



Brompton-on-Swale Church of England Primary School Handbook

Top tips for parents and carers!



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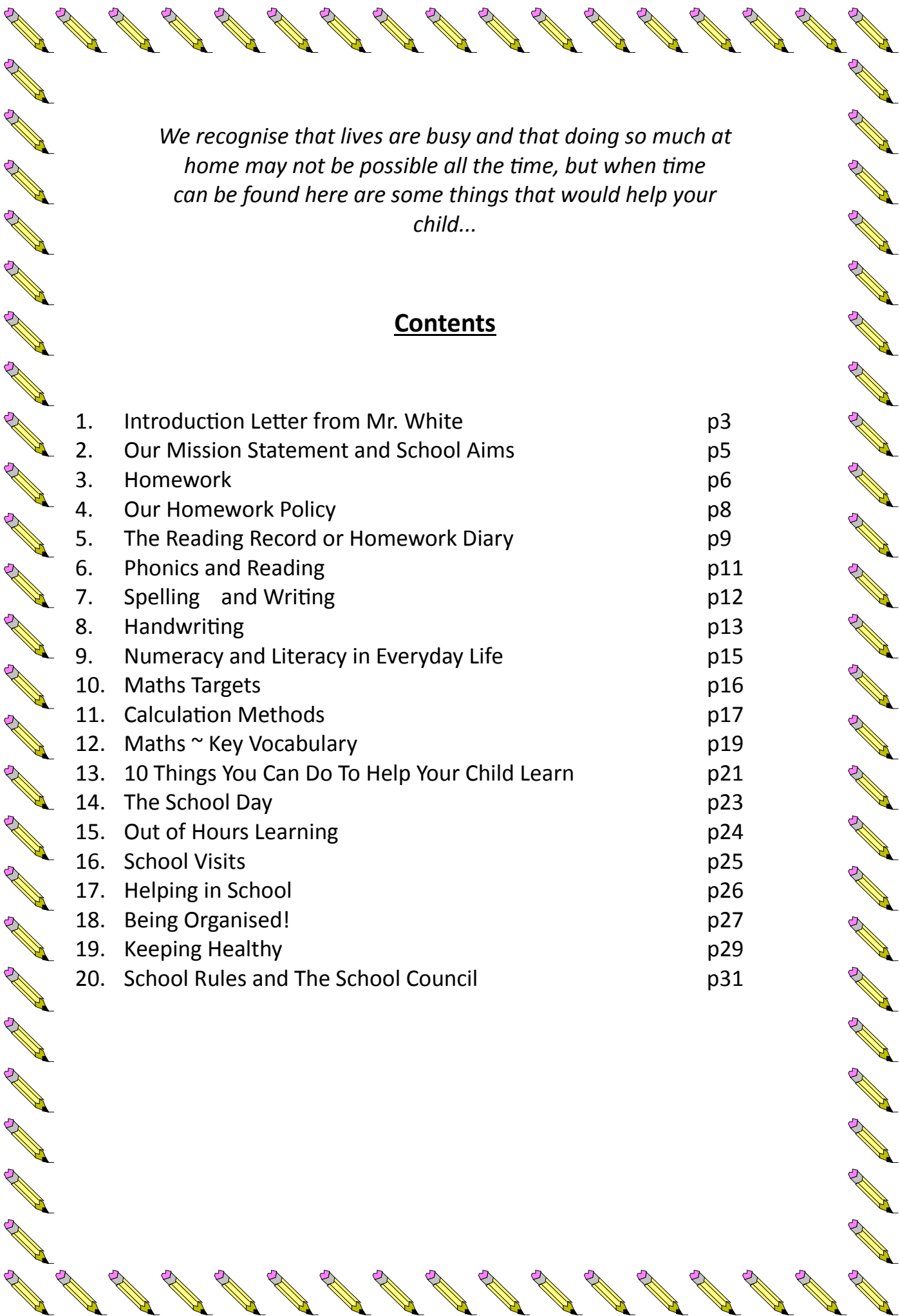
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We recognise that lives are busy and that doing so much at home may not be possible all the time, but when time can be found here are some things that would help your child...

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Introduction Letter from Mr. White

The staff feel strongly that the partnership between home and school is extremely important. Hence the reason for this booklet. It has been created by the staff together with parents who have been instrumental in getting the content right.

It contains information about different aspects of school-life from homework and reading to the calculation methods we use in maths and some top tips for getting the children to organise themselves!

Although we have tried hard to ensure that the information is comprehensive, the staff are always available for a chat and to offer help and support if there are other questions you would like answers to.

We hope that the information in this booklet will help to ensure that your child has a happy time at school and makes the most of their learning and social opportunities.

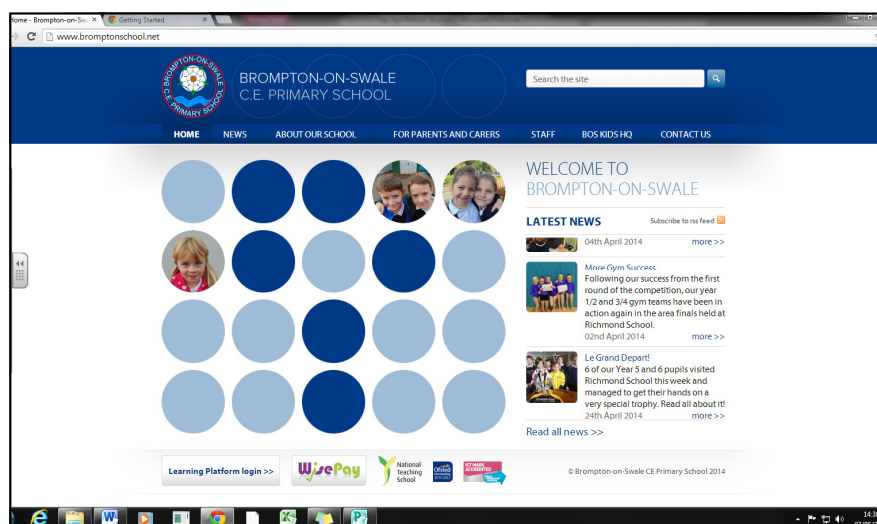
*Mr. M White
Headteacher*



*Please also see our prospectus
~especially for
Information for new
parents and carers.*



Also, for the latest news, visit our website:



www.bromptonschool.net

All the children will have access to our learning platform, a password-protected website containing interactive resources and activities as well as opportunities for the children to take part in discussions related to their work in school.

For those families who do not have access to the Internet at home, the school ICT Suite is available each day after school until 4.00pm. Please note that parents/carers must supervise their children during these sessions.

As well as this, families who do not have access to the Internet at home may be able to borrow a school laptop on a long-term loan.

Our Mission Statement

At our school we all strive to create a safe and happy learning environment where children are inspired and motivated by an exciting and enjoyable curriculum.

School Aims

- To serve the community by providing education of the highest quality underpinned by our Christian values.
- To provide an excellent and balanced curriculum which stems from the teaching of basic skills.
- To support children's learning and to encourage them to become independent learners thus achieving their full potential.
- To encourage and develop politeness, mutual respect and personal responsibility, and so become valued citizens now and in the future.
- To ensure that each day is enjoyable and rewarding for pupils and staff.





Homework

The **government** expects all children to complete homework and **their** guidelines for primary school children are:

Years 1 and 2: 1 hour per week

Years 3 and 4: 1.5 hours per week

Years 5 and 6: 30 minutes per day

Expectations

Whilst we expect the children to complete their own homework, we do hope that you will support them. Please ensure that children can complete their homework without distractions e.g. without the TV on. Some children may find quiet instrumental background music aids their concentration.

With the addition of our learning platform, we are hoping that more and more children will enjoy completing their homework online. Don't worry if you don't have access to the internet at home ~ come along and use the computers after school.

Please encourage your children to research the topics at home and bring relevant resources into school. However, we would discourage children from bringing resources with a high monetary or sentimental value, that would result in upset if they were lost or damaged. Also, please note that artefacts are often displayed for up to 6 to 8 weeks.

We will continue to hold our termly learning evenings, where children and parents/carers are encouraged to come along and learn about a particular subject. Previous evenings have included reading and maths.



Homework Policy

Aims

- To aid each child's progress towards achieving his or her full potential with the assistance and co-operation of parents
- To enable the children to practise and consolidate skills learnt in school

Objectives

- To provide an enjoyable and purposeful supplement to class work
- To provide an opportunity for the child to practise what has been learnt in class
- To provide a practical opportunity for parents to become involved in the academic development of their child
- To provide a practical opportunity for the child to begin to take responsibility for organising their own workload

Philosophy

Homework is not necessarily written work. It is any task that a child is asked to complete at home. It may consist of reading, learning by heart and reinforcement of class work, research and project work or further practise of skills learnt in class. It is desirable that every child does some sort of reading every night, sometimes simply as a discussion about the book with an adult. Reading material may include fiction, non-fiction, annuals, comics etc. Good primary school practice requires that we give credence to other developmental needs of the child. It is extremely important for a child to actively participate in other, less academic pursuits such as sport and music.

Process

Each child in Key Stage 2 will have a homework diary in which homework for the week will be recorded. The diary will form part of a dialogue between home and school where comments may be recorded and answered. Parents are expected to sign the diary on a weekly basis.

The diary will also be signed by an adult in school each week. In Foundation Stage and Key Stage 1 this is called the Reading Record Book and is used for Parents and Teachers to record when children have practised their reading and maths target and any additional information that adults may need to know.



Holidays

There is no expectation for children to carry out homework apart from their reading over the school holidays. The only exception to this rule is in Year 6 during the Easter Holidays in preparation for their SATs at the end of May.

Expectations for Foundation Stage

Reading and Phonics Topic-based Activities	A minimum of 3 times per week Weekly relating to an area of learning (on Fronter and in homework books)
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Expectations for Key Stage 1 (Years 1 and 2)

Around 15 minutes per day, comprising of:

Reading Phonic Activities/Spelling Activities	A minimum of 3 times per week Weekly (Copied from Fronter and practised in spelling books with an activity to be completed on Fronter)
Mental Maths Target Practice Maths Activities Topic-based Activities	A minimum of 3 times per week Weekly (on Fronter) Activities on Fronter

Expectations for Key Stage 2 (Years 3-6)

20-30 minutes per day, comprising of:

Reading Spelling	A minimum of 3 times per week Weekly (Copied from Fronter and practised in spelling books with an activity to be completed on Fronter)
Mental Maths Target Practice Maths Task Topic-based Activities including Research Work completion	A minimum of 3 times per week Weekly (on Fronter) Activities on Fronter As necessary



Classes 1,2 & 3: The Reading Record

The reading record is a useful tool for parents and teachers to build up a partnership between home and school. Teachers hear your child read in school at least once a week and will comment on their progress. Children frequently read to other adults in school as well. We invite you to record your child's reading books, both school and home books, in the book to keep a record of your child's reading and would like you to comment on how well you think they are doing. This book has shown to be an invaluable method of up keeping links between home and school.

Classes 4-7: The Homework Diary

Please use the Homework Diary to record all of the children's learning at home. This could be reading, practising spellings, playing a maths game or making something. There is a sample sheet from a completed homework diary on the next page.

Please sign the diary at the end of each week. If the children read three times at home during the week and their homework diary is signed by an adult at home then they receive a merit, when the class teacher checks and signs the diaries. Diaries are checked by teachers at least once a week.

This book needs to come to school every day please. This is an excellent means of communication between home and school. Please do feel free to use the diary for messages too!

The Homework Diary

Week Beginning 8.9.08

Monday Practised Spellings 'The Secret Cave', read to Dad page 8-12
Found 'Anchored' a challenge.

Tuesday

GR Super reading Peter. Remember to sound out tricky bits of words. 😊 Mrs. W.
Practised maths target and completed homework.

Wednesday

Read 'The Secret Cave' P13-16.
Great reading!
Please can you test Peter on his maths target? Peter achieved his target ~ Excellent! 😊
FOOTBALL

Thursday Read 'The Secret Cave' P17 - end. Peter really enjoyed the story and liked the extra information at the end. Remember to change your book!
CHOIR I'm glad he enjoyed the story!

Friday

Practised new spellings and wrote sentences.

BASKETBALL

What a busy week!

Teacher
Signature

K. Williams

Parent
Signature

S. Thompson



Phonics and Reading

We cannot emphasise enough just how important reading is! Please read to or with your child at least three times a week and check that they understand what they have read.

You could read with your child and make the experience interactive by asking questions about what you have read and talking about the pictures and the characters. Bedtime stories are an ideal opportunity. As their confidence and reading skills grow, your child could gradually start to read to you.

Dictionaries can be used together for difficult words and a picture dictionary can make investigating language more interesting. These can be purchased relatively cheaply in local bookshops or are available online.

Ask your child what they are learning at school and follow up any topics that interest them with additional reading on that theme.

In addition to the reading scheme, we also encourage the children to read as many of their own books as possible. You could maybe enrol your family at the local library in Richmond which offers a wide range of facilities.

As your child gets older encourage them to read other books and texts around the house e.g. newspapers, recipe books, letters.

There are many opportunities for your child to read everyday and with your positive encouragement they will become confident, fluent and expressive readers.

Spelling & Writing

It is important to encourage your child's writing skills from an early age. There are many ways you can do this, here are a few:

- Having daily quality conversations with your child will develop vocabulary.
- Reading with your child and discussing the ways the author has used words to shape their ideas.
- Encourage your child to write with you, as you are their writing model and they will copy you.
- Invite your child to write for real purposes e.g. letters, posters, birthday cards.
- Have a wide selection of writing materials readily available, pens, pencils, chalks, felt pens, magnetic letters.
- Discuss your child's writing and read it through together, not worrying about mistakes but praising the content.

We encourage children to use the well known method 'Look, Say, Cover, Write, Check' to learn spellings. This is where the child looks at the word, says it, covers it, attempts to write it and then checks, repeating where necessary.

You could try and make the learning of spellings fun by playing games that encourage careful listening to the sounds in words and looking for spelling patterns. Your child may enjoy singing or reciting spellings, writing them out, word processing in different fonts and colouring spelling patterns. Children can find writing difficult, so lots of opportunities, positive praise and support is essential for success.



Handwriting



Handwriting builds confidence and enhances children's ability to communicate. There are many ways you can help your child in this area.

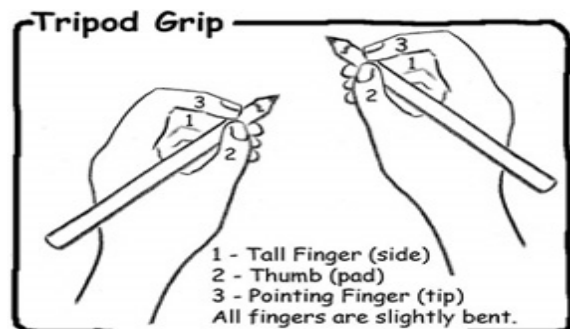
Children imitate; so if you hold the pencil or pen and form your letters correctly your child will be more likely to follow and succeed. It is important that children do not hold the pencil too tightly as this will hurt!

Most letters start from the top and move in a downwards or curved motion with some having joining flicks on the end. See the diagram on the next page.

Make sure your child sits up straight with their feet on the floor and so the arm can move freely.

Paper or books should be flat on the table, and encourage your child to hold the paper still with one hand while they write with the other.

Giving lots of opportunities to draw using a wide variety of resources will aid your child's handwriting. Other ideas include; baking letters, using a torch to write letters on the wall and guessing what they are, putting letters on a dice and rolling, so that your child could write words beginning with that letter, tracing letters on each others' backs or drawing letters in sand.





Brompton-on-Swale CE Primary School

Handwriting Scheme

Start dots

a b c d e f g h i j k l m n o p

q r s t u v w x y z

Print

a b c d e f g h i j k l m n o p

q r s t u v w x y z

Precursive

a b c d e f g h i j k l m n o p

q r s t u v w x y z

Cursive

a b c d e f g h i j k l m n o p

q r s t u v w x y z

Slanted

a b c d e f g h i j k l m n o p q r s t u v w x y z

Tramlines

a b c d e f g h i j k l m n o p q r s t u v w x y z



Numeracy and Literacy in Everyday Life

Literacy and Numeracy is all around us, everywhere you look, even in the most unusual places. There are endless opportunities for you to develop your child's early literacy and numeracy skills while you are at home or out and about. Here are some suggestions:

Literacy:

Talking ~ having conversations will increase vocabulary.

Puppets ~ retell and act out stories.

Sign time ~ point out signs and symbols everywhere to improve reading and develop sight vocabulary.

Play 'I spy' ~ connects letters with their sounds and language.

Sing it loud! ~ introduce sounds through music.

Ask questions ~ play with books.

Make up stories ~ take it in turns to say a sentence.

Write on calendars.

Write shopping lists together.

Write 'to do' lists or 'ta da' lists.

Tell each other jokes.

Numeracy:

Singing games ~ Five little speckled frogs.

Shopping ~ having a small amount of money to spend.

Show simple fractions when cutting pizzas or sharing food.

Playing a variety of board games and card games including dominoes and bingo.

Telling the time and using a TV guide.

Cooking ~ weighing and measuring ingredients.

Reading temperature scales.

Making models with Lego.

Spotting shapes and patterns ~ buildings, symmetry in nature, parallel lines etc.

Mental Maths Targets

Each child works through the set of graded mental maths targets in order of the rainbow. Opportunities to practise these targets are planned into maths lessons, either within mental/oral starters or as part of the maths lesson.

A bookmark with the relevant target colour band can be found stuck in your child's Homework Diary. Children should be encouraged to work on their target at home. Examples are included.

Children's progress is monitored on a regular basis (at least once every half term) and the minimum of 10 questions are asked appropriate to the target. In some instances the **whole** target is tested. For example, know all number bonds to 10, count in 10's, say numbers in order to 10.

To judge if a target has been achieved, the child must be 100% correct with instant recall (1or 2 seconds maximum). Each individual target achieved is rewarded with a sticker/merit according to the age of the child. As a whole colour set of mental maths targets is completed, your child's achievement is celebrated and a certificate is awarded in assembly.

The mental maths targets were originally developed and recommended by the Local Authority. We are delighted with the impact that they have had on our mental maths results!

Practising number facts rhythmically or to music can really help children.



Maths ~ Calculation Methods

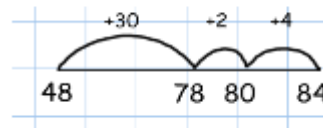
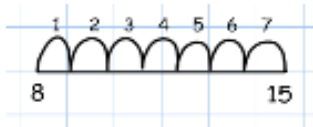


Over the past few years the teaching of maths has completely changed! The current aim is that children use mental methods when appropriate, but for calculations that they cannot do in their heads they use an efficient written method accurately and with confidence. Children can be easily confused by using other methods at home. Please encourage your children to use the following three basic techniques as calculation methods and if you have any queries please, please come into school and ask!

To remember them, children are taught **P E G** which means to **P**artition, use an **E**mpy number line or **G**rid method. These techniques can be used for the four operations as demonstrated below:

Addition

Steps in addition can be recorded on a number line. The children initially count in 1s but then learn to make larger jumps (known as chunking!). $8 + 7 = 15$ $48 + 36 = 84$



As the children become more secure, steps in addition are recorded using partitioning (splitting into tens and units):

$$\begin{array}{rcl} 47 + 76 = & 40 + 70 = & 110 \\ & 7 + 6 = & 13 \\ & 110 + 13 = & 123 \end{array}$$

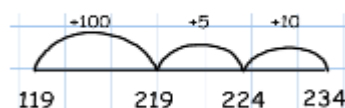
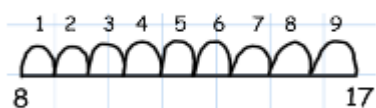
Subtraction

The mental method of counting up from the smaller to the larger number can be recorded using a number line. Again the children count in 1s before 'chunking'.

Even with three-digit numbers the number line can be used.

$$17 - 8 = 9$$

$$234 - 119 = 115$$



Multiplication

The grid method is taught to multiply larger numbers. Children initially multiply single digit numbers, but this method can also be applied to large numbers. The numbers are partitioned, multiplied and then the answers are added together.

$$12 \times 5 = 60$$

$$14 \times 26 = 364$$

x	10	2	
5	50	10	=60

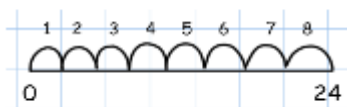
x	10	4	
20	200	80	=280
6	60	24	=84
			=364

Division

Division can be calculated using a number line, again initially in single groups and then by 'chunking'. Top tip: Always start at 0!

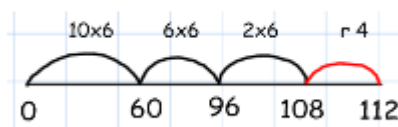
$$24 \div 3 =$$

Count in 3's!



For larger numbers, list known facts first: $2 \times 3 = 6$
 $5 \times 3 = 15$ $10 \times 6 = 60$ and use those to count in groups of 6.

$$112 \div 6 = 18 \text{ r } 4$$





Maths ~ Key Vocabulary

We thought this might be helpful!

Angles are formed when 2 straight lines meet. Different sized angles have different names.

~ **Acute** angles are angles smaller than 90 degrees.

~ **Right angles** are 90 degrees.

~ **Obtuse** angles are larger than 90 degrees but smaller than 180 degrees.

~ **Reflex** angles are larger than 180 degrees but smaller than 360 degrees.

Area is the amount of surface space in a shape. Measured in squared centimetres or cm^2 .

Average is the same as **mean**.

Calculate is to work out.

Capacity is the amount that something can hold. It can be measured in litres, millilitres or in cubic centimetres e.g. 100cm^3 .

Degree the unit of measurement we use for measuring angles and temperatures.

Difference means to find the difference between 2 numbers, you need to take the smaller number away from the larger one e.g. the difference between 10 and 4 is 6.

Equilateral triangle A triangle with sides of equal lengths and equal angles (60 degrees).

Factors A factor is a whole number which will divide exactly into another whole number e.g. 3 is a factor of 12.

Inverse operation If you have a sum with a missing gap, you can use the inverse operation to solve it e.g. + and – are the inverse of each other and x and ÷ are the inverse of each other. To solve $124 + \underline{\hspace{2cm}} = 200$ you could turn it to $200 - 124 = 76$.

Mean To find the mean you must have a set of results. You then need to find the total of the results and divide it by the number of results you have e.g. Here are a set of test marks Paul 22, Sally 26, Tim 31, David 33 To find the mean of these scores add them all together (112) and then divide by 4 (28) so the mean score is 28.

Median When the data is arranged in order of size the median is the one in the middle.

Mode is the number which appears most frequently in a collection of data.

Multiple Multiples are whole numbers that a larger number can be made of by adding lots of the smaller number together e.g. 12 is a multiple of 3.

Number bonds Number bonds are numbers that are added together to form a total e.g. number bonds to 10 include 2+8.

Percentages % means out of 100 so 20% is the same as 20/100 e.g. to find 20% of 50 you divide by 100 and times by 20.

Prime numbers are numbers which will divide exactly only by themselves and 1. These are the prime numbers to 30: 2 3 5 7 11 13 17 19 23 29.

Product The answer when something has been multiplied e.g. the product of 3 and 4 is 12.

Scalene triangle A triangle with no equal sides.

Square number The total when a number is multiplied by itself e.g. $1 \times 1 = 1$; $2 \times 2 = 4$, $3 \times 3 = 9$ Square numbers to 100 are 1 4 9 16 25 36 49 64 81 100.

Sum To find the sum of a group of numbers, you add the numbers together.





10 Things You Can Do To Help Your Child Learn

~ From www.parentscentre.gov.uk

1. Give your child confidence through lots of praise and encouragement.

- As a parent, you have tremendous power to strengthen your child's confidence - and confidence is vital to learning.
- Provide specific praise that focuses on a particular aspect of their work. Comments such as "I like the way you have..." is more effective than "You're clever!".

2. Read to, and with, your child as much as possible.

- As part of the National Year of Reading the Government is encouraging parents and carers to read to children, hear them read, or encourage them to read to themselves for at least 20 minutes a day.

3. Encourage children to observe and talk about their surroundings.

- Even young children can be helped to read notices and signs, for example, and understand what they mean.

4. Make use of your local library.

- Look out for special events and services for children.



5. Visit museums and places you think your child might find interesting.

- Children now have free admission to major national museums and art galleries.

6. If your children like watching television, watch it with them sometimes and encourage them to talk about what they have seen. They will get more out of the experience.

7. Try to set time aside to do "homework" activities with young children.

8. Wherever possible, try to provide a reasonably quiet place for children to do homework (or help them to get to other places where homework can be done).

9. Encourage your child to discuss homework with you, including feedback from teachers.

10. Try to help your child to see the enjoyable aspects of homework.



The School Day

The school day starts when the first bell rings at 8.45am and the children go onto the playground. When the second bell rings at 8.55am, the children line up in their classes in silence. They are greeted by their class teacher and taken into school to begin the day. If it is raining the children will be brought into school at 8.45am.

When the children arrive on time, we believe that it gives them an excellent start to the day. Please do encourage this! Each class records the number of late children and each week the class with the least number of 'lates' wins our attendance award. The winning class (or classes!) receive five minutes extra playtime.

It is extremely important that parents let the school know if their child is going to be absent. Please remember that the more your child is in school, the greater their progress will be!

Most days start with a guided reading session and most mornings, the children will complete literacy and numeracy sessions. We have a morning break from 10.30-10.45am and stop for lunch at 12 noon. There is also an afternoon break from 2.15-2.30pm. Other subjects are generally taught during the afternoons and we have a daily Assembly including collective worship.

The school day finishes at 3.20pm for Classes 1,2 & 3 and 3.25pm for the Classes 4,5,6 & 7. Please wait for your child at the front of school. Please contact the school office if you are unavoidably delayed.

We work hard to make school an enjoyable experience for the children and provide a fun packed curriculum in order to motivate and inspire them!

Out of Hours Learning

We have numerous extra-curricular clubs at school ranging from sports to the performing arts. The opportunities change throughout the year and an up-to-date list can be found on our website. Please do encourage your child to take part. There are no limits to the number of clubs that they can participate in!



“Research has shown that extra activities, which children choose to attend, can have a great impact on their general enjoyment of learning and particularly on their ability to learn in school. This doesn’t just mean going to the homework club. Doing well in a football team, learning to play an instrument or taking part in a gardening or go-kart club have been shown to improve attendance, motivation and attitudes to learning. In fact, extra activities that children really enjoy are just as helpful to them in their schoolwork as homework clubs or extra lessons.” Education Extra.

There is also a “before and after school” club called MOJOs which is privately run, using one of our temporary classrooms.
Please contact the School Office for further details.

School Visits

We believe that educational visits play a vital role in your child's achievement. We organise at least one visit per term, per class. This is usually at the beginning of term as a stimulus for the term's topic work.

Whenever we plan a school visit we ask for a donation. Whilst these are voluntary contributions we would be extremely grateful if the recommended amount could be sent to enable the trips to take place. School trips are frequently subsidised by the school or PTA. If you have any concerns regarding funding for a school trip for your child, please do not hesitate to see the Headteacher in confidence as a child will never be excluded.



The Year 6 Residential

One of the many highlights of Year 6 is the joint-residential visit with Bolton-on-Swale C.E. School to an Outdoor Activity Centre, This is a great opportunity for the children to learn new skills, make friends and develop their independence.



Helping in School

Parents getting involved in school is highly beneficial for the children and often helps new parents in understanding the way the school works. We cannot underestimate the value of parent helpers!

We would love to utilise your strengths. You might like to listen to children read, assist with art, join us on school trips or help to organise resources e.g. the library. If you have any queries or would like to be involved, please contact the school.

We also frequently need helpers to support events both on and off the school site, for example we are often involved with football and netball tournaments throughout the area.

Parent and Teacher Association (PTA)

The school has an active PTA who regularly organise events for the children and raise money for the school. Again, please contact the school if you would like to be involved.

Over the past three years the PTA have raised over £6000 pounds for the playground project. Consequently the school grounds have been transformed and the children are delighted!

Governors

There are also opportunities for parents to become members of the school's Governing Body. Their role is to work closely with the Headteacher and are accountable for the strategic leadership and management of the school. The term of office for a Parent Governor is 4 years and vacancies are advertised when they arise.



Being Organised!

Please encourage your child to be organised. It is a good idea to ask children to get their school bag ready the night before, so that they are not rushing around in the morning! It is also a good idea to encourage the children to write reminders in their homework diary or reading record.

Uniform

Top tip ~ Write your child's name on everything! You would be surprised how many children manage to mislay jumpers, trousers, socks or shoes. A permanent marker will save you a fortune in new uniform!

PE Kit

Please ensure that your child has their PE kit (named!) with them in school everyday. It is a good idea to send it on a Monday and ask your child to bring it home on a Friday. By the end of the Reception year, it is hoped that children will be able to get changed for PE independently.

Due to health and safety guidance from North Yorkshire County Council, children are not allowed to wear earrings during PE and they cannot be covered with plasters.

It is also required that children with long hair have it tied back.

Top tip: If you would really like your child to have their ears pierced, please can this be done on the first day of the summer holidays to allow the ears time to heal? This will then mean that your child can participate in PE as normal in the Autumn Term.

Jewellery and Make-up

With the exception of stud earrings, please do not allow your child to wear jewellery or make-up to school. Nail varnish is not permitted and that includes false nails!



Swimming

The Year 3 and 4 children go swimming at Richmond Pool on a Thursday in the Autumn and Summer terms for blocks of 10 lessons. This allows them to have forty swimming lessons over a period of two years; thus providing a highly focused learning opportunity. Our expectations are that, by the end of Year 4, children have satisfied the requirements of the National Curriculum for Year 6s by being able to swim 25m unaided and having confidence in the water. You will be contacted nearer the time regarding these arrangements.

Keeping Healthy

Lunch Boxes, Water Bottles and Snacks

Balanced, healthy eating is a critical part of a healthy lifestyle. We need to encourage children to eat a healthy diet. See:

www.healthylunchbox.co.uk for practical advice for busy parents and hungry children!

As part of being a healthy school, we encourage the children to bring a water bottle to school, to ensure that they regularly drink water throughout the day. We also encourage the children to bring a healthy snack for playtime for example a piece of fruit.

We also have school meals available which are cooked on the premises. The children can choose from two options each morning, both of which meet the national food standards.

The menus are displayed on the notice board outside school and are also available on the North Yorkshire My School Lunch website.

See:

www.myschoollunch.co.uk/northyorkshire





Milk

Milk is available for purchase paid for half termly in advance. The children normally drink this during morning break. The cost of the milk is subsidised and can only be ordered online.

See: www.coolmilk.com



Medicines

We administer medicines in school (both prescribed and non Prescribed) in line with our Administering Policy (available on the School's website). It is essential that the relevant consent form is completed before staff will be permitted to administer any medicines.

Please ensure that children with asthma have an inhaler with them in school at all times and we will make sure that these are readily available. Again the consent form must be completed.



School Rules

We believe that praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed. In school, we follow the Golden Rules and the children are praised in numerous ways e.g with stickers and merits.

Traffic Light System (Whole School)

Each class employs a traffic light system to encourage positive behaviour and to sanction poor behaviour.

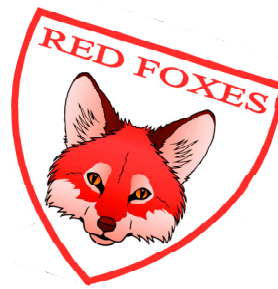
- At the beginning of each day, all children begin on "green".
- Any child displaying inappropriate behaviour moves to "amber" as a warning. If inappropriate behaviour persists, they move to "red".
- This signifies that 5 minutes of golden time has been lost. This may be adapted for younger children or those with Special Educational Needs.

Golden Time (Whole School)

Each class holds a weekly golden time session on Friday. The children are able to choose from a list of activities appropriate to their age, e.g. outdoor play, supervised use of the Internet in the ICT Suite, playground games etc. Those children who are missing periods of their golden time are sent to a member of the school's Senior Leadership Team.

House/Merit System

All children are allocated a House on entry to the school and are encouraged to collect merit points. These are counted up at the end of each week and the House with the most points wins the cup for the following week (signified by a display in the foyer and ribbons on the cup). Merit points are awarded for a variety of good reasons. Children can also be sanctioned by the use of a de-merit. De-merits are used for serious inappropriate behaviour.



If a child receives 10 de-merits before achieving 50 merits (on the same sheet), their parents/guardians will be asked to attend a meeting to discuss their child's behaviour with the class teacher and a member of the school's Senior Leadership Team.

Toys

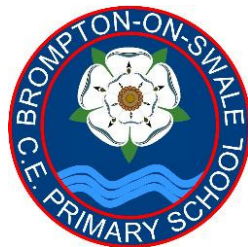
The children are allowed to bring one small toy which can fit into their book bag to school on a Friday to play with during play-times, lunchtime and Golden time. Please discourage your children from bringing toys on other days of the week, as they might get lost or broken and cause upset.

The School Council

The School Council is involved in trying to make our school a better place. They are involved in, and consulted about, decisions that are going to affect all of the children in school. The council is made up of 2 children from each class (classes 2-7), it is led by a year 6 chairperson and secretary, they are supported by Mrs McCormack. The council attends regular meetings. All children have the opportunity of becoming a School Councillor as part of a democratic process each term.



We hope that you find this booklet useful and would love to hear your comments, in order to further improve future additions. Thank -you for your support!



Brompton-on-Swale C.E. Primary School