potential is achieved when home and school work together in a supportive partnership and our Home-School Agreement aims to encourage this vital partnership.

The Home-School Agreement is an important document that is required of all schools. It sets out the shared responsibilities of the school, parents and pupils. In the primary phase we ask that you read this document with your child and help them to understand the part that relates specifically to his or her responsibilities in school.

In the case of Reception children, it will, of course, take time for the children to be introduced to the school SMART Charter and to understand their responsibilities.

The Home School Agreement

Parents whose children attend the primary phase of Caroline Chisholm School agree to the following:

School will:

- ✓ Provide a happy, caring and secure learning environment for all pupils.
- ✓ Establish an ethos and moral framework founded on equality of opportunity, mutual respect, valuing the community and respecting the law.
- ✓ Encourage the highest standards of achievement and behaviour.
- ✓ Provide a broad, challenging and innovative curriculum which meets the needs of all individuals.
- ✓ Provide a varied and exciting programme of extra-curricular activities including sport, performing arts and educational visits.
- ✓ Communicate regularly with parents, giving information about the school and pupils' achievements and progress.

Parents will:

- ✓ Ensure their child's punctual arrival to school and regular attendance, taking all possible steps to ensure that school days are not missed, particularly at the beginning of an academic year and during statutory assessment periods.
- ✓ Encourage their child to play a full and active part in school life.
- ✓ Communicate promptly with the school regarding their child's wellbeing and academic progress.
- ✓ Support our school's uniform policy and ensure that correct equipment is brought to all lessons.
- ✓ Support our school's policies for Behaviour and Responsibilities and Home Learning.
- ✓ Address any concerns about the school or its policies directly to the school and not via social media.

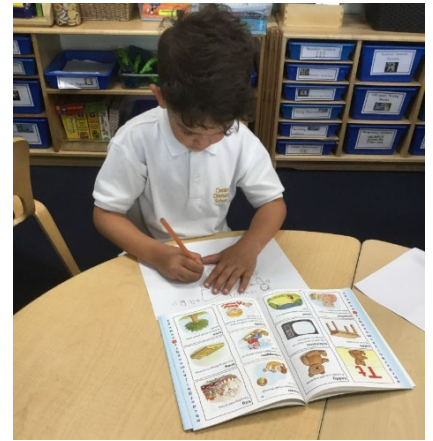
Pupils will:

Uphold the SMART Charter and be:

- ✓ Sensitive to the needs of others by being kind, helpful and respectful at all times.
- ✓ Motivated by working hard and making the most of their time and opportunities at school.
- ✓ Attentive by listening and concentrating when necessary.
- ✓ Responsible by taking care of all property, equipment and the environment.
- ✓ Truthful by being an honest and reliable member of the school community.

Together we will:

- ✓ Support the home-school agreement and foster relationships based on mutual respect, courtesy and trust in pursuit of encouraging every pupil to reach their full potential and be the best they can be.



We hope you have found this information useful and we look forward to your child joining us for an exciting induction experience shortly.

If you would like to contact us in the meantime:

Tel: **01604 669210** / Email: primaryoffice@ccs.northants.sch.uk