



**West Park CE  
Primary School  
Information  
Book for  
Parents  
Year 3**

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Dear Parents/Carers,

Welcome to Year 3.

We are sure that this will be an exciting year as your child moves from Key Stage 1 into the first year of Key Stage 2. Class teachers have worked closely with Year 2 teaching staff to make sure your child has a smooth transition into their new class and year group.

We have also worked closely with the children's previous teachers so that we can focus on developing each individual child's strengths and address their areas for development.

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

### **Personal Property/Valuables**

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.**

**Children must not bring valuable items of property or toys 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.

Thank you,

Year 3 team

## The Staff in Year 3:

Adult	Role	Class
Miss Wilkinson	Class teacher Year Leader	Orca
Miss Mackenzie	Class teacher	Octopus
Mr Holmes Ms Dickins	Class teachers	Jellyfish
Mrs Brown & Mrs Scott	Class teachers	Dolphin
Mrs Hart	LSA Yr3 Learning Mentor	Orca
Mrs Pritchard	LSA	Octopus
Mrs Cobb Miss Chapman Mrs Lesishin	LSA SSA SSA	Dolphin
Mrs Wells	LSA	Jellyfish
Mrs Potter	PPA Class teacher	Orca
Mrs Hatt	PPA Class teacher	Octopus

# Our Theologically rooted Christian Vision

The historical foundation for Church of England Schools is to provide an education, including knowledge of the Anglican Faith, to those in the local community who are in the most need.

The Gospel from St Matthew celebrates that God gave each of us talents that should be shared and not hidden away, that we should use these talents to help others and to inspire them. We believe every child, adult and member of our wider school family has a gift or talent they can share and have celebrated in our school. This means that we strive to be truly inclusive, to discover, nurture and celebrate achievements at all levels and to provide opportunities to enable all to shine. We endeavour to be invitational and inclusive at all levels, including during worship.

At West Park Church of England Primary we believe that we should, 'Let your light shine,' in everything we do.

## Our School Values

<p style="text-align: center;"><b>Creativity</b></p> <p style="text-align: center;"><i>'He has made everything beautiful in its time' Ecclesiastes 3:11</i></p> <ul style="list-style-type: none"> <li>• Find ways to solve problems</li> <li>• Explore our talents</li> <li>• Be confident to be yourself</li> </ul>	<p style="text-align: center;"><b>Faith</b></p> <p style="text-align: center;"><i>'Faith can move mountains' Matthew 17:20</i></p> <ul style="list-style-type: none"> <li>• Believe in ourselves and others</li> <li>• Believe in something bigger than yourself</li> <li>• Take the messages from worship out into our day</li> </ul>
<p style="text-align: center;"><b>Independence</b></p> <p style="text-align: center;"><i>'Be strong and courageous.' Joshua 1:9</i></p> <ul style="list-style-type: none"> <li>• Show perseverance</li> <li>• Be more independent as you grow</li> <li>• Take responsibility for our learning journey</li> </ul>	<p style="text-align: center;"><b>Kindness</b></p> <p style="text-align: center;"><i>'Encourage one another and build each other up' Thessalonians 5:11</i></p> <ul style="list-style-type: none"> <li>• Be kind to ourselves</li> <li>• Be kind to everyone</li> </ul>

## Our Aims

To:-

- 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.

# End of Year Expectations

## Reading

- 1 Read fluently using decoding skill
- 2 Read accurately by blending, including alternative sounds for graphemes
- 3 Read multi-syllable words containing known graphemes
- 4 Read common suffixes
- 5 Read exception words
- 6 Read most words quickly and accurately without overt sounding and blending
- 7 Discuss and express views on a wide range of poetry, stories and non-fiction
- 8 Recognise simple recurring literary language in stories and poetry
- 9 Perform poetry learnt by heart with appropriate intonation
- 10 Discuss and clarify the meanings of words
- 11 Discuss the sequence of events in books
- 12 Make inferences on the basis of what is being said and done
- 13 Ask and answer questions about a text
- 14 Predict what might happen based on reading so far
- 15 Explain and discuss understanding of a range of reading

Children will be given the opportunity to undertake their own quiet reading in school as well as Shared Reading as a class, which will involve delving deeper into our chosen text.

At home, grown-ups should aim for their children to read 5 times per week with an adult for about 7 minutes each time and have this recorded in their reading diary.

# Spelling

## Spelling – work for years 3 and 4

### Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

### New work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred  gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below.</p> <p>Like <b>un-</b>, the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.</p> <p>The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>	<p><b>dis-</b>: disappoint, disagree, disobey</p> <p><b>mis-</b>: misbehave, mislead, misspell (mis + spell)</p> <p><b>in-</b>: inactive, incorrect</p>



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>Before a root word starting with <b>l</b>, <b>in-</b> becomes <b>il-</b>.</p> <p>Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>.</p> <p>Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>.</p> <p><b>re-</b> means 'again' or 'back'.</p> <p><b>sub-</b> means 'under'.</p> <p><b>inter-</b> means 'between' or 'among'.</p> <p><b>super-</b> means 'above'.</p> <p><b>anti-</b> means 'against'.</p> <p><b>auto-</b> means 'self' or 'own'.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p><b>re-</b>: redo, refresh, return, reappear, redecorate</p> <p><b>sub-</b>: subdivide, subheading, submarine, submerge</p> <p><b>inter-</b>: interact, intercity, international, interrelated (inter + related)</p> <p><b>super-</b>: supermarket, superman, superstar</p> <p><b>anti-</b>: antiseptic, anti-clockwise, antisocial</p> <p><b>auto-</b>: autobiography, autograph</p>
The suffix <b>-ation</b>	The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix <b>-ly</b>	The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply. The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p><b>Exceptions:</b></p> <p>(1) If the root word ends in <b>-y</b> with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with <b>-le</b>, the <b>-le</b> is changed to <b>-ly</b>.</p> <p>(3) If the root word ends with <b>-ic</b>, <b>-ally</b> is added rather than just <b>-ly</b>, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>	<p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt <b>-sure</b>.</p> <p>The ending sounding like /tʃə/ is often spelt <b>-ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	<p>If the ending sounds like /ʒən/, it is spelt as <b>-sion</b>.</p>	<p>division, invasion, confusion, decision, collision, television</p>
The suffix <b>-ous</b>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.</p> <p><b>-our</b> is changed to <b>-or</b> before <b>-ous</b> is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the <b>-ous</b> ending, it is usually spelt as <b>i</b>, but a few words have <b>e</b>.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	<p>Strictly speaking, the suffixes are –<b>ion</b> and –<b>ian</b>. Clues about whether to put <b>t</b>, <b>s</b>, <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word.</p> <p>–<b>tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b>.</p> <p>–<b>ssion</b> is used if the root word ends in <b>ss</b> or –<b>mit</b>.</p> <p>–<b>sion</b> is used if the root word ends in <b>d</b> or <b>se</b>.</p> <p><b>Exceptions:</b> <i>attend</i> – <i>attention</i>, <i>intend</i> – <i>intention</i>.</p> <p>–<b>cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; <b>-s</b> is not added if the plural already ends in <b>-s</b> , but <i>is</i> added if the plural does not end in <b>-s</b> (i.e. is an irregular plural – e.g. <i>children's</i> ).	girls', boys', babies', children's, men's, mice's <b>(Note:</b> singular proper nouns ending in an <i>s</i> use the 's suffix e.g. Cyprus's population)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

## Word list – years 3 and 4



accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

□

### Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

# Grammar

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the <b>forms a</b> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <u>a</u> rock, <u>an</u> open box]</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
<b>Sentence</b>	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], <b>adverbs</b> [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or <b>prepositions</b> [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
<b>Text</b>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
<b>Punctuation</b>	<p>Introduction to inverted commas to <b>punctuate</b> direct speech</p>

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Terminology for pupils</b>	<p><u>preposition</u>, conjunction</p> <p>word family, prefix</p> <p><u>clause</u>, subordinate</p> <p>clause direct speech</p> <p><u>consonant</u>, consonant letter vowel, vowel</p> <p>letter inverted commas (or 'speech marks')</p>

# Writing

## Year 3-4 Writing Key Objectives

- 1 Spell words which are often misspelt from the Y3-4 list
- 2 Use the possessive apostrophe accurately with plurals
- 3 Use a dictionary to check a spelling
- 4 Use appropriate handwriting joins, including choosing unjoined Letters
- 5 Adopt the features of existing texts to shape own writing
- 6 Build sentences with varied vocabulary and structures
- 7 Organise paragraphs around a theme
- 8 Develop detail of characters, settings and plot in narratives
- 9 Use simple organisational devices in non-fiction
- 10 Suggest improvements to grammar and vocabulary
- 11 Proofread own work for spelling and punctuation errors
- 12 Read aloud using appropriate intonation, tone and volume
- 13 Use a range of conjunctions to extend sentences with more than one
- 14 Choose nouns and pronouns for clarity and cohesion
- 15 Use conjunctions, adverbs and prepositions to express time, cause
- 16 Use fronted adverbials
- 17 Understand the difference between plural and possessive '-s'
- 18 Recognise and use standard English verb inflections
- 19 Use extended noun phrases, including with prepositions
- 20 Use and punctuate direct speech correctly

# Maths

1. Count in multiples of 4, 8, 50 and 100
2. Compare and order numbers up to 1000
3. Add and subtract numbers mentally, including round numbers to H1
4. Add and subtract using standard column method
5. Estimate answers to calculations and use the inverse to check answers
6. Know  $3\times$ ,  $4\times$ ,  $8\times$ ,  $6\times$  and  $7\times$  tables
7. Count up and down in tenths
8. Understand that tenths are objectives or quantities divided into ten parts
9. Compare and order simple fractions
10. Recognise and show equivalent fractions
11. Find and write fractions of a set of objects
12. Add and subtract fractions with common denominators (less than 10)
13. Measure, compare and calculate measures using standard units
14. Measure the perimeter of simple 2-D shapes
15. Add and subtract money, including giving change
16. Tell and write the time from an analogue clock, including using Roman numerals
17. Estimate and read time to the nearest minute
18. Identify horizontal, vertical, parallel and perpendicular lines
19. Identify whether angles are greater or less than a right angle
20. Interpret and present data using bar charts, pictograms and tables

# Science

- 1 Set up simple fair tests
- 2 Collect and present data from scientific experiments
- 3 Use results from experiments to draw simple conclusions or suggest improvements
- 4 Describe the main requirements for plant growth (air, light, water, nutrients from soil, and room to grow)
- 5 Explain the main stages of plant reproduction (pollination, fertilisation, seed dispersal)
- 6 Explain some functions of skeletons and muscles in animals
- 7 Identify the three main rock types and describe their properties
- 8 Notice that light is reflected from surfaces
- 9 Find patterns in the way that the sizes of shadows change.
- 10 Group materials according to their magnetic properties

## Curriculum

<b>Autumn 1</b>	Europe	<b>Autumn 2</b>	Stone Age, Bronze Age & Iron Age
<b>Spring 1</b>	Light & Dark	<b>Spring 2</b>	Forces & Magnets
<b>Summer 1</b>	Fantastic Flowers	<b>Summer 2</b>	Ancient Egypt

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 may be asked to bring in topic related items.

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

<b>CLASS</b>	<b>Indoor PE</b>	<b>Games</b>
<b>Dolphin</b>	Thursday	Monday
<b>Jellyfish</b>	Wednesday	Monday
<b>Octopus</b>	Tuesday	Wednesday
<b>Orca</b>	Monday	Wednesday

Please make sure your child has the correct equipment each day. This includes: Water bottle, Homework diary and PE Kit. Please send jogging bottoms and a sweatshirt in the colder months so your child is warm enough outside. **PE kits to be worn all day on PE days and on days where an after school club requires it.**

## **The homework expectation in Year 3 is as follows:**

### **Reading:**

Grown-ups should listen to their child read for up to 7 minutes 5 times a week and encourage them to read at other times for pleasure. This can be recorded in your child's reading record, which will be given to them at the start of the new academic year.

### **Spelling:**

Spelling will be set each week using Spelling Shed. Your child will be able to access the spellings that have been set for them by their class teacher and play games in order to help them learn them alongside practise in school.

### **Maths:**

Maths homework will usually be set on Times Table Rockstars and children are expected to spend a minimum of 7 minutes per week on this.

## **Healthy Children**

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, you will need to do this via the ParentPay website using your login details provided to you by the school. If you have any queries in this regard, please contact the office on 01903 243099.

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 a snack it must be a healthy snack e.g. fruit or vegetables. It should not be sweets, chocolate or biscuits.

# Collection and Walking Home Alone Guidance

Parents are legally obliged to ensure their children get to school and attend regularly. This does not disallow independent travel. As a school, we are responsible for the welfare of our pupils and therefore must consider what we believe is good practice in ensuring the safety of our pupils. We also have an obligation to alert relevant authorities should we believe a child's welfare is at risk.

There are no laws around age or distance of walking to school.

We have taken advice from the following:

Department for Education states:

- It is for each school to decide, and enforce, its own pupil collection policy and request that parent/carers formalise collection arrangements in writing.
- The school is not responsible for a child's safety on their way home.

NSPCC states:

- Children under eight can't judge the speed and distance of moving vehicles. They still need help when crossing roads.

## Procedures

### **Pupils in Foundation Stage (EYFS) or KS1 (Years 1 & 2)**

All children in EYFS and Key Stage 1 must be brought to and collected from the school site by a named adult.

Older brothers or sisters in school should not bring or collect younger siblings.

No-one other than named people will be allowed to collect unless school has been contacted in advance. If staff do not have this information, they will check with the school office which will delay collection.

### **Pupils in KS2 (Years 3, 4, 5 & 6)**

There is no set age when children are ready to walk to school or home on their own. It very much depends on their maturity and confidence.

Children under the age of eight can't judge the speed or distance of moving vehicles and some older children might not be able or confident to do this.

We expect Year 3 and Year 4 children to be brought to and collected from school by a named adult or sibling older than primary age. Children in these year groups can be met on site by their adult at the end of the day. Please make sure you arrange where you will meet so your child knows.

We understand that it can be busy at the end of the school day. For parents and carers who have children leaving from different ends of school, we suggest collecting children in KS1 first. Staff School are available in each playground, any child not collected will be taken to the main office.

### **Preparing children in Years 5 and 6 to walk to and from school.**

We teach children about keeping themselves safe in PSHE and other curriculum areas.

Parents and carers can teach children about road safety and stranger danger.

When deciding whether your child is ready for this responsibility consider the following:

- Are they road safety aware? Do they know the safe places to cross? Do they know what to look out for when walking near school? (Other pedestrians and road users including cyclists.)
- Do you trust them to walk straight home?
- Do you trust them to behave sensibly when with a friend?
- Would they know what to do if a stranger approaches them?
- Would they have the confidence to refuse to do what a stranger asked?
- Would they know the best action to take if a stranger tried to make them do something they didn't want to do (scream, shout, kick or fight)?
- Would they know what to do if they needed help?
- Would they know who best to approach to get help? Some children walk to meet a parent away from school. Do they know what to do if the parent is not there? (Returning to school is usually the best option.)

Parents/carers of children who wish their children to walk home unescorted by an adult must follow these guidelines:

- Children must be in Year 5 or 6.
- It is the parents/carer's responsibility to check the route that their children may walk home to assess whether this is a safe route. Crossing of fast roads and walking through secluded areas are discouraged.
- Parents/carers must be certain that children have an awareness and understanding of road safety and stranger danger. It is the parent/carer's responsibility to ensure they are happy that their child can take the proposed journey safely. They must consider weather conditions and darkness during the winter months.
- There should be someone at home to meet the child on arrival.
- If a child does not arrive within the agreed timescale, parents/carers must immediately notify school so we can take appropriate action, which may include contacting the police.

Parents and carers are always responsible for their child's behaviour, including before and after school. Should their behaviour not be acceptable they will be asked to be accompanied or collected by parents/carers.

**If you and your child feel confident that they are ready to walk home or to an agreed meeting place outside school grounds, please inform school using the Google form on the policies page on our school website. If you want to update the details at any point, contact the school office.**