



Information for Parents

Term Dates 2022-2023

Term	Open to pupils on the morning of	Closed at the end of the afternoon on
Term 1	Monday 5 September 2022	Friday 21 October 2022
Term 2	Tuesday 1 November 2022	Friday 16 December 2022
Term 3	Wednesday 4 January 2023	Friday 10 February 2023
Term 4	Monday 20 February 2023	Friday 31 March 2023
Term 5	Tuesday 18 April 2023	Friday 26 May 2023
Term 6	Monday 5 June 2023	Friday 21 July 2023

School will be closed for INSET days on:

Thursday 1 September 2022

Friday 2 September 2022

Monday 31 October 2022

Tuesday 3 January 2023

Monday 17 April 2023

UNIFORM POLICY

The School Policy is that all children should wear school uniform. The uniform consists of:

- Sweatshirt/cardigan with school badge (available from the The Schoolwear Shop in Abington square, Northampton) or sweatshirt/cardigan/jumper in plain bottle green with no hood.
- White or bottle green polo shirt with school badge (available from the The Schoolwear Shop), polo shirt in plain white or bottle green (no logos or stripes), or plain white shirt/blouse.
- Trousers/tailored shorts/skirts/pinafore dresses in plain black or grey (no logos or stripes). *Skirts and dresses should sit just above the knee and shorts should be no higher than mid-thigh.*
- Summer dresses/skirts may be worn - either green/white striped or green/white checked. *Skirts and dresses should sit just above the knee.*
- Socks may be knee high or ankle length. Socks or tights should be white, bottle green, grey or black.
- Green book bag - purchased through the The Schoolwear Shop.
- PE drawstring bag
- PE kit consists of white T-shirt with logo and green shorts (available from the The Schoolwear Shop) – or plain white T-shirt and bottle green/black shorts *but not beach or cycle shorts* – plain black plimsolls or trainers. Black or bottle green tracksuit bottoms and a plain black or bottle green sweatshirt may also be worn during winter months.
- Fleece jackets in bottle green with logo are also available from the The Schoolwear Shop (optional).
- Sensible well-fitting watches (not bangle type or those that can access the internet) can be worn to help children tell the time. The school takes no responsibility for these items if they are lost, damaged or broken. Watches must be removed for PE.
- No jewellery except stud earrings may be worn in school. The school takes no responsibility for these items if they are lost, damaged, or broken. These must be removed by parents/children for all physical activities else the child will have to temporarily miss the activity.
- Nail varnish, make-up, excessive hair gel, hair colours or braids, wristbands, tattoos or transfers should not be worn in school. Long hair should be tied and secured for PE. Hair accessories should be in school colours and be minimalistic.
- As well as the above items, children are expected to wear sensible footwear - black polishable shoes. Shoes must not have heels in excess of 2cm.
- If a specific item needs to be worn for religious observance or a medical reason please come into school to discuss with the Headteacher.
- All items of clothing must be clearly marked with the current owner's name, and re-named frequently to ensure it can be clearly identified.

The intentions of adopting a school uniform policy are:

- to give all children a sense of corporate identity - of 'belonging' to Earls Barton Primary School;
- to standardise items of clothing worn for school;
- to maintain good levels of health and safety;
- to maintain a neat and clean appearance that will hopefully be transferred to other aspects of children's education;
- to ease confrontation between parent and pupil about what should be worn to school;

These intentions will be communicated to parents and children on appropriate occasions or when the need arises.

The wearing of school uniform is not an option but an obligation. It is expected that parents and children will honour this agreement and make every effort to uphold the desired standard of dress.

Any parent experiencing problems in purchasing articles of uniform should initially contact the Office or arrange to meet with the Headteacher.

FREE SCHOOL MEALS and PUPIL PREMIUM

All children in reception, year 1 or year 2 are automatically entitled to free school meals under the Universal Infant Free School Meals scheme. You will need to contact Kingswood Catering, our school meal provider, to order and access the meals at: <https://www.kingswoodcatering.co.uk/>

Additional support and funding for all year groups

Parents can also apply for additional support regardless of what year group they are in. If you are in receipt of any of the following:

- Income Support
- Income based Job Seekers Allowance
- Income related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, with no element of Working Tax Credit, and a household income below £16,190 (as assessed by HM Revenue and Customs)
- Guarantee Element of State Pension Credit
- Universal Credit

You can apply for the Pupil Premium which provides the school with additional funding to support your child at:

<https://www.northnorthants.gov.uk/schools-and-education/free-school-meals>

You will need to have your national insurance number to hand and if your family qualifies then there will be a personal allowance for each eligible child for families to spend on supporting their child's education. This can be spent on anything from uniform to IT equipment and clubs and sports.

For children in year 3 or above, if you are eligible for this funding then your child can also continue to receive free school meals.

If a child resides in a local authority care home they will not qualify for free school meals. This is because government funding has already been allocated to fund their meals.

What happens next?

Your claim will be sent to the free school meals team for authorisation

The school will be informed within 3 working days when authorisation has been confirmed. You will then need to contact Kingswood Catering, our school meal provider, to order and access the meals at:

<https://www.kingswoodcatering.co.uk/>

What if my circumstances change?

You need to let us know if there is a change in circumstances which may affect your child receiving free school meals. Please contact the free school meal team if:

- you stop receiving an eligible benefit
- you change your address

If you have any question or queries regarding free school meals please contact North Northamptonshire Council Free School Meal teams on:

freeschoolmeals.ncc@northnorthants.gov.uk

If you require any help or support in checking your eligibility for free school meals, please do not hesitate to get in touch with our Family Support Worker, Rosie Brennan.

ATTENDANCE POLICY

1.1 We expect all children on roll to attend every day, when the school is in session, as long as they are fit and healthy enough to do so. We do all we can to encourage the children to attend, and to put in place appropriate procedures. We believe that the most important factor in promoting good attendance is the development of positive attitudes towards school. To this end we strive to make our school a happy and rewarding experience for all children. We will reward those children whose attendance is very good. We will also make the best provision we can for those children who, for whatever reason, are prevented from coming to school.

1.2 Under the *Education (Pupil Registration) Regulations 1995* the governing body are responsible for making sure the school keeps an attendance register that records which pupils are present at the start of both the morning and the afternoon sessions of the school day. This register will also indicate whether an absence was authorised or unauthorised.

2 Definitions

2.1 Authorised absence

- An absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received notification from a parent or guardian. For example, if a child has been unwell and the parent writes a note or telephones the school to explain the absence.
- Only the school can make an absence authorised. Parents do not have this authority. Consequently, not all absences supported by parents will be classified as authorised. For example, if a parent takes a child out of school to go shopping during school hours, this will not mean it is an authorised absence.

2.2 Unauthorised absence

- The absence is unauthorised if a child is away from school without good reason, even with the support of a parent.

2.3 Lates

Registers open at 8.45am (1.00pm for the afternoon session) children who are not present when the register opens are marked as late. The class teacher closes the register at 8.55am (1.00pm for the afternoon session) Children arriving after 8.55am will need to report to the school office and a reason for lateness recorded in the 'late book'. This will be recorded as a late. After 9.00am (1.05pm in the afternoon) children are marked as "late after the register closes". This will count as an absence for that session.

Children who are late more than three times in a week or more than six times a term will be offered support to improve their attendance.

3 If a child is absent

3.1 A note may be sent to the school prior to the day of absence. For example, if a child has a medical appointment.

3.2 Parents should inform the school on the first day of absence by telephone, or email before 8.30am, or coming into the school office if a note has not already been sent in.

3.3 When a child is absent unexpectedly, the class teacher will record the absence in the register, and will inform the school office, who will endeavour to contact a parent or guardian.

3.4 If there is any doubt about the whereabouts of a child, the class teacher should take immediate action by notifying the school office. The school will then be in contact straight away with the parent or guardian, in order to check on the safety of the child.

3.5 If we have not heard from a parent by 8.30am as to why their child is absent from school we will ring all the contact numbers until contact is made.

4 Requests for leave of absence

4.1 We believe that children need to be in school for all sessions, so that they can make the most progress possible. However, we do understand that there are exceptional circumstances where a parent may legitimately request leave

of absence for a child to attend, for example a special event. Parents can submit a leave of absence request form to the Headteacher for consideration.

4.2 The school will only authorise leave of absence, whatever the reason, if a child's attendance is at least 95%. Holidays will not be authorised.

5 Long-term absence

- 5.1** If an absence is likely to continue for an extended period, or be a repetitive absence, the school will contact the support services e.g. hospital outreach, and arrangements can be made for the child to be given some tuition outside of school, this would normally be a member of school staff.

6 Repeated unauthorised absences

- 6.1** The school will contact the parent or guardian of any child who has an unauthorised absence. If a child has a repeated number of unauthorised absences, the parents or guardians will be asked to visit the school and discuss the problem with a member of the Senior Leadership Team. If the situation does not improve, the school will then contact the Education Inclusion and Partnership Team, and this may result in a fine.
- 6.2** The governors, supported by the Local Authority, reserve the right to consider taking legal action against any parents or guardians who repeatedly fail to accept their responsibility for sending their children to school on a regular basis.

7 Attendance targets

- 7.1** The school sets attendance targets each year. These are discussed by the senior staff and governors on a regular basis. The targets are challenging yet realistic, and based on attendance figures achieved in previous years. The school considers carefully the attendance figures for other similar schools when setting its own targets.
- 7.2** Children with very good attendance are praised by their class teachers, senior staff and the Head Teacher.

8 Monitoring and review

- 8.1** It is the responsibility of the governors to monitor overall attendance, and they will request a regular report from the Head Teacher. The governing body also has the responsibility for this policy, and for seeing that it is carried out. The governors will therefore examine closely the information provided to them, and seek to ensure that our attendance figures are as high as they should be. An annual "healthcheck" will be completed to ensure this policy and procedures are carried out.
- 8.2** The school will keep accurate attendance records on file for a minimum period of six years.
- 8.3** Senior staff will monitor attendance regularly. This will ensure early identification of any concerns and provide support where needed. They will work in partnership with parents to improve attendance.
- 8.4** If there is a longer-term general worry about the attendance of a particular child, this will be reported to the Education Inclusion and Partnership Team, who may contact the parents or guardian.
- 8.5 This policy to be read in conjunction with the government guidance around attendance during the Corona Virus Pandemic:**
- <https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year>
- 8.6** This policy will be reviewed by the governing body annually.

RELATIONSHIPS AND BEHAVIOUR POLICY

The governors and staff of Earls Barton Primary School are committed providing an education of the highest quality which is relevant and challenging, set in a nurturing, secure, stimulating environment in which all individuals feel respected and valued, enabling them to attain their optimum potential.

Our Aims and Values

We will promote the highest levels of citizenship so that children can go forward with an independent love of learning and a tolerant appreciation of others that will stand them in good stead for the rest of their lives. We will achieve this by having the following values at the core of our ethos:

School Core values

- Self belief
- Honesty
- Respect
- Excellence
- Kindness

Positive Behaviour Management

We support our behaviour expectations by acknowledging and rewarding good behaviour and using sanctions when unacceptable behaviour occurs as per the Good to be Green system (appendix 2). Parents are requested, prior to their child entering school to read and sign the Home/School agreement (appendix 1) which outlines our behaviour expectations and sanctions. We aim to work in close partnership with parents to support positive behaviour choices. To encourage children to make the correct behaviour choices we will support children to:

- Respect, value and care for each other
- Learn the value of friendship
- Develop a sense of self-discipline and an acceptance of responsibility for their own actions
- Respect school resources and the belongings, both their own and those of other people.

We will achieve this by:

- Recognising and acknowledging good behaviour through positive encouragement incorporating the use of;
 - Smiles and positive body language
 - Praise, praise and more praise
 - Implementation of the Good to be green system from half term Spring 2020 (see appendix 2)
 - Awarding of house points
 - Wow Wednesdays – celebrating identified children who demonstrate the core values of our school
 - Visiting the Head Teacher **or** other members of the Senior Management Team
 - Bartonian Award

We firmly believe that:

- Children can learn good behaviour if it is modelled and explained to them
- The best way to reinforce positive behaviour is through highlighting good behaviour
- Addressing inappropriate behaviour should be done promptly where it impacts adversely on classroom/school management or where it contravenes our school values
- When home and school work together with a consistent approach, children will quickly learn what is acceptable behaviour

We have high expectations of the way in which all members of the school community behave towards one another.

Expectations of children:

- Have the highest standard of politeness and courtesy
- Respect for all other members of the school community, their beliefs and values
- Respect the property of the school and others, including the wider community
- Try their best at whatever they are doing
- Get on well with each other, listening to others viewpoints and helping each other whenever possible

Expectations of staff:

All teaching staff are expected to adhere to and follow the 'Teachers Standards' (DfE June 2013). Teaching staff must adhere to the terms and conditions outlined in the school teachers pay and conditions document (STPCD). Modelling good behaviour is an essential part of the adult's role in a school. Teachers, support staff, volunteers and visitors are expected to conduct themselves appropriately as befits their role in our school. In particular the expectations of all

adults in the classroom are:

- Be the role model reinforcing positive behaviour
- Relate to children and each other in a calm and quiet manner. We do not shout at children
- Trust, listen, encourage, praise, and respect every child and each other
- Treat everyone with courtesy
- Be consistent, positive and show that we care
- Recognise children's fears and individual challenges they may face
- Do not jump to conclusions, but deal with each incident afresh using the school restorative justice approach (appendix 3)
- Do not humiliate children
- Do not use group punishments to highlight the behaviour of the individual
- Give access to the full curriculum at all times, not using it as a sanction (i.e. missing PE)
- Do not use extra work as a punishment (e.g. additional mathematics over and above what was expected of the individual child in the lesson)

All children in school have:

- the right to feel safe
- the right to be listened to
- the right to learn
- the right to be treated with respect
- the right to feel valued

All adults in school have:

- the right to feel safe
- the right to be heard
- the right to teach and support learning effectively with few behaviour problems
- the right to be treated with respect
- the right to feel valued

Parents have:

- the right to feel safe
- the right to know that their child is safe
- the right to know that their child is being taught and will receive support when necessary
- the right to know that their child is treated with respect
- the right to feel valued
- the right to express their views
- the right to be treated with respect.

Occasionally children may forget our expectations of behaviour and be inconsiderate towards others. Everybody at Earls Barton Primary School has agreed to try and prevent this from happening by;

- using the 'teacher look' to warn children their behaviour is unacceptable and that they must do something to change it.
- verbally reminding children of the expectations
- depending on the individual the use of a light 'supportive touch'
- noticing and commenting on good behaviour when it occurs

Occasionally this may not be enough and further sanctions may be deemed to be necessary as per the Good to be green system which is shared with all stakeholders and must be applied consistently by all staff. Children will be encouraged to reflect on undesirable behaviour using a Restorative Justice approach. Rewards and sanctions will be recorded in each class and this is monitored by the Behaviour Support Worker to identify trends and patterns and to identify children who may require additional support in regulating their behaviour.

In very rare cases it may be necessary to exclude a child for a period of time. A fixed term exclusion may be used for a one-off breach (or persistent breaches) of the school's Relationship and Behaviour Policy. A Permanent Exclusion will only happen in response to a serious one-off breach or persistent breaches of the school's Relationship and Behaviour Policy and will only be used as a last resort after all other possible avenues have been explored. Exclusion would be carried out in accordance with the DfE statutory guidance*, and LA guidance and will be reported to the Local Authority. This would also be recorded in the child's confidential pupil profile along with further details of the incident. Very careful arrangements will be made to ensure that any child returning to school after a period of exclusion is helped to behave appropriately.

* 'Exclusion from maintained schools, academies and pupil referral units in England' (September 2017).

Addendum; CoronaVirus (April 2020).

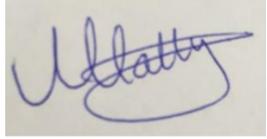
The outbreak of Coronavirus presents all schools with unique challenges which include children working in smaller groups or pods and being asked to maintain social distancing measures as far as possible. Earls Barton Primary School will introduce new rules to help us keep everyone safe, these will be shared with staff, parents and to the children. These rules will be implemented to help keep everyone safe. Children will continue to be rewarded or sanctioned under the existing Good To Be Green system during the partial closure and the phased reopening of the school.

Serious breaches of these rules, for example consistently and deliberately ignoring staff instructions to maintain social distancing or deliberately coughing or spitting at another child, may result in the issuing of coloured cards, the child being removed from their class or even, as a last resort, excluded from school.



HOME-SCHOOL AGREEMENT 2021-2022

The governors and staff of Earls Barton Primary School are committed to providing an education of the highest quality which is relevant and challenging, set in a nurturing, secure, stimulating environment in which all individuals feel respected and valued, enabling them to attain their optimum potential. This form should be agreed to annually by the school, parents and child – this year we are doing this electronically.

<p><u>Our Aims and Values</u></p> <p>We will promote the highest levels of citizenship so that children can go forward with an independent love of learning and a tolerant appreciation of others that will stand them in good stead for the rest of their lives. We will achieve this by having the following values at the core of our ethos.</p>	<p><u>School Values</u></p> <ul style="list-style-type: none"> • Self belief • Honesty • Respect • Excellence • Kindness 	<p><u>Signed</u></p>  <p>Miss M. Lally Headteacher 1st October 2021 <i>Parent & child to sign electronically via</i> https://forms.office.com/r/bdxSNu4dXy</p>
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Together we will:

value one another as partners with our children
listen to and support each other in our aim to provide the best education for our children

The School has the responsibility to...	The Parent/Carer has the responsibility to...	The Child has the responsibility to...
<ul style="list-style-type: none"> • teach the children about their rights and responsibilities, our school rules and our school values in relation to their daily lives • treat all adults and children with respect • be open and welcoming and offer opportunities for parents to become involved in the daily life of the school • encourage children to do their best at all times • provide a broad and balanced curriculum • encourage children to have respect for people and property and follow the school's Anti-Bullying and Relationships and Behaviour policies • keep parents informed about school activities through regular newsletters • keep parents informed of progress at regular parents' evenings • deal sensitively and safely in the matter of photographic/film publishing that includes images of children following appropriate recommendations where required • provide an inclusive ethos which fosters warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence 	<ul style="list-style-type: none"> • make sure the child arrives at school on time, well-prepared and ready to learn • make sure the child attends regularly and provide an explanation as soon as possible when a child is absent • avoid taking holidays during term time • attend / join Parents' Evenings to discuss their child's progress and support the child in opportunities for learning at home • be respectful when communicating with, or about, the school • help and encourage their child to do their best and have pride in all they undertake, including homework • support the schools' policies including the Anti-Bullying and Relationships and Behaviour policies • take responsibility for school property and pay for the replacement of lost or damaged items • consent to their child taking part in "local" walking trips, which support the curriculum • make the school aware of any concerns or problems that might affect their child's work or well-being • make the school aware if anyone different will be collecting their child at the end of the school day • ensure that social media is not used to make comments which could have a negative impact on the reputation of the school. Feedback about our school, our staff or our pupils should be brought to the attention of the appropriate member of staff in the order Class Teacher, Phase Leader, Deputy Headteacher/Head Teacher, Chair of Governors. • ensure that photographs/videos of children at school events, other than those containing images of their own child alone, are not uploaded to social media/networking sites as this is not in line with our child safeguarding procedures 	<ul style="list-style-type: none"> • respect other people's individuality • accept responsibility for their actions • ensure that they take home all school letters • ask for help and to do their best in all that they undertake, including homework and school work • follow the school rules linked to our values • speak to a school adult if they have any worries

GTBG at Earls Barton Primary School

From January 2020 we trialled a new reward and sanction system, following positive feedback from children, parents and staff, this was then refined at the midway point during the Spring term 2020. This has been adopted because we are looking at providing far more opportunities for our children to be rewarded, providing a more consistent, transparent and therefore fairer system for our children.

The system is based on the 'Good to be Green' scheme which is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code (see our Relationships and Behaviour Policy).

The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of positively implementing our high expectations of positive behaviour and offering many opportunities to reward good behaviour.

Every child starts their day and each session on a positive note with a green card displayed in their pocket of the Class Chart (no individual names are displayed on the class chart, children are identified by an avatar or a number known to the child and the class teacher). The card says- 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing. If they are still on Green by the end of the day, the child is awarded a House Point. Children may move up to a bronze, silver or even a gold card though really good behaviour. Being moved up to a bronze, silver or gold card is rewarded with additional house points. These points are added to the child's own personal 'account'. A series of certificates are awarded at 75, 150, 250, 350 and 450 points.

If, during the day, in lessons, or at break or lunchtime times, a child has to be warned of inappropriate behaviour, or has broken a rule (see the tables below), then a blue card will be displayed over the top of the green card. The blue card gives the child the opportunity to reflect, consider, review and improve their behaviour. The member of staff involved may choose to return the blue card back to green if the child has improved their behaviour. If a blue card has been given for something where there is no time for the behaviour to be improved, e.g. lining up inappropriately, then the staff member can decide that the child can reverse the blue card the next time there is the opportunity, such as the following time they line up at the end of playtime/lunchtime.

Above a blue card is a yellow card. A yellow card cannot be changed back to green. Having said that for many children the thought of moving a child onto a blue, yellow or red card serves as a deterrent!

Blue, yellow and red cards are given with reference to the table shown below, copies of this table are displayed in each classroom and around the school. This provides us with consistency through the school.

Blue Level 1	Yellow Level 2	Red Level 3
	<i>Repeated offences from Level 1</i>	<i>Repeated offences at Level 2</i>
Persistent calling out	Answering back	Using bad language
Lack of respect for the environment (buildings etc)	Refusal to comply	Taking things that don't belong
Running in corridors	Damage to other people's property	Bullying, including cyber-bullying, peer-on-peer abuse, prejudice and discriminatory bullying
Calling out in class	Leaving the lesson without permission	Racist or homophobic behaviour/language
Ignoring staff instructions		Deliberately hurting another child
Low level disruption (both in/out of class e.g. out of seat)	Sexual Harassment	Abusive behaviour
Name calling/teasing		Sexual Harassment (repeated or serious first offense)

Blue Level 1	Yellow Level 2	Red Level 3
<p><i>Pupil to speak with adult at the end of the session.</i></p> <p><i>A blue card can be reversed to a green card during a session by good behaviour.</i></p> <p><i>If still blue at the end of the session, this is recorded on the class electronic log and parents informed at the end of the day.</i></p>	<p><i>Pupil to see the Behaviour Support Worker (BSW) at break or lunch for minimum of 10+ minutes (during the playing time -not during eating time). BSW to speak to the child and encourage them to calm down and reflect on their behaviour. Parents informed at the end of the day.</i></p> <p><i>x3 yellow cards in same half term = On report for a week to Class Teacher/Phase Leader.</i></p> <p><i>Repeated on report to DHT/HT Parents informed and invited in.</i></p>	<p><i>Pupil to see BSW / SLT at lunchtime for a minimum of 20 minutes during playing time. Parents informed and invited in to school to discuss further strategies.</i></p> <p><i>x2 red cards in same half term =on report for a week to Class Teacher/Phase Manager.</i></p> <p><i>Repeated 'On report' if needed to DHT or HT. Parents informed and invited in to school.</i></p>

Persistent poor behaviour could result in a monitoring report being used. If a child is issued with three yellow cards or two red cards in one half term then we will use a monitoring report so that we can help and support the child address poor behaviour. In extreme cases of poor behaviour, the school will consider having the child work away from other children for a half day or longer. Fixed term and permanent exclusions are only ever used as a last resort.

Appendix 3

Restorative Justice

As part of our Relationships and Behaviour policy within school we promote a restorative approach when supporting children with their behaviour choices. Research has shown that restorative practices promote inclusiveness, relationship-building and problem-solving.

It brings together persons harmed with persons responsible for harm in a safe and respectful space, promoting dialogue, accountability, and a stronger sense of community. Instead of an automatic sanction, pupils are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm. Restorative Justice can also be used as a proactive strategy to create a culture of connectivity and care where all members of the school community can thrive.

Immediate sanction policies may seem like the answer to bad behaviour in the heat of the moment, but research has proven this is not the case. This short-term fix is based on fear. It focuses only on the rule that was broken and the punishment deserved. Instead of trying to make things right, it responds to the original harm with prescribed sanction. It doesn't get at root causes, doesn't try to repair the damage to relationships, and fails to prevent recurrence.

The approach has three distinct stages: finding out what occurred, discussing the impact of words or actions and finally taking responsibility. School staff have received training and guidance to ensure consistency across the school when using this approach.

HOMWORK POLICY

Introduction

As a school we very much value working in partnership with parents to support children's learning and believe that successful learning is most likely to take place when there is a positive working partnership between school and home. In order to enhance the learning going on in school, we send work home for your child to undertake both alongside you and/or independently. We aim to keep parents fully informed about the curriculum, individual progress and needs and in turn we ask parents to support learning and the school by ensuring that any work set to be undertaken at home is completed.

Principles

Work carried out at home can enrich and enhance pupils' learning by:

- allowing children to practise and consolidate learning
- preparing pupils for work they are about to embark on
- developing research skills
- providing opportunities for individualised work
- developing planning and organisational skills
- promoting a work ethic for future learning

Homework will:

- be purposeful and link directly to the taught curriculum
- be discussed and feedback given (where appropriate)
- begin to prepare our older children for the transfer to secondary school

Key Stage One Homework:

- Numbots for at least 5 x 10 minute sessions per week
- Spelling Shed at least x 10 assignments / games per week
- Writing homework in response to the weekly picture
- Reading to an adult at home at least 5 times per week

Key Stage Two Homework expectations:

- TT Rockstars for at least 5 x 10 minute sessions per week
- Spelling Shed at least x 10 assignments / games per week
- Writing homework in response to the weekly picture
- Reading to an adult at home at least 5 times per week

If you can do just one thing with your child, please read with them EVERY DAY, the difference that reading with an adult makes to a child is HUGE! Being a fluent reader will help your child feel confident and successful in ALL of their other subjects. Even the most fluent of readers should still be reading aloud to someone else so that they can practise their expression, fluency and intonation. Children can read anything which interests them: fiction, non-fiction, comics, magazines, encyclopaedias, anything! Please ensure you sign in your child's green reading record book to confirm you have heard them read.

Additional learning

Long term projects will be set to consolidate learning or as an introduction to a topic and these will be outlined in a letter that each child will bring home detailing expectations and completion dates.

The school's commitment

In order to facilitate positive home/school partnerships, the school will:

- ensure that the Homework Policy is accessible on the website
- provide new parents with a copy of the Homework Policy
- value contributions from all children
- clearly communicate homework completion dates
- encourage successful home/school communication via a home/school book

Home School Communication Book

This is given to every child and is used:

- as a means of two way communication between home and school
- to act as a reading record where no reading log is in place

Homework Expectations

We ask that parents support the school by ensuring that their child attempts their homework. We also ask that parents:

- provide a suitable place for homework to be completed
- encourage and praise when homework has been attempted/completed
- work in partnership with their child on homework activities
- make it clear that homework is valued and explain how it can help learning

Class teachers will monitor the return of homework and a valid reason will be needed to explain why homework has not been completed. Teachers may discuss this with you or send a note home in the home/school book. Children, where appropriate, may be expected to complete work in school that should have been done at home.

Projects will be planned and set so that there is sufficient time for them to be completed.

CODE OF CONDUCT FOR PARENTS

At Earls Barton Primary School, we are very fortunate to have a supportive and friendly parent body. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and the school community. As a partnership, our parents will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school.

The purpose of this policy is to provide a reminder to all parents, carers and visitors to our school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

Guidance

As well as following the guidance set out in our Home-School Agreement, we expect parents, carers and visitors to:

- Respect the caring ethos of our school
- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that **all** members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour.
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.
- Correct own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approach the school to help resolve any issues of concern.
- Avoid using staff as threats to admonish children's behaviour.

In order to support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds.
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- Threatening to do actual bodily harm to a member of school staff, Governor, visitor, fellow parent/carer or pupil regardless of whether or not the behaviour constitutes a criminal offence.
- Damaging or destroying school property.
- Abusive or threatening e-mails or text/voicemail/phone messages or other written communication
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff, at the school on Facebook or other social sites. (See Appendix 1). Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher, the Head teacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Smoking and consumption of alcohol or other drugs whilst on school property.
- Dogs being brought on to school premises.

Should **any** of the above behaviour occur on school premises the school may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from entering the school grounds.

We trust that parents and carers will assist our school with the implementation of this policy and we thank you for your continuing support of the school.

Appendix 1

Inappropriate use of Social Network Site

Social media websites are being used increasingly to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases other parents/pupils.

The Governors of Earls Barton Primary School considers the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/carer of a child/ren being educated at Earls Barton Primary School being found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites.

Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying. Thankfully such incidents are extremely rare.

We would expect that parents would make all persons responsible for collecting children aware of this policy.

PRIVACY NOTICE FOR PARENTS/CARERS

Under data protection law, individuals have a right to be informed about how the school uses any personal data that we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data.

This privacy notice explains how we collect, store and use personal data about **pupils**.

We, Earls Barton Primary School, are the 'data controller' for the purposes of data protection law.

Our data protection officer is Ruth Palmer (see 'Contact us' below).

The personal data we hold

Personal data that we may collect, use, store and share (when appropriate) about pupils includes, but is not restricted to:

- Contact details, contact preferences, date of birth, identification documents
- Results of internal assessments and externally set tests
- Pupil and curricular records
- Characteristics, such as ethnic background, eligibility for free school meals, or special educational needs
- Exclusion information
- Details of any medical conditions, including physical and mental health
- Attendance information
- Safeguarding information
- Details of any support received, including care packages, plans and support providers
- Photographs
- CCTV images captured in school

We may also hold data about pupils that we have received from other organisations, including other schools, local authorities and the Department for Education.

Why we use this data

We use this data to:

- Support pupil learning
- Monitor and report on pupil progress
- Provide appropriate pastoral care
- Protect pupil welfare
- Assess the quality of our services
- Comply with the law regarding data sharing

Our legal basis for using this data.

We only collect and use pupils' personal data when the law allows us to. Most commonly, we process it where:

- We need to comply with a legal obligation
- We need it to perform an official task in the public interest

Less commonly, we may also process pupils' personal data in situations where:

- We have obtained consent to use it in a certain way
- We need to protect the individual's vital interests (or someone else's interests)

Where we have obtained consent to use pupils' personal data, this consent can be withdrawn at any time. We will make this clear when we ask for consent, and explain how consent can be withdrawn.

Some of the reasons listed above for collecting and using pupils' personal data overlap, and there may be several grounds which justify our use of this data.

Collecting this information

While the majority of information we collect about pupils is mandatory, there is some information that can be provided voluntarily.

Whenever we seek to collect information from you or your child, we make it clear whether providing it is mandatory or optional. If it is mandatory, we will explain the possible consequences of not complying.

How we store this data

We keep personal information about pupils while they are attending our school. We may also keep it beyond their attendance at our school if this is necessary in order to comply with our legal obligations. We follow the Information and Records Management Society's toolkit for schools which sets out how long we keep information about pupils.

Data sharing

We do not share information about pupils with any third party without consent unless the law and our policies allow us to do so.

Where it is legally required or necessary (and it complies with data protection law) we may share personal information about pupils with:

- Our local authority – to meet our legal obligations to share certain information with it, such as safeguarding concerns and exclusions
- The Department for Education – to meet our legal obligations to share certain information with it
- The pupil's family and representatives
- Educators and examining bodies – to meet our legal obligation regarding pupil attainment
- Our regulator, Ofsted, to meet our legal obligations
- Suppliers and service providers – to enable them to provide the service we have contracted them for
- Health and social welfare organisations – to protect a pupil's vital interests
- Professional advisers and consultants – to protect pupil's vital interests.
- Police forces, courts, tribunals – to meet our legal obligations and to protect a pupil's vital interests

National Pupil Database

We are required to provide information about pupils to the Department for Education as part of statutory data collections such as the school census.

Some of this information is then stored in the [National Pupil Database](#) (NPD), which is owned and managed by the Department and provides evidence on school performance to inform research.

The database is held electronically so it can easily be turned into statistics. The information is securely collected from a range of sources including schools, local authorities and exam boards.

The Department for Education may share information from the NPD with other organisations which promote children's education or wellbeing in England. Such organisations must agree to strict terms and conditions about how they will use the data.

For more information, see the Department's webpage on [how it collects and shares research data](#).

You can also [contact the Department for Education](#) with any further questions about the NPD.

Transferring data internationally

Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

Parents and pupils' rights regarding personal data

Individuals have a right to make a **'subject access request'** to gain access to personal information that the school holds about them.

Parents/carers can make a request with respect to their child's data where the child is not considered mature enough to understand their rights over their own data (usually under the age of 12), or where the child has provided consent.

Parents also have the right to make a subject access request with respect to any personal data the school holds about them.

If you make a subject access request, and if we do hold information about you or your child, we will:

- Give you a description of it
- Tell you why we are holding and processing it, and how long we will keep it for
- Explain where we got it from, if not from you or your child
- Tell you who it has been, or will be, shared with
- Let you know whether any automated decision-making is being applied to the data, and any consequences of this
- Give you a copy of the information in an intelligible form

Individuals also have the right for their personal information to be transmitted electronically to another organisation in certain circumstances.

If you would like to make a request please contact our data protection officer.

Parents/carers also have a legal right to access to their child's **educational record**. To request access, please contact Ruth Alexander, School Business Manager.

Other rights

Under data protection law, individuals have certain rights regarding how their personal data is used and kept safe, including the right to:

- Object to the use of personal data if it would cause, or is causing, damage or distress
- Prevent it being used to send direct marketing
- Object to decisions being taken by automated means (by a computer or machine, rather than by a person)
- In certain circumstances, have inaccurate personal data corrected, deleted or destroyed, or restrict processing
- Claim compensation for damages caused by a breach of the data protection regulations

To exercise any of these rights, please contact our data protection officer.

Complaints

We take any complaints about our collection and use of personal information very seriously.

If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance.

To make a complaint, please contact our data protection officer.

Alternatively, you can make a complaint to the Information Commissioner's Office:

- Report a concern online at <https://ico.org.uk/concerns/>
- Call 0303 123 1113
- Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

Contact us

If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact our **data protection officer**, Vicky Christy, via our school business manager Ruth Alexander, 01604 810371, bursar@earlsbarton-pri.northants-ecl.gov.uk.