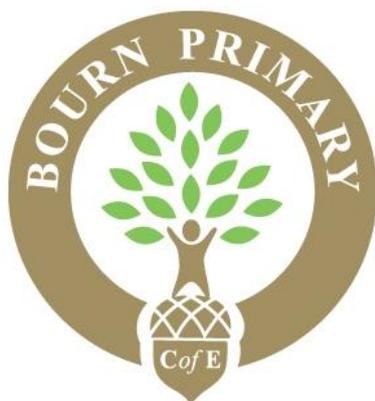


Bourn Church of England Primary Academy



HOME SCHOOL POLICY

2017-2018



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BOURN CHURCH OF ENGLAND PRIMARY ACADEMY

HOME-SCHOOL POLICY



1. Aims and Principles of Parental Involvement

Genuine partnership between School staff and parents/carers calls for both sides to value one another's different but equally important roles in ensuring children feel safe and secure in School so that they are able to develop and learn to reach their full potential.

Parents/carers can play many roles within the partnership - as co-educators of their children, as providers of additional support for the School, as decision-makers and as an important part of the School's community.

2. Home-School Links

Many links between Bourn Primary and parents/carers exist and the School is committed to extending and improving them continuously in conjunction with parents/carers. These links include:

- The School website (www.bournprimary.co.uk)
- "The Essential Guide to the Year Ahead": an evening presentation held at the start of each school year to explain what the children are studying through the School's creative curriculum with the relevant learning objectives. This may be accompanied by suggestions on how these activities can be followed up at home. Information about the classroom structure, as well as daily and home learning timetables may also be provided. This evening provides an informal opportunity to meet the teaching staff and ask questions.
- Use of parent-teacher consultations to set targets and agree actions on the parts of the teacher, parents/carers and child.
- Home-School weekly reviews for regular communication.
- Curriculum days and evenings, which offer parents/carers explanations and hands-on experience of the curriculum and which provide clear examples of ways in which learning can be extended and reinforced.
- If required, support and advice on parenting skills.
- The Bourn School Association (BSA), which offers parents/carers opportunities to meet and work with other parents/carers in supporting the School through social, fund-raising and educational events. Complimentary refreshments are served every Friday following the community assembly, which everyone is welcome to attend.
- Events held throughout the year, which parents and members of the community are invited to attend.
- Newsletters and other items of information sent home via email or with the children in their book bags. All up-to-date newsletters are also to be found on the School's website.

3. Working and Communicating Together

Expectations

Children can expect:

- to be listened to and valued;
- to take responsibility for their actions;
- to be consulted on their education and involved in decisions;
- to be responsible for making sure they understand their home learning task, taking it home and giving it in on time.

Parents/carers expect:

- to feel valued and welcomed by the School;
- information and guidance on supporting their children's learning;
- clear feedback on their children's progress;
- specific opportunities for familiarisation with the classroom routine;
- to be informed of any recurring issues that arise during the school day which concern their child;
- to be treated with respect by the School as the primary educators of their children.

The School expects:

- parents/carers to support children in taking responsibility for their actions;
- that children are supported at home in their home learning by parents/carers who:
 - provide a suitable, reasonably peaceful place where children can do their home learning (whether independently or sharing with an adult);
 - make it clear to children that parents/carers value home learning and support the School in explaining how it can help children's progress and development;
 - help their children to organise themselves to work at home;
 - encourage their children to complete their home learning tasks and praise them when they do;
- that parents/carers will ensure that their children are appropriately dressed in school clothing and equipped for their various lessons including Physical Education (P.E.);
- that parents/carers will be responsible for the prompt collection of their children at the end of the school day and after extra-curricular activities, as well as for the supervision of their children on the school site outside school hours;
- that children are always healthy and alert when they come to the School in order that they can cope with the physical and mental demands of the school day;
- parents/carers treat all members of staff with respect;
- parents/carers to work with the School to establish joint aims and jointly set the agenda;
- parents/carers to put time into developing the relationship with the School.

4. Home Learning

The Purpose of Home Learning

Home learning has several purposes:

- to consolidate skills and understanding;
- to extend school learning (for example by additional reading, use of parents'/carers' skills and knowledge, reference books etc.);
- to develop the confidence and self-discipline that pupils need as they progress through the School to study on their own;
- to prepare them for the requirements of secondary education.

Home Learning appropriate for pupils of different ages

At the start of the children's schooling and throughout Foundation Stage/Key Stage 1 (Reception and Years 1 and 2), all home learning will require the active involvement of a parent/carer. The main focus will be on English and Maths, including reading to, and with, parents/carers every day. Home learning will also include activities of different kinds such as simple games, learning spellings and number facts, and discussion of the child's 'Weekly Review'.

In Key Stage 2 (Years 3, 4, 5 & 6), these regular activities, including daily reading, daily spelling practice and daily tables practice, will continue. They will be supplemented by home learning of other kinds, gradually increasing in difficulty, including such tasks as finding out information, reading in preparation for lessons, preparing oral presentations, completing written assignments and maths calculations, and discussion of the child's 'Weekly Review'.

Home Learning planning and co-ordination

Each class teacher will be responsible for organising the home learning and will provide guidance on parents'/carers' involvement. There will be a regular weekly pattern to the home learning. More than one evening will be allowed for home learning to be completed to provide time for information to be collected or for any after-school activities, but the aim will be to keep the demands on pupils as even as possible.

The home learning plan for each class will be made available following the "Essential Guide to the Year Ahead Evening".

Enrichment Curriculum

At various occasions throughout the year children are given block topic home learning assignments to complete over a set number of weeks. These assignments offer the children the opportunity to expand on an area of interest and create a novel way of imparting their knowledge. Previous topics include: '*The Great Fire of London*' (KS1) and '*Inventions and Innovations*' (KS2). Children are encouraged to present these projects to their peers in class or in special assemblies. As with weekly home learning tasks, KS1 assignments will require the active involvement of a parent/carer whereas KS2 children are encouraged to become more independent and, within reason, work relatively unaided.

Feedback on Home Learning

- Teachers will ensure that home learning tasks are marked and that appropriate comments are given or that they hold a consultation with the child where they will identify priorities for development.
- Where home learning tasks are unsatisfactory or unfinished, the details will appear on the appropriate original work and may be returned for completion or correction or the child may be required to complete it during their break time.

5. Collective Worship

We expect all children to attend daily assembly. Any parent/carer can request permission for their child to be excused from attending religious worship and the School will make alternative arrangements for the supervision of the child during the period concerned. Parents/carers do not have to explain or give reasons for this. Parents/carers may also withdraw their child from Religious Education (R.E.) lessons. This complies with the 1988 Education Reform Act.

6. Behaviour and Discipline

The children are expected to behave with consideration for others at all times. Good behaviour is acknowledged and praised. If children misbehave or infringe upon the rights of others, they are reminded of the importance of everybody's safety and happiness. If this reminder proves ineffective, then privileges are withdrawn. On the rare occasions when this fails to have any effect on the child's behaviour, the School will consult with the parents/carers as to the best possible means of overcoming the particular problems.

A copy of the School's Code of Conduct is agreed and signed every year by each class and displayed in their respective classrooms.

Disciplinary Policy

- All children, visiting adults and staff (whether permanent or visiting) are regarded as members of the School and are therefore treated by each other with courtesy and respect.
- When a child misbehaves it is explained to him/her why the particular course of action he/she has chosen is unacceptable. Where appropriate, sanctions might be imposed.
- Sanctions used in the School take the form of the withdrawal of individual privileges, e.g., the missing of play-times or free-choice activity time in class. Children are not kept behind after school.
- Most minor incidents are dealt with directly by the Class Teacher or Teaching Assistant. At lunch time incidents are logged.
- Any persistent or serious problem is referred immediately to the Head or Deputy Head Teacher, including, specifically, the use of unacceptable language. The Head/Deputy Head will, where it is deemed necessary and following consultation, contact the parents/carers of the children concerned. A record will be kept of the referrals to the Head and Deputy Head Teacher. Any second referrals in a given school week will result in the School automatically contacting parents/carers. The School will not automatically notify parents/carers of every occasion that a record is made.
- Parents/carers of any child engaged in persistent or serious disruptive behaviour are encouraged to work with the School, and possibly other agencies, in developing a consistent approach to help the child to improve their behaviour.

- Where the Head Teacher judges that the disruptive behaviour of a child is a danger to other pupils and staff, or is seriously hampering the education of the other children, that child may be excluded, temporarily, from school.
- In extreme cases, the School has the right to permanently exclude a pupil. We hope never to have to take this action.

7. Extra-Curricular Activities

The School recognises the value of extra-curricular activities and expects children to take advantage of those offered. As with other school learning, the School expects commitment, punctuality and responsibility from those children who agree to take part. These activities include the orchestra, choir, instrumental lessons, football, cricket, athletics and dance clubs. Lunchtime clubs, such as rugby, hockey and multi-skills also operate throughout the year.

Children who take instrumental music lessons and attend the orchestra and choir are expected to practise regularly (every day if possible) and to have their music and instrument with them on the appropriate days.

Parents/carers are expected to make the necessary arrangements for transport home at the end of after-school activities and to let the School know if it is not possible for a child to attend on any particular week. Attendance, however, is expected and the School's positive behaviour policy applies.

8. Health

Promoting a healthy lifestyle is an integral part of school life. Children are encouraged to enjoy a healthy snack and drink at break time, either from home or from the healthy snack bar, and free fruit is provided for all children throughout the School. Crisps, chocolate and sweets are not permitted during break times. Children are taught the importance of a balanced and varied diet. Furthermore, children are encouraged to bring their own water bottles into school for use in the classroom.

Certain pupils suffer from severe nut allergies, which can be life threatening. These pupils can be affected not only by eating a nut themselves, but by coming into contact with another person who has been touching or eating nuts. It is therefore requested that no pupil brings any type of food that contains nuts into school for morning break or lunch time. This includes cereal bars and peanut butter sandwiches.

9. Child Protection/Prevent

The Local Authority requires schools to report any obvious or suspected case of child abuse, which includes non-accidental injury, severe physical neglect, emotional abuse and/or sexual abuse and opportunities for radicalisation. This procedure is intended to protect children at risk and schools are encouraged to take the attitude that where there are grounds for suspicion it is better to be safe than sorry. This does mean that the Head Teacher/Deputy Head Teacher risks upsetting some parents/carers by reporting a case, which, upon investigation, proves unfounded. When such a report is made, with the exception of suspected sexual abuse or when it is felt such action would put the child at risk, the Head Teacher/Deputy Head Teacher will contact the parent/carer first. In such circumstances it is hoped that parents/carers, appreciating how difficult it is to carry out this delicate responsibility, would accept that the Head Teacher/Deputy Head Teacher was acting in what were believed to be the child's best interests.

The School expects parents/carers to adhere to the School's e-safety policy and to be vigilant in protecting their child from inappropriate films, games and internet activity.

At School parents are allowed to take photographs and films of their children during Friday assemblies, school plays and other events. However, under no circumstances is it permissible for these to be placed on social media sites.

10. Special Educational Needs and Disability (SEND)

If we are concerned about a particular child with regard to Special Educational Needs and Disability (SEND), we will make contact with their parents at an early stage. Should it be decided to approach outside agencies for help, such as the Assessment and Learning Support Services, we will always discuss this with parents/carers first.

11. Practical Information for Parents/Carers

a. School clothing

- The children lead active lives in school and therefore it is recommended that practical and sensible clothes and **black** shoes (not open-toed sandals) are worn. For this reason the Governors expect that school uniform will be worn by all children. Children should wear the school sweatshirt with a blue or red (Year 6) School polo shirt and dark coloured trousers (not jeans), shorts or a skirt. In summer, blue or red (Year 6) checked dresses can be worn. For P.E. all children require blue or black coloured shorts, a navy blue School P.E. shirt and plimsolls in a named bag. For outdoor games, boots or trainers and a change of socks are essential, as well as navy blue or black jogging bottoms and a warm top in the winter months.
- During the summer we make full use of our heated outdoor swimming pool, so your child will need a costume, towel and a suitable bag. It is advised that verrucae should be covered. Long hair (both boys' and girls') must be tied back or plaited.
- It is important that every item of your child's property is named.
- The wearing of jewellery, nail varnish and transfers is not allowed in school, with the exception of ear studs.
- For safety reasons ear studs must be removed before P.E., games and swimming lessons.

b. Attendance and Punctuality

- The law requires that your child attends school every day. If your child is ill, you must inform the School Office by telephone by 9.15 am, leaving a message on the absence line, or by sending an email to the School Administrator (office@bourn.cambs.sch.uk). We would also like to know in advance if your child is to be withdrawn for a dental or hospital appointment, or music exam. Please sign the register in the foyer if you take a child out of school.
- Parents/carers must not book family holidays during term time, except in the event of exceptional circumstances. **Parents/carers do not have any entitlement to take their child out of school** and must apply to the School's Governing Body for permission in advance of any such absence. The Application for Leave of Absence form can be found on the School website. The Government expects the attendance for every pupil to be 95% and above. Any pupil whose attendance is recorded as 90% or below will be recorded as a persistent absentee.

c. The School Day

Class	Morning Session	Afternoon Session
Acorn	8.55 – 11.40	12.30 – 15.05
Willow	8.55 – 11.40	12.30 – 15.05
Hazel	8.55 – 11.40	12.30 – 15.05
Cedar	8.55 – 12.10	12.55 – 15.05
Rosewood	8.55 – 12.10	12.55 – 15.05
Cherry	8.55 – 12.10	12.55 – 15.05
Maple	8.55 – 12.10	12.55 – 15.05

Morning break for all classes: 10.30 – 10.40am

- Your child should arrive at the School between 8.40am and 8.55am and go straight to their classroom. **No children should arrive before 8.40am** as the playgrounds and classrooms are unsupervised before that time. The attendance and dinner registers are taken promptly at 8.55am and any child arriving after this time will be recorded as being late on the official attendance register. Children who arrive late make organisation difficult for the class teacher, the kitchen staff and, not least, for themselves.
- We are concerned about your child's safety. With your co-operation we can avoid accidents. We have a strict no vehicle rule on our school drive at the times when it is in use by the children. This is between 8.40am and 9.00am in the morning, and between 2.50pm and 3.15pm in the afternoon. You should also avoid parking anywhere in the vicinity of the school gate (including in the bus lay-by or opposite the school entrance within the yellow lines) both for dropping off children at the beginning of the day and for picking them up at the end of the day. We encourage children to ride to school by bicycle or scooter, but safety helmets must be worn.
- The School operates a voluntary one-way system around Hall Close and down Riddy Lane during the morning and afternoon drop-off and pick up times, in an attempt to alleviate traffic congestion. This system has worked very successfully and the School appreciates parents/carers continuing to follow this (see website for diagram).

d. Health and Welfare

- When your child starts school you will be asked for telephone numbers and points of contact so that we can get in touch with you in case of an emergency or sudden illness. Parents/carers are asked to make sure that this information is kept up to date throughout their child's time at school. This is especially important, for instance, if parents/carers are at work during the school day.
- If your child has been ill, he/she should not return to the School for **24-48 HOURS**. This precaution will help prevent the spreading of infection. Under no circumstances should your child come to the School with a high temperature. It is only in exceptional circumstances that children can be excluded from playing outside. If your child is insufficiently well to play outside, they are not fit enough to be in school.
- If your child has a health problem that may affect his/her school life, please let us know. This will help us to respond appropriately if he/she should become ill at school.

e. Infectious Diseases

The School has a duty to report any "notifiable diseases" to the Public Health department. A current list of these diseases is produced by the Health Protection Agency.

f. Medicines in School

The staff do not administer medicines to children except in the case of a long-term illness, such as diabetes, epilepsy or asthma. In this case a Doctor's note must be provided giving clear instructions concerning the required dosage and timings. Parents/carers are required to complete the School's medical consent form.

12. Communication

In addition to the methods of communication and information mentioned already there may be occasions when parents/carers need to contact the school.

- General enquiries can be directed to the School Office, by telephone, email or in person. The School Office will also be able to direct you to the right person if you are unsure who to contact for any enquiries.
- If you wish to discuss something specific about your child please arrange to meet their class teacher either by contacting the School Office or speaking to the teacher, at the start or end of the school day, to arrange a meeting.
- Enquiries for the BSA can be directed via the School Office or in person at Community Assembly and other events. Details of the BSA Committee are available from the notice board and website.
- You can also arrange to discuss any matter with the Head teacher by making an appointment via the School Office.
- The Governing Body are available for matters that concern the governance of the school. Details of who is on the Governing Body can be found on the website or from the School Office. You can contact the Governors via the School Office or in writing to the Chair of Governors at the school address.

It is the aim of staff to deal with concerns in a professional and timely manner. If for any reason you feel your concern has not been dealt with in this way please contact the Head teacher or Chair of Governors in the first instance.

12.1 Feedback

There are other opportunities to give your feedback about the school through;

- The Suggestion Box,
- The annual survey and
- Ofsted Parent View.

We are very pleased to have your child at Bourn Primary Academy and we look forward to a successful year working together.