



**West Park CE  
Primary School  
Information Book  
for Parents  
Year 6  
2023-2024**

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Dear Parents,

Welcome to Year 6.

This is a busy and exciting year. Now that your child is at the top of the school, they will be looked upon to take on more responsibilities and show more independence in preparation for high school. The Year 6 team have spoken with the Year 5 class teachers to ensure each child has a smooth transition into their new class.

As you are aware, in the Summer Term, the children will sit their end of key stage assessments (SATs) and we have planned a curriculum that covers the Framework Standards so that your child is as best prepared for them as possible. We will not be putting undue pressure on your child and ask that you do the same. We have planned our curriculum to make it engaging, challenging, enjoyable and fun so that your child enjoys being in lessons and is stimulated by them.

We would appreciate it if you would write your child's name on all of their uniform and belongings.

Thank you,

Year 6 team

## The Staff in Year 6:

Adult	Role	Class
Mrs Craig	Head of Year	n/a
Mr Clarke	Class Teacher	Attenborough
Mr Bayley	Class Teacher	MacArthur
Mrs Fitzscott /Miss Blackman	Class Teacher	Rashford
Miss Murphy-Dunn	Class Teacher	Chapman
Mrs Stevenson	LSA/Learning Mentor	Attenborough
Mrs Cole	LSA	Rashford
Mrs Pillai	LSA	MacArthur
Miss Hall	LSA	Chapman
Mrs Potter	PPA Teacher	Attenborough/ MacArthur
Mrs Dickins	PPA Teacher	Chapman

# Our Vision

West Park CE Primary School aims to provide each pupil with the opportunity to become a successful life-long learner by nurturing their creativity, supporting and challenging them to work independently and with others. Following our Christian foundation we will enable each pupil to develop a sense of their own spirituality. We achieve this through working closely with our school family of staff, parents and our wider community.

## **Our Values**

Teamwork

Faith

Independence

Creativity

# Our Aims

- ensure our school environment is safe, stimulating and stable;
- provide exciting and inspiring learning experiences that give every child the opportunity to become enthusiastic, resilient, adaptable learners who actively participate in all aspects of school life;
- enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent and creative learners;
- provide a sense of community and citizenship, establishing skills to make and maintain positive relationships with others, working in a team both in and beyond our school;
- assist in the acquisition of knowledge, skills and attitudes that will enable all children irrespective of their ability, to achieve their full potential in subsequent phases of Education and adult life;
- enable everyone to develop a sense of their own identity and have respect and understanding of their own and other cultures, beliefs and religions.

# Teaching and Learning


## **CORE VALUES**

Our Teaching and Learning Policy is based around our school's four Core Values: Faith, Creativity, Independence and Teamwork.

Through each of these values, we have identified a number of skills or characteristics that are vital for our teachers to foster through their teaching and our children to develop and implement through their work and achievements.

In addition, under each value's core vocabulary we have stated how the children will demonstrate this value and how adults in the school will facilitate and develop these skills and characteristics within the children through careful planning and delivery as well as modelling these values themselves

# FAITH


Belief		Respect
Reflection		Hope
Caring		Awe and Wonder
Appreciation		Love
Confidence		Passion

## What will the children do?

## What will the staff do?

- believe in themselves and develop a growth mind-set - an 'I CAN' attitude
  - ask 'Big Questions' and seek the answers
  - care for others in our school and the world in which we live
  - have a respect and tolerance for their peers and for the adults they work with
- model self-belief and growth mind-set
  - allow children time to reflect on their beliefs and those of others
  - make time for and plan in opportunities to value and care for others and the world around us
  - uphold the school's faith and model the faith of the church

# CREATIVITY

Individual		Originality
Imagination		Risk Taking
Courage		Passion
Freedom		Flair
Thinking		Investigate

## What will the children do?

## What will the staff do?

- explore and investigate, trying new and different things out
  - use their imaginations and come up with their own ideas
  - take risks and assess their success
  - feel confident to express their opinions and views and make their own choices
- provide open ended opportunities which encourage choice, investigation and challenge the children's thinking
  - be enthusiastic showing a passion for learning
  - be flexible in their approach and planning
  - ensure the children have time to develop their ideas

# INDEPENDENCE

Curiosity		Thinker
Perseverance		Organised
Determination		Risk-Taking
Resilience		Problem Solving
Confidence		Challenge

## What will the children do?

- make decisions and find solutions for themselves
- set their own challenges at a high level of expectation, persevering when they encounter failure or difficulty
- know that errors are good and that they learn from them
- know their next steps in learning and take responsibility for their own learning journey

## What will the staff do?

- inspire pupils to take responsibility for their learning
- be flexible in their planning and delivery to take account of the needs of the learners
- allow for reflection opportunities encouraging the children to discuss their learning
- provide opportunities for children that require perseverance and resilience

# TEAMWORK

Trust		Listening
Compromise		Friendship
Caring		Acceptance
Collaboration		Communication
Tolerance		Loyalty

## What will the children do?

- communicate with each other effectively
- be able to identify their own and other people's strengths
- be prepared to discuss issues to reach compromise
- celebrate shared successes and support each other through errors or failures

## What will the staff do?

- model effective communication with their pupils and colleagues
- foster positive relationships
- encourage and facilitate collaboration through planned activities and tasks
- show trust in the children's ideas and actions



# End of Year Expectations – Teacher assessment Frameworks

There have been changes to the way teachers assess children at the end of Key Stage 2 from 2018/2019. There have been slight changes to the way writing and science is assessed (as shown below). The English reading and mathematics frameworks have been removed meaning that test results will form the assessment of children at the end of Key Stage 2.

## Reading

Reading is incredibly important for your child. Not only is it a skill which will be needed throughout their lives, it is also proven to enhance writing. Therefore, the choice of text is important for your child. We would like to see them reading a variety of quality texts from different genres and authors to widen their vocabulary and enhance their knowledge. It is expected that your child reads daily and this is recorded in their planner. We encourage the children to make detailed notes and observations about what they have read, and would like it if parents/carers took an interest in what they were reading by questioning and discussing texts with your child. Planners are collected and checked weekly. In school, the children will have a regular D.E.A.R (Drop Everything And Read) session as well as shared reading sessions where they will have the opportunity to look in more depth at texts and answer questions about what they have read.

## Maths

In order to help your child to be successful by the end of Key Stage 2, we recommend regular practise of times tables, including division facts and completing the maths homework that is sent home weekly. Throughout the year, the curriculum coverage will prepare your child for SATs, meaning that extra work at home is not necessary.

# Spelling – Years 5 and 6

## Revise work done in previous years

## New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious	<p>Not many common words end like this.</p> <p>If the root word ends in <b>–ce</b>, the /ʃ/ sound is usually spelt as <b>c</b> – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i>.</p> <p><b>Exception:</b> <i>anxious</i>.</p>	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	<p><b>–cial</b> is common after a vowel letter and <b>–tial</b> after a consonant letter, but there are some exceptions.</p> <p><b>Exceptions:</b> <i>initial, financial, commercial, provincial</i> (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>Use <b>–ant</b> and <b>–ance/–ancy</b> if there is a related word with a /æ/ or /eɪ/ sound in the right position; <b>–ation</b> endings are often a clue.</p> <p>Use <b>–ent</b> and <b>–ence/–ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> (/dʒ/ sound) and <b>qu</b>, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>e</u>ntial)</p> <p>assistant, assistance, obedient, obedience, independent, independence</p>
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending in –able and –ible	<p>The <b>–able/–ably</b> endings are far more common than the <b>–ible/–ibly</b> endings.</p> <p>As with <b>–ant</b> and <b>–ance/–ancy</b>, the <b>–able</b> ending is used if there is a related word</p>	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending in –ably and –ibly	<p>ending in <b>–ation</b>.</p> <p>If the <b>–able</b> ending is added to a word ending in <b>–ce</b> or <b>–ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>) before the <b>a</b> of the <b>–able</b> ending.</p> <p>The <b>–able</b> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <b>–ation</b>. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule.</p> <p>The <b>–ible</b> ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>(consideration), tolerable/tolerably (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
Adding suffixes beginning with vowel letters to words ending in –fer	<p>The <b>r</b> is doubled if the <b>–fer</b> is still stressed when the ending is added.</p> <p>The <b>r</b> is not doubled if the <b>–fer</b> is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words with the /i:/ sound spelt ei after c	<p>The ‘i before e except after c’ rule applies to words where the sound spelt by <b>ei</b> is /i:/.</p> <p><b>Exceptions:</b> <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	<p>deceive, conceive, receive, perceive, ceiling</p>
Words containing the letter-string ough	<b>ough</b> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	<p>ought, bought, thought, nought, brought, fought</p> <p>rough, tough, enough</p> <p>cough</p> <p>though, although, dough</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
		through thorough, borough plough, bough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Homophones and other words that are often confused</p>	<p>In the pairs of words opposite, nouns end <b>-ce</b> and verbs end <b>-se</b>. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt <b>c</b>.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane).  isle: an island.</p> <p>aloud: out loud.  allowed: permitted.</p> <p>affect: usually a verb (e.g. <i>The weather may affect our plans</i>).  effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means ‘bring about’ (e.g. <i>He will effect changes in the running of the business</i>).</p> <p>altar: a table-like piece of furniture in a church.  alter: to change.</p> <p>ascent: the act of ascending (going up).  assent: to agree/agreement (verb and noun).</p> <p>bridal: to do with a bride at a wedding.  bridle: reins etc. for controlling a horse.  cereal: made from grain (e.g. breakfast cereal).  serial: adjective from the noun <i>series</i> – a succession of things one after the other.</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun).  complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>advice/advise  device/devise  licence/license  practice/practise  prophecy/prophesy</p> <p>farther: further  father: a male parent</p> <p>guessed: past tense of the verb <i>guess</i>  guest: visitor</p> <p>heard: past tense of the verb <i>hear</i>  herd: a group of animals</p> <p>led: past tense of the verb <i>lead</i>  lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)</p> <p>morning: before noon  mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>)  passed: past tense of the verb ‘pass’ (e.g. <i>I passed him in the road</i>)</p> <p>precede: go in front of or before  proceed: go on</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Homophones and other words that are often confused (continued)</p>	<p>descent: the act of descending (going down).  dissent: to disagree/disagreement (verb and noun).  desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)  dessert: (stress on second syllable) a sweet course after the main course of a meal.  draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>)  draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>)  noun – important person (e.g. <i>principal of a college</i>)  principle: basic truth or belief  profit: money that is made in selling things  prophet: someone who foretells the future  stationary: not moving  stationery: paper, envelopes etc.  steal: take something that does not belong to you  steel: metal  wary: cautious  weary: tired  who's: contraction of <i>who is</i> or <i>who has</i>  whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>

## Word list – years 5 and 6

accommodate	especially	pronunciation
accompany	exaggerate	queue
according	excellent	recognise
achieve	existence	recommend
aggressive	explanation	relevant
amateur	familiar	restaurant
ancient	foreign	rhyme
apparent	forty	rhythm
appreciate	frequently	sacrifice
attached	government	secretary
available	guarantee	shoulder
average	harass	signature
awkward	hindrance	sincere(ly)
bargain	identity	soldier
bruise	immediate(ly)	stomach
category	individual	sufficient
cemetery	interfere	suggest
committee	interrupt	symbol
communicate	language	system
community	leisure	temperature
competition	lightning	thorough
conscience*	marvellous	twelfth
conscious*	mischievous	variety
controversy	muscle	vegetable
convenience	necessary	vehicle
correspond	neighbour	yacht
criticise (critic + ise)	nuisance	
curiosity	occupy	
definite	occur	
desperate	opportunity	
determined	parliament	
develop	persuade	
dictionary	physical	
disastrous	prejudice	
embarrass	privilege	
environment	profession	
equip (–ped, –ment)	programme	

# Grammar

Year 6: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
<b>Sentence</b>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>
<b>Text</b>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
<b>Punctuation</b>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It’s raining; I’m fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
<b>Terminology for pupils</b>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>



# Writing

## Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.<sup>1</sup>

## Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

## Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

# Science

## **Working at the expected standard**

### **Working scientifically**

The pupil can, using appropriate scientific language from the national curriculum:

- describe and evaluate their own and others' scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources
- ask their own questions about the scientific phenomena that they are studying, and select the most appropriate ways to answer these questions, recognising and controlling variables where necessary (i.e. observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources)
- use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate
- record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- draw conclusions, explain and evaluate their methods and findings, communicating these in a variety of ways
- raise further questions that could be investigated, based on their data and observations.

### **Science content**

The pupil can:

- name and describe the functions of the main parts of the digestive [year 4], musculoskeletal [year 3] and circulatory systems [year 6]; and describe and compare different reproductive processes and life cycles in animals [year 5]
- describe the effects of diet, exercise, drugs and lifestyle on how the body functions [year 6]
- name, locate and describe the functions of the main parts of plants, including those involved in reproduction [year 5] and transporting water and nutrients [year 3]

*Continued on the next page*

- use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or other methods [year 6]
- construct and interpret food chains [year 4]
- describe the requirements of plants for life and growth [year 3]; and explain how environmental changes may have an impact on living things [year 4]
- use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved [year 6]; and describe how fossils are formed [year 3] and provide evidence for evolution [year 6]
- group and identify materials [year 5], including rocks [year 3], in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties [year 5]
- describe the characteristics of different states of matter and group materials on this basis; and describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle [year 4]
- identify and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components [year 5]
- identify, with reasons, whether changes in materials are reversible or not [year 5]
- use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects [year 6], and the formation [year 3], shape [year 6] and size of shadows [year 3]
- use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard [year 4]
- describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source [year 4]
- describe the effects of simple forces that involve contact (air and water resistance, friction) [year 5], that act at a distance (magnetic forces, including those between like and unlike magnetic poles) [year 3], and gravity [year 5]
- identify simple mechanisms, including levers, gears and pulleys, that increase the effect of a force [year 5]
- use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams [year 6]
- describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the Earth's rotation and that this results in day and night [year 5].

# Curriculum

Autumn 1	Maya Civilisation	Autumn 2	Bullets, Bombs and Bunting
Spring 1	Monsters and Mayhem	Spring 2	Extreme Limits
Summer 1	Darwin to DNA	Summer 2	All the World's a Stage

Each half term, we will send a detailed outline of the half term, which will show both the teaching focus and the expected outcomes.

Occasionally, children will be asked to bring in topic-related items.

## HRE

HRE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. HRE education has a rich body of knowledge taught through topics. Learners need to 'know about...' 'know how to...' and also 'be able to...' The chosen topics should provide a context to progressively expand and enrich overarching concepts and transferable skills. In Year 6 we will cover (please see the Website for more details):

Autumn	Spring 1	Spring 2	Summer 1	Summer 2
How can we keep healthy as we grow?	How can the media influence people?	How can drugs affect health?	What will change as we become more independent? (Puberty Part 2)	Transition to Secondary School

## Homework

Year 6 will receive homework for reading, spelling and maths. They will be expected to spend the equivalent of 50 minutes a week on each of these, which equates to 2 ½ hours in total across the week. Practice SATs papers in Maths, GPS and reading will also be sent home each term when they have been completed and marked in school for you to share.

## Reading

Pupils will be expected to read and record what they have read in their pupil planner. The expectation in Year 6 is that there will be at least 3

recorded comments in the diary ready to be checked each Monday by the teacher or the class LSA.

## Spelling

Pupils will receive spellings at the start of the week and be expected to learn and practice them at home ready to be tested. These will also be made available to view on EdShed each Friday beforehand and we will expect the children to access the website for approx. 50 minutes a week. All spellings will be linked to the pattern being learnt that week, or from an individualised list of words that they are expected to know by the end of key stage 2.

## Maths

Pupils will complete weekly arithmetic quizzes on Google Classroom. During the Autumn Term, Year 6 children will be expected to make regular use of "TT Rockstars" to help improve their accuracy and efficiency with times tables. We will be able to track their engagement with both Google Classroom and with "TT Rockstars", so please encourage use of both. We may even set weekly challenges to inspire more children to improve their knowledge.

## Timetable

As a school, we keep the timetable flexible to ensure we meet the needs of our pupils.

<b>Class</b>	<b>PE Day</b>	<b>Games Day</b>
Attenborough	Wednesday	Tuesday
Chapman	Monday	Thursday
MacArthur	Tuesday	Thursday
Rashford	Thursday	Tuesday

Please make sure your child has the correct equipment each day. This includes: water bottle, homework diary and reading book. With the current coronavirus guidelines, PE kit must be worn to school on your class's PE days – please do not send them in with it to change at school. Please make sure they wear jogging bottoms and a sweatshirt in the colder months so your child is warm enough outside.

## **Personal Property/Valuables including mobile phones**

All items of personal property brought into school should be **clearly labelled** with your child's name. Any money brought into school, for whatever purpose, should be in a sealed envelope, which has the child's name and class clearly printed on the front. The envelope should also clearly state the amount contained within it and the purpose for which it is being brought to school. **Money left in school all day must be given to the class teacher.**

Pupils in Years 4-6 are able to bring mobile phones to school, if parents think it is necessary for their child's safety to and from school. These should be handed in to the class teacher as soon as the child arrives at school and be collected from the class teacher at the end of the day. **Phones must not be left in the cloakroom or be kept with the child in the classroom.**

**Children must not bring valuable items of property to school** unless agreed by the class teacher in advance.

Whilst the school will make every effort to safeguard pupils' property, and will do its very best to trace lost items, the school cannot accept responsibility for loss or damage to items.

PE kit should be worn to school on the day of your child's PE lesson. **All items must be clearly labelled.**



## West Park CE Primary Care and Management of Pupils

### Introduction

We believe that all pupils have the right to be safe and to work, learn and play in a positive and stimulating environment. The school community – pupils, staff (teaching and non-teaching), Parents and Carers, Governors and Volunteers – all have a role to play in providing positive role models and ensuring that the pupils develop self-discipline and show consideration, courtesy and respect to all people at all times.

We believe that school discipline extends beyond the 'school gates' and have high expectations of behaviour in any out of school activity. Children represent our school in the community so must demonstrate our school values and wear their uniform smartly both inside and outside school premises.

### Aims

- To promote self-discipline, mutual respect, self-esteem, co-operation and effective teaching and learning.
- To develop social skills through the taught curriculum, including making friendships, dealing with success and failure, being assertive and solving problems.
- To implement our school rules reflecting a collective responsibility for harmony within our school.
- To help pupils develop self-esteem and teach strategies for sharing, co-operating and self-regulation
- To help pupils develop strategies for responding to inappropriate behaviour.

### In order to meet these aims, we encourage the children at West Park CE Primary to:

- Share in the school's ethos and values, through the promotion of the school's values system.
- Respect themselves, their teachers, support staff, other adults, and each other, and to show this by being polite, friendly and considerate of others, by listening carefully and obeying instructions immediately.
- Take responsibility for the choices they make, especially in relation to their behaviour and to use the strategies they have been taught to manage feelings and conflict.
- Tell someone as soon as possible if something is worrying them.
- Move quietly and sensibly around the school and be ready to help others by opening doors etc.
- Keep the school clean and tidy, put litter in bins, keep cloakrooms tidy and take care of displays, equipment and their own and other's personal belongings.

The teachers and support staff will discuss expectations of behaviour with pupils at the beginning of every school year and term. These expectations will then be the focus of Health and Relationships Education (HRE) lessons as part of our planned programme and also if a specific discussion point arises.

Our school actively encourages the development of strong values through a carefully planned and implemented values curriculum. We promote a different value each half-term

through assemblies and class work. These are designed to fully involve pupils in a shared, school wide ethos for attitudes and behaviour (see Assembly and Values Planning).

All staff are expected to:

- create conditions which are conducive to a calm environment
- follow and reinforce the school rules
- be completely consistent in their approach to the care and management of pupils

### **Support Teams**

We have a number of staff who are available to provide support to children in school and also support families with accessing support for home.

### **Behavioural and Emotional Support**

The Behavioural and Emotional Support Team (BEST) is led by the Pastoral Manager with the support of both Special Educational Needs Co-ordinators, Headteacher and Deputy Headteachers and includes a team of Learning Mentors. Learning mentors work with children across their year group and can support with emotional and behavioural needs as well as provide academic intervention.

The role of this team is:

- to provide support to teachers and other staff in the management of inappropriate behaviour
- to prevent such behaviour from occurring by forming positive relationships with children deemed to be 'at risk' of displaying such behaviour.

Children can be referred for support by members of staff across the school in response to specific incidents or concerns. These referrals will often result in programmes of work, behaviour plans and either a Keeping in Touch book or Behaviour Record being put in place for the child. For the child this support may take the form of one to one or group work on such things as self-esteem, anger management or bereavement counselling. Parental permission is always sought for such work when necessary and Parents and Carers are kept informed of developments as appropriate.

### **Disadvantaged Lead**

The disadvantaged support team is led by Mrs Craig, Deputy Headteacher and includes four Support Assistants.

The role of this team is;

- to liaise with class teachers and provide regular planned sessions to pre-teach or reinforce the learning to ensure maximised learning and progress
- to form positive relationships with these potentially vulnerable pupils and regularly check-in with them away from the busy classroom environment

### **Family Support**

Our Pastoral Manager and Special Educational Needs Co-ordinators can provide support for children and families in order to remove barriers to learning. They can also liaise with families to access advice and support for behaviour issues at home through Early Help. The Family Support Team, Behaviour and Emotional Support Team and Pastoral Team meet at least half-termly to discuss children and/or families with whom they are currently working or intend to work with. Confidential minutes of these meetings are kept by the Pastoral manager and individual updates will be added to our central CPOMS system.



## **School Rules**

These are discussed by all class teachers with their children at the start of every year and term; these will be prominently displayed in every classroom and in key areas of school and will be referred to as often as necessary to be effective and routine.

### **Our school rules are:**

**We are kind**

**We are polite**

**We are honest**

**We listen to others**

**We take care of our school**

**We do our best**

**We are leaders and good role models (Yr5 and Yr6)**

## **Corridor Rules**

We are a large school and on occasion, many classes are moving round the building at the same time. In order to maintain safety and a calm and orderly learning environment these are our expectations:

**Walk rather than run**

**Keep to the left in single file**

**Wait rather than push**

**We move around quietly**

**Open and hold doors for others.**

## **Routines**

Routines will also be demonstrated and established in every class at the start of each school year and revisited as often as required until they become general practice in every class.

- Entering and leaving the classroom.
- Registration.
- Respect and care for people and property.
- Use of equipment.
- Seeking help.
- What to do when work is completed, i.e. where to put it, what to do next.
- Tidying up.
- Use of the toilets.
- Wet playtimes.

## **Playground Rules**

In order to ensure the safe and efficient management of playtimes and lunchtime breaks on the playground, we expect the children at West Park to:

- Go out to play calmly, quietly and safely.
- Return to the school building only if supervised by an adult or to independently complete monitor roles.
- Go on the field only when the green sign is on display in the Year 6 classroom or given permission to do so by adults on the playground.
- At the end of break time and lunch time, stop on the first bell, then line up on the second, clearing up equipment they have been using.
- Whilst on the playground, enjoy themselves safely and make sure that others can do so as well.

- Take care of each other and any equipment, making sure equipment is used safely and appropriately.
- Make an effort to talk to anyone sitting on one of the friendship benches and invite them to join in with their games.

In the event of wet weather during playtimes, the most senior member of staff on duty is responsible for deciding whether or not children should go out to play and/or be brought in from the playground, they should inform the office to ring the wet play bell if required. Each class must have an agreed list of wet play activities on display.

### **Rewards**

In order to maintain the positive climate within the school, we focus on:

- All staff taking every opportunity to praise pupils for effort during the school day.
- All staff taking every opportunity to encourage, recognise and acknowledge good work and behaviour, making full use of individual and class rewards.
- Wherever possible, pre-empt inappropriate behaviour, and using preventative measures to encourage good behaviour. (See Appendix A for 17 De-escalation Strategies)
- Encouraging pupils to solve problems and develop social skills, through the Health and Relationships and values curriculum
- Recognising and celebrating achievement in year group assembly.

### **We use a variety of rewards in order to do this:**

- Star- From Y1 a child's name can be written on the star side of the board, further positive efforts can be ticked, two ticks' results in a positive conversation at the end of the day with parents (KS1) or phone call home (KS2). Names and ticks cannot be taken off until the end of each day. Reception classes have individualised 'star sides'.
- Stickers can be awarded in class for effort, excellent work and supporting values.
- Sent to Head of Year, Assistant Head, Deputy Head or Headteacher for praise
- Invitation to tea-party with Senior Leadership Team at the end of each term
- House Points – These may only be given to individual pupils. Usually they will be awarded one at a time; occasionally two points may be given in response to a significant achievement. House points cannot be taken away from a child. The winning House at the end of each half term will earn a 'home clothes' day.
- Pupil Awards – These can be given by teaching staff for particular acts of kindness, effort, achievement or other significant event. They are awarded a Certificate which is given during year group assembly.
- Values Role Model - At the end of each half-term, teachers will nominate one pupil and each class will nominate an adult from across the school as a role model for that month. During the final Headteacher assembly of each half-term, they will be celebrated and awarded with a special Values Ambassador badge which they can wear this for the school year and their photo will be displayed on the ambassador's board in the main entrance.

### **Examples of Unacceptable Behaviour**

There are a number of behaviours which are unacceptable at West Park CE Primary School. These are listed below and will have consequences. Please see Appendix B for further details.

- Un-co-operative and defiant behaviour which makes it difficult for the teacher (or other adult) to carry out their duties effectively
- Disruptive behaviour
- Violence
- Abusive, racist, sexist or homophobic language

- Bullying including cyber-bullying and the use of threat

### **Strategies and sanctions to deal with unacceptable behaviour**

At West Park we encourage a positive dialogue with children and know that the majority of disruptive situations can be avoided by establishing a calm and productive learning environment with an effective seating plan and established routines. This is further enhanced by all staff following the school rules and using the 17 de-escalation strategies. It is also expected that all classes will be taught self-regulation strategies at calm times, for example: box breathing, 54321 and write and rip. See Appendix C.

Inappropriate behaviour is often a means of seeking our attention. All unacceptable and unsafe behaviour will have consequences; a member of SLT will briefly share the consequences of pupil's actions with the class so they are aware of these consequences and do not feel that anything has been ignored and so they know the pupil is being supported. Low level issues will result in a child's name being written under the cloud on the board, two ticks will result in a conversation with parents at the end of the day or Dojo message (KS1) or a phone call or email (KS2).

In very specific cases it may be that a reduced timetable would be discussed with parents. The reduced timetable follows advice from CAMHS and the fair access team recommending taking away triggers and barriers to learning. This would only be relevant in very specific cases, and would be implemented with support from the relevant external agency e.g. Fair Access Team or Educational Psychologist to work toward removing barriers to learning. The aim of this would be that following a short period of targeted support and reduced attendance time the child would be able to attend school full time.

### **Supporting children with sensory difficulties**

It is important to recognise that some children in our school have sensory difficulties and we need to prepare for these and provide support.

#### **Prevent**

The best way to support a child whose behaviour is triggered by sensory causes is to work out what those causes are and remove them.

#### **Flight**

If the trigger cannot be removed, then we must have a plan for how to respond. The BEST team will work with the pupil, teacher and class to create a safe sensory flight path out of the room to a safe place. These must be practised when calm so they can be used in heightened states.

#### **Calming down**

When dealing with a child who has been demonstrating unacceptable behaviour we recognise the need for that child to be removed from the situation and have time to calm down. This may be achieved by asking the child to sit on his or her own or the teacher may send the child to another class. Alternatively, a member of the BEST Team may be called to discuss the issue with the child. It may be necessary to ask the child to leave the classroom, but children should not be left outside of the classroom on their own.

If a child is disruptive and distressed, it is likely they are not able to hear you; you need to use a script of phrases until they can hear you. It is critical that all staff deal with these situations in the same way. The member of staff should say-  
'You have such big feelings and they are making your body fight'

'I can see you are scared, take your time'

'I've got you, you are ok'

The member of staff should crouch down not too close to the distressed pupil, keep hands clear, smile, have soft eyes, soft story telling voice.

Staff need to take time to connect with the pupil before they can work to correct their behaviour.

(Advice from Dr Lyons Beacon House)

### **Listening**

We will aim to be good listeners, recognising that children may be able to modify unacceptable behaviour if they are encouraged to accept responsibility for themselves and the choices they make. It must be recognised that listening effectively requires time and that sometimes a child may have to wait until an appropriate adult is available to discuss the issue. They must have time to regulate their feelings before they are asked to relate their behaviour to others and before they can accept reasonable actions.

### **Informing Parents and Carers, Detentions and Internal Exclusions**

It is very important for children to know that their Parents and Carers will be informed if their behaviour is unacceptable (see 'Parental Involvement' below). It may be necessary for a child whose behaviour has been unacceptable on several occasions throughout the day, and who, perhaps, has subsequently failed to complete the expected amount of work, or has prevented others from completing their work, to be given a short playtime detention to complete work. During this time the child will be given their work and will be supervised by their teacher. In some circumstances, when a child has exhibited consistently challenging behaviour and has, perhaps, put themselves or others in danger, it may be appropriate for that child to be given an internal exclusion, whereby they will be expected to work in isolation from their peers for the remainder of the day, including playtime and lunchtime. (See exclusions pg. 10) Parents and Carers will be kept fully informed and the child will work with a member of the BEST team or senior leader.

### **Team-Teach Positive Handling Strategies**

Several members of the staff team at West Park have received training in the Team-Teach Positive Handling Strategies. The Team-Teach training manual describes the positive handling strategies it advocates as those which 'include a wide range of gradual and graded supports and interventions. Over 95% of these relate to diversion, diffusion and de-escalation through modifications of the environment, routines and improved communication. In a small minority of instances physical interventions may be used to keep people safe while other positive handling strategies continue. In the Team-Teach approach physical interventions are not an alternative to de-escalation, they are part of a holistic approach.' On the rare occasion when physical intervention is needed to prevent a child harming themselves or others, a trained member of staff should be sent for immediately, although this does not mean that untrained staff members should not intervene in the meantime if it is deemed necessary to keep the child safe and/or protect others.

### **Health and Relationships Education (formally known as PSHE Education)**

We recognise that it is very important to teach children how to work together and form effective relationships with their peers, teachers and other adults in the school. Class teachers will spend some time every day, talking to children about their expectations. Teachers will encourage children to discuss their feelings and attempt to solve their own problems during Circle Time and HRE lessons, often referring to the school's values system

and through the use of associated resources. Some activities will focus on co-operation and aim to teach children to share and collaborate.

### Monitoring System

During the course of a week all children will come into contact with a number of members of staff. These will include their own teacher, PPA teacher, support staff, staff on playground duty and midday supervisory assistants. All incidents of repeated unacceptable behaviour or significant incidents will be recorded on CPOMS. MMS staff will communicate with SLT on duty outside and through a liaison book for any issues in classrooms. Notes will be made about any incident, so the teacher is aware. This may result in the child eating lunch in the dining hall with a senior leader on duty.

### Sanctions

In order to make our expectations and processes clear we have a staged approach to supporting behaviour. There are specific individual plans for pupils who require them. These plans have been designed with the Learning and Behaviour team at West Sussex and are agreed with Parents and Carers before they are implemented. It is very unlikely any child will reach stages 3 or above without previous discussion and support plans in place. An example is below for information but please note that each plan is specifically written for the individual pupil.

### Stages of behaviour intervention at West Park CE Primary

Stage:	When this stage is necessary:	What happens at this stage:	What needs to happen next:
(0)	Children are working well in class.	Teacher to give praise.	Praise is maintained accordingly
(1)	Inappropriate, silly or 'off-task' behaviour.	Tactical ignoring followed by a verbal warning.	Name on '? side of board'. Remind the child to make good choices with examples. A small number of children may need individual reward systems in place.
(2)	Continuing from the above, refusing to work or join in with activities after 10 minutes. Causing a disturbance and stopping other children from working. Inappropriate language.	Child is given 'time out' – in another area of the school with an adult (e.g. Rainbow room). They will be sent to another class or be given detention at playtime, lunch time or Assembly to catch up on work with their class teacher that day.  Class Teacher must record child's behaviour on CPOMS.	Help the child get back on track by monitoring, pre-empting, and looking for positives.  Yellow behaviour record book would start for any child who reaches stage 2 repeatedly in one week. The class teacher will speak to parent's regarding the incidents and explain a behaviour book will begin. This will be discontinued when the child receives pink comments for a week. Any green comments will be followed up.  If behaviour continues draw up an individual behaviour management plan.
(3)	Continuing from the above or attempting to cause hurt or damage. Name-calling. Becoming angry – throwing things and/or getting physical with others.	An adult will radio for support – a member of the BEST team will come and ask the pupil once to come with them for the rest of the lesson. If the pupil refuses the rest of the class will be removed to another area of the school. A phone call will be made to Parents and Carers to explain the situation and that their child is at stage 3.	Continue the above. Close liaison with Parents and Carers. Teacher to discuss additional strategies with SENDCo's, Pastoral leader or SLT to help the child get back on track.

		There will be an 'internal exclusion' for the rest of the lesson with a senior leader, recorded on the behaviour log and a letter will be sent home.	
(4)	Continuing from the above or causing actual harm to themselves, another person or school property. Stealing or bullying. Running away, attempting to leave school.	A follow-up phone call will be made to Parents and Carers to explain the situation and that their child is at stage 4, they will be asked to come to school to work with the pupil in an office. If the parent is unable to come in the child will work with a Senior leader. This will be an 'internal exclusion' for the rest of the day in school which will be recorded by Mrs Watkins and a letter will be sent home.	Continue the above. Head of Year/SLT/SEN team to inform all staff of the need to help this child get back on track, and the strategies/support to be implemented.
(5)	Continuing from the above or serious challenges to authority. Extreme danger or violence posed to another person or property.	A 'fixed term exclusion' will be given by the Head teacher or Deputy Head in her absence. This will be recorded by Mrs Watkins, a letter will be sent home and West Sussex County Council will be informed.	Following the exclusion a 're-integration meeting' will be held with the Head teacher or Deputy head, Parents and Carers and another member of staff as appropriate. Engagement with external agencies for advice and support. Review support plans.

### Parental Involvement

We feel that it is very important to work closely with Parents and Carers; they are invited into the school throughout the year, both formally and informally. This gives class teachers opportunities to build and maintain positive relationships with Parents and Carers.

We hold 'Parent Consultation' afternoons and evenings twice a year, meet the teacher sessions and termly open afternoons where Parents and Carers can come and share work. Early in the school year Parents and Carers will also be made aware of the school's Home School Agreement and asked to sign it. Sometimes staff or Parents and Carers may need to meet at other times and Parents and Carers and staff are urged to contact each other at an early stage if there are any concerns. The best time to meet is at the end of the school day, however, it is necessary to make an appointment as staff often have to attend meetings at this time. Parents and Carers and staff are encouraged to communicate in person or through the office to arrange a meeting.

We recognise that we need to be consistent with children. Children need to know that we are being fair. However, it is also important to recognise that there could be extenuating circumstances that affect a child's behaviour, e.g. a death in the family, separation of Parents and Carers, a child witnessing an act of violence, a child subject to some form of abuse. Parents and Carers are urged to inform our Pastoral Manager if they know of anything which may be having a detrimental effect on a child's behaviour. This information will be treated as private and confidential, only being shared with staff as required to ensure support is put in place as soon as possible.

We need Parents and Carers' full co-operation if our policy is to be effective. It is essential that Parents and Carers support us in our school rules and values curriculum. It would be very beneficial to the pupils if the same de-escalation techniques and calming strategies are used at home as these will quickly become habit.

In certain circumstances where a child has been involved in a serious incident of inappropriate behaviour the Headteacher will contact the Parents and Carers immediately

and ask them to come to the school to discuss the matter. If possible and appropriate the child will be involved in the discussions.

West Park staff seek to have positive relationships with all pupils and families, however if a child's behaviour is not modified and continues to be unacceptable the ultimate sanction will be to exclude them from school. (See 'Exclusions' below)

## **Communication between home and school**

### **Informal Communication**

The first method of communication between home and school should always be informal. The parent or teacher may request a meeting, perhaps personally or via a telephone call. Teachers will also ring home to praise behaviour and discuss any concerns at an early stage.

### **Family Support Team**

Children may be referred throughout the course of the year to a member of the Family Support Team. Communicating with Parents and Carers is vital in these cases and Parents and Carers may be invited into school to work with our staff or support services.

### **Keeping in Touch and Behaviour Book**

A Keeping in Touch or Behaviour Book will be used when a child is not responding to other methods of behaviour management. These are books where regular and detailed notes of the child's behaviour can be kept and communicated to Parents and Carers on a daily basis. Parent should sign each day's report and have the option to add comments in the book when it is taken home each evening. These can be read by the class teacher/Senior Leadership team member and other relevant staff the following day. Co-operation between home and school is vital at this point. Parents and Carers of children whose behaviour has warranted the use of this system will need to come to school on a regular basis to discuss the child's behaviour with the appropriate member(s) of staff.

### **Lunchtime Supervision**

Like all other staff at West Park, the Midday Supervisors are expected to be role models to the children and demonstrate positive values and follow the school rules at all times. They are encouraged to highlight positive behaviour choices and to report any serious unacceptable behaviour to the senior leader on duty. The Midday Supervisors are responsible for the children during the lunch break. The same school rules apply during the lunch break as at any other time. Children are expected to show respect to the Midday Supervisors and to follow the school rules. Each class will have a seating plan on their notice board so that MMS staff know where children are sitting and to minimise any issues. Lunch time can be a very difficult time for some children. Children identified as being 'at risk' of displaying challenging behaviour or who are unable to cope socially or emotionally in a variety of situations can attend a Nurture Group in the pastoral office or willows. These children will join small groups of their peers under the supervision of a member of the BEST Team. Pupils with acute needs may be accompanied into lunch and may be involved in structured activities, organised and supervised by a member of the BEST Team. These Nurture Groups aim to develop their social interaction skills to the point at which they are confident and be competent to re-join their peers at break. It is important to recognise that Nurture Group provision for these children is supportive and not a punishment. Class teachers must maintain good communication with Parents and Carers by informing them when their child is attending a nurture group. Nurture groups are not optional as they are an important strategy for managing behaviour.

## **Exclusions**

At West Park we do not believe that exclusion is in the best interests of pupils experiencing difficulty with their behaviour in school, therefore exclusion of any type is an absolute last resort and will only be used in extreme cases in accordance to the Equality Act.

### **Internal Exclusions**

It may be necessary to isolate a child from other pupils for a fixed period. When excluded internally, a pupil will spend some time, usually the remainder of the morning, afternoon or one day, working in isolation in the office of a senior leader. Parents and Carers are informed in writing, of the circumstances surrounding the internal exclusion.

### **Fixed Term Exclusion**

In some circumstances a decision may be made to exclude a child from school. The Headteacher will inform the Parents and Carers of the exclusion and their right to make representations to the Governing Body and the Local Authority.

Parents and Carers of an excluded child will be asked to attend a meeting before the child returns to school. All parties will need to agree on a plan of action which will help the child to deal with his/her behavioural difficulties.

### **Permanent Exclusion**

West Park CE Primary has a target of zero permanent exclusions. However, the Headteacher can exclude a child from school permanently if in her judgement the pupils return to school would seriously prejudice the education of the other pupils or would place the safety of the pupils and/or staff at risk.

For details of the current procedures at West Sussex please follow the link below.

<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-attendance-and-behaviour/exclusions/#overview>

### **Guidelines for Parents and Carers**

- Explain to your children that our rules are made in order to protect children and make school a safe and happy environment, e.g. children who run in school are likely to hurt themselves or someone else.
- Use praise and positive language when speaking to your child.
- Support us in our school rules and values curriculum.
- Children should not be left outside before 8.30 am.
- Tell a member of staff if your child is experiencing any problems at school.
- Attend all meetings and keep all appointments which are made for you to discuss your child so that home and school can work effectively.

### **Appendix A: 17 De-escalation strategies**

1. Closed choice- giving the option of doing what you have already asked or a less desirable option
2. Bracket- praise someone nearby and then them when they do as asked
3. Reminder about remaining time- 2 minutes left to...
4. Casual question- how's the work going? All ok?
5. Steady stare- keep looking until they realise you are waiting and then just fractionally longer to show them you noticed
6. Break off- stop mid-sentence and wait
7. Signal- gesture, facial expression, shake of head etc.
8. Move nearer- continue to teach but move nearer the pupil so they are aware of you



9. Describe what you see/hear in a neutral way- I can see you moving around the room you need to sit in your place. You are speaking loudly; I need you to work more quietly.
10. Distract with activity- I need someone to... could you please clear the whiteboard for us (this is a good break to stop escalation and could be the quick moment to refocus their group or quietly speak to them away from their audience)
11. Support and scaffold with activity if looking stuck
12. Tell- be really clear about what you want them to do. "Books closed, pen down and looking at me"
13. Repeat instruction 3 times. Exactly the same with slight pause in the middle to give time to complete
14. Partial agree- I know it's hard but practice makes permanent
15. Tactical Ignore- only temporary and if no one in danger. Ignore, then praise when doing what asked. (You may need to praise those around to get quick result)
16. Private Intervention- speak in quiet space without audience (make sure you are in a space where you can be seen though)
17. Maybe and- listen and reply "maybe and I still need you to..."

## **Appendix B List of unacceptable behaviours and Consequences**

**Un-co-operative and defiant behaviour which makes it difficult for the teacher (or other adult) to carry out their duties effectively** The refusal to obey the instructions of an adult, (i.e. a teacher, Learning Support Assistant, Midday Meals Assistant etc.) is unacceptable and must be addressed. If a child refuses to do as they are asked, the reasons behind any instruction they have been given will be explained to them, along with the consequences of further refusal, and they will be asked to make the choice to comply again. This may need to be repeated, but responsibility for making this choice must be clearly stated as the child's own. If they continue to refuse, then the stated consequences must be applied. These may include time out in a different classroom, referral to a BEST Team member, and a member of the Senior Leadership team.

**Disruptive behaviour** We recognise that disruptive behaviour can have a negative impact on the learning and well-being of all children within a class, that it is the result of a conscious decision made by the child in question, and therefore it will not be tolerated. However, we also recognise that, for many children, causing disruption is a means of seeking attention or may be due to an attention deficit, and that it may therefore not be appropriate to reinforce such negative behaviour with an immediate response. Disruptive behaviour often needs to be dealt with in a sensitive, non-confrontational way and if possible an approach similar to the one mentioned above (see 'Un-co-operative and Defiant Behaviour') should be adopted.

**Violence** We believe that there can be no excuse for the use of violence in school. Any sort of violence at school, including violent retaliation, is unacceptable; staff will encourage appropriate behaviour through their teaching and explain to children that even 'play fighting' is wrong, that it is likely to hurt someone, and that it will not be tolerated.

**Abusive, racist, sexist or homophobic language** We recognise that name calling and/or the use of any kind of abusive, racist, sexist or homophobic language, including that which is used in retaliation, is wrong and is just as hurtful as physical violence. Children will be taught that this is unacceptable.

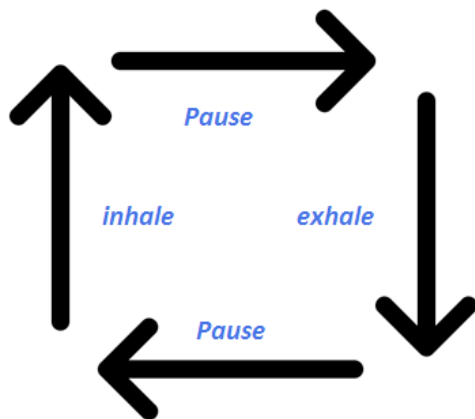
**Bullying and the use of threat** Bullying is the wilful coercion of others by fear, or the persecution, exclusion or oppression of another person by force or by threat (Oxford English Dictionary). Bullying can be both verbal and physical. It leaves the victim feeling frightened, threatened and upset. It is usually more than an isolated incident. We are aware that bullying can occur both in the classroom and the playground, but we will not tolerate bullying in the school. We will look for indications of bullying such as behavioural changes or unwillingness to go out into the playground. If staff notice incidents of bullying they will first

comfort the victim and then refer the perpetrator to a member of the Senior Leadership team (see Anti-Bullying Policy).

**Cyber-Bullying** can be defined as the deliberate use of ICT, particularly mobile phones and the internet, to bully another person. It can be an extension of the kind of bullying described above, but it differs in several significant ways; the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the perpetrator and the victim. As such, it is often more difficult to deal with in school. However, we recognise the severity of the problem and will do all we can to offer advice and support to children and families to help them deal with the consequences of cyber-bullying, whilst doing our utmost to ensure the perpetrators are identified and that further incidents are prevented (see Anti-Bullying Policy).

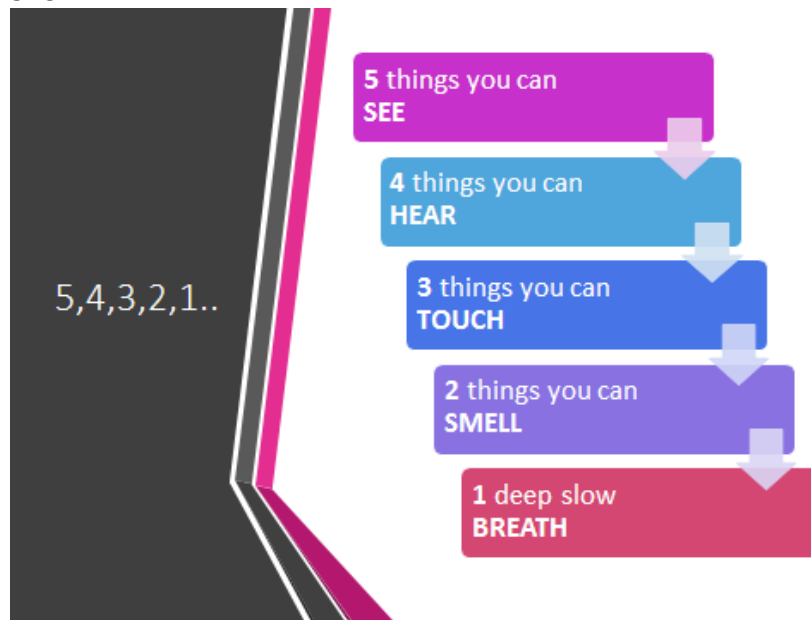
### Appendix C: Calming and self-regulation strategies

Box Breathing (for a count of 4 each side)

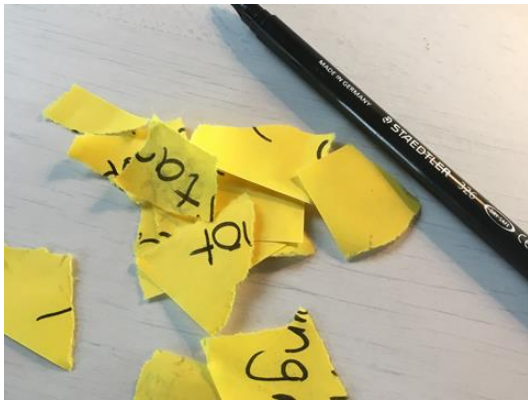


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Write and rip



## Communication

The school will work together with the home to promote good behaviour.

- Parents will be informed at every opportunity of their child's good behaviour (phone calls home).
- Parents will be involved at an early stage if there is concern about their child's behaviour.
- The school will at all times, adopt an encouraging and supportive style with parents.

These strategies support the vast majority of children to achieve and maintain good behaviour. There are further steps in place for children who find this more challenging. These will be shared with parents if necessary. Full details are available in the Care and Management of Pupils policy on our school website.

## Healthy Children

Please provide your child with a water bottle so they can drink water in the classroom, squash and fruit juice are not permitted in class but can be included in their lunchbox. If you would like to provide your child with a snack it must be a healthy snack, it should not be sweets, chocolate or biscuits.

At lunchtime the children can either have a hot lunch or bring in a packed lunch. If you would like to order a hot lunch please use the Chartwells Website [www.mealselector.co.uk](http://www.mealselector.co.uk) or telephone 0845 603 7998.