West Park CE Primary School Information Book for Parents Year 1

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Dear Parents,

Welcome to Year 1. This is an exciting year as your child moves from Early Years into the first year of key stage 1. We have worked closely with the Reception team to make sure your child has a smooth transition into their new class. They may have already started a short topic on homes and where possible some of their work may already be on display in their new classroom to help them feel settled and valued.

We have also looked carefully at their end of year achievements so we can plan our next activities to enable them to achieve their next steps. Each area of our curriculum will be based on these early stages to start with and as the year progresses we will gradually extend the amount of time they are listening and working on a task with others, and independently. We will also be using our outdoor space to support our learning. Where possible we plan on themes as this allows the children to become immersed in a topic regardless of the specific focus.

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

This is also the year of the Phonic Screening. This takes place in the Summer term and we will give you more information during the year.

If you are available to help in class please let us know and we can arrange for your induction and DBS check to be completed.

Thank-you

Year 1 team

The Staff in Year 1:

Adult	Role	Class
Miss Chard	Year Leader	Chestnut
Mrs Billett	Teacher	Snowflake
Mrs Moss + Mrs Batten	Teacher	Duckling
Mrs O'Reilly / Mrs Argent	Teacher	Sunflower
Mrs Hollins	Learning Support Assistant/Learning Mentor	Chestnut
Miss Corcoran	Learning Support Assistant	Duckling
Mrs Morley	Learning Support Assistant	Snowflake
Mrs Pattinson	Learning Support Assistant	Sunflower
Mrs Argent	PPA Teacher	Chestnut
Mrs Batten	PPA Teacher	Snowflake

Our Vision

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

Our Values

Teamwork

Faith

Independence

Creativity

Our Aims

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.

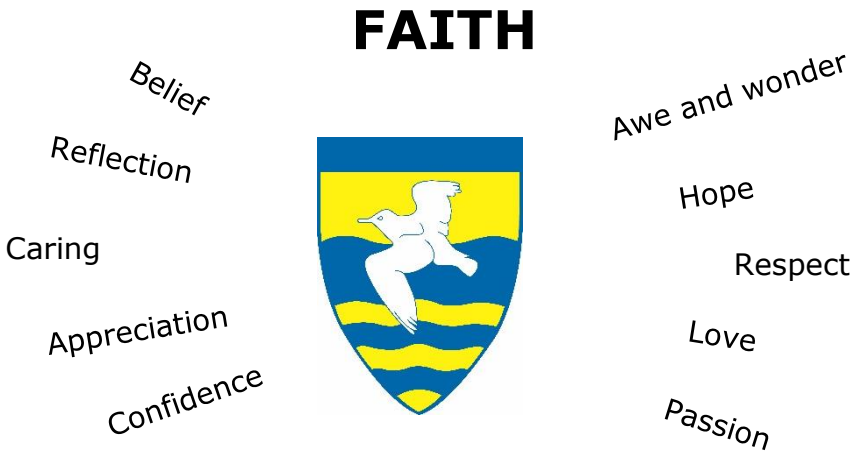
Teaching and Learning

CORE VALUES

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

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

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



<u>What will the children do?</u>

- believe in themselves and develop a growth mind-set - an 'I CAN' attitude
- ask 'Big Questions' and seek the answers
- care for others in our school and the world in which we live
- have a respect and tolerance for their peers and for the adults they work with

<u>What will the staff do?</u>

- model self-belief and growth mind-set
- allow children time to reflect on their beliefs and those of others
- make time for and plan in opportunities to value and care for others and the world around us
- uphold the school's faith and model the faith of the church

CREATIVITY

Individual
Imagination
Courage
Freedom
Thinking

Originality
Risk Taking
Passion
Flair
Investigate

What will the children do?

- explore and investigate, trying new and different things out
- use their imaginations and come up with their own ideas
- take risks and assess their success
- feel confident to express their opinions and views and make their own choices

What will the staff do?

- provide open ended opportunities which encourage choice, investigation and challenge the children's thinking
- be enthusiastic showing a passion for learning
- be flexible in their approach and planning
- ensure the children have time to develop their ideas
-

INDEPENDENCE

Curiosity
Perseverance
Determination
Resilience
Confidence

Thinker
Organised
Risk-taking
Problem solving
Challenge

What will the children do?

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

What will the staff do?

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

TEAMWORK

Trust
Compromise
Caring
Collaboration
Tolerance

Listening
Friendship
Acceptance
Communication
Loyalty

<u>What will the children do?</u>

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

<u>What will the staff do?</u>

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

End of Year Expectations

Reading

- Speedily read all basic phoneme/graphemes
- Read accurately by blending known GPCs
  Read common exception words
- Read common suffixes
- Read multi-syllable words containing known GPCs
- Retell familiar stories and traditional tales
- Recognise and join in with predictable phrases
- Recite some poetry by heart
- Understand texts based on prior knowledge or provided information
- Correct inaccurate reading by check for sense
- Discuss the significance of title and events
- Make inferences on the basis of what is said and done
- Make predictions based on reading so far
- Explain clearly understanding of what is read to them

In Year 1 children have daily phonic sessions with some children also receiving precision teaching to support their phonic knowledge. We also have additional whole class short 'Sound detective' sessions.

In addition to this your child will read at least once a week in school. They will bring home at least two books a week, which they can read themselves. We really value the reading evidence you provide in your child's diary. Please read other books, comics, recipes, newspapers or anything that your child is interested in. Every other week there will be a reading question for you to answer during your 5 reading sessions.

Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of year 1, pupils should be able to read a large number of different words containing the sounds that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for years 1 and 2, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.

Revision of reception work

Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants

- guidance and rules which have been taught

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as **ff**, **ll**, **ss**, **zz** and **ck** if they come straight after a single vowel letter in short words. **Exceptions**: if, pal, us, bus, yes.	off, well, miss, buzz, back
		bank, think, honk, sunk
The /ŋ/ sound spelt n before k		
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset

Statutory requirement	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as **tch** if it comes straight after a single vowel letter. **Exceptions**: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter **v**, so if a word ends with a /v/ sound, the letter **e** usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as **–s**. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as **–es**.	cats, dogs, spends, rocks, thanks, catches
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	**–ing** and **–er** always add an extra syllable to the word and **–ed** sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt **–ed**. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding –er and –est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	**ay** and **oy** are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
~~a–e~~		made, came, same, take, safe
~~e–e~~		these, theme, complete
~~i–e~~		five, ride, like, time, side
~~o–e~~		home, those, woke, hope, hole
u–e	Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as **u–e**.	June, rule, rude, use, tube, tune
~~ar~~		car, start, park, arm, garden
~~ee~~		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed *schwa* sound): better, under, summer, winter, sister
~~ir~~		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

	Rules and guidance (non-statutory)	Example words (non-statutory)
Vowel digraphs and trigraphs	Very few words end with the letters **oo**, although the few that do are often words that primary children in year 1 will encounter, for example, *zoo*	food, pool, moon, zoo, soon
oo (/u:/)		book, took, foot, wood, good
	The digraph **oa** is very rare at the end of an English word.	boat, coat, road, coach, goal
		toe, goes
oo (/ʊ/) oa	The only common English word ending in **ou** is *you*.	out, about, mouth, around, sound
oe ou	Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as **u–e**, **ue** and **ew**. If words end in the /oo/ sound, **ue** and **ew** are more common spellings than **oo**.	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ow (/aʊ/)		lie, tie, pie, cried, tried, dried
ow (/əʊ/)		chief, field, thief
ue ew		high, night, light, bright, right
		for, short, born, horse, morning
ie (/aɪ/)		more, score, before, wore, shore
ie (/i:/)		saw, draw, yawn, crawl
igh or		author, August, dinosaur, astronaut
ore		air, fair, pair, hair, chair
aw		dear, hear, beard, near, year
au		bear, pear, wear
air ear ear (/ɛə/) are (/ɛə/)		bare, dare, care, share, scared

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as **ph** in short everyday words (e.g. *fat*, *fill*, *fun*).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as **k** rather than as **c** before **e**, **i** and **y**.	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix **un–** is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

Grammar and Punctuation in Year 1

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular **plural noun suffixes** *–s* or *–es* [for example, *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*) How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing*: *untie the boat*]
Sentence	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and*
Text	Sequencing **sentences** to form short narratives
Punctuation	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these.

Writing

- Spell words using the standard phonemes
- Spell common exception words
- Spell the days of the week
- Name the letters of the alphabet in order
- Understand spelling rules for adding 's'
- Use suffixes -ing, -ed, -er and -est
- Sit and hold writing implement correctly
- Begin to form lower-case letters correctly
- Form capital letters
- Form digits 0-9
- Compose a sentence orally before writing
- Sequence sentences to form short narratives
- Read writing aloud audibly and clearly
- Leave spaces between words
- Join words and clauses using 'and'

Maths

- Count to and across 100 from any number
- Count, read and write numbers to 100 in numerals
- Read and write mathematical symbols: +, - and =
- Identify "one more" and "one less"
- Use number bonds and subtraction facts within 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero
- Recognise, find and name a half
- Recognise, find and name a quarter
- Measure and begin to record length, mass, volume and time
- Recognise and know the value of all coins and notes
- Use language to sequence events in chronological order
- Recognise and use language relating to dates
- Tell the time to the half-hour, including drawing clocks
- Recognise and name 2D shapes

Science

- Use different approaches to answer scientific questions
- Carry out simple tests
- Organise objects or materials into groups
- Name the main parts of plants and trees
- Name the main parts of the body, including those related to the 5 senses
- Distinguish between an object and the material from which it is made
- Describe the simple physical properties of a variety of everyday materials
- Describe how the weather varies with the season

Curriculum

Autumn 1	Homes and Houses	Autumn 2	Dinosaurs
Spring 1	Earth and beyond Trip to the Planetarium	Spring 2	Spring has Sprung
Summer 1	Brilliant Bodies	Summer 2	Castles Trip to Arundel Castle

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.

Homework –

In Year 1 your child is expected to spend 5 minutes 5 times per week reading, complete the short weekly maths challenge, and spend 2 minutes 5 times per week practise spelling their Buzz words.

Timetable-

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

Class	PE Days / Games
Chestnut	Tuesday / Friday
Snowflake	Monday / Tuesday
Duckling	Tuesday / Friday
Sunflower	Monday/ Tuesday

Please make sure your child has the correct equipment each day. This includes: Water bottle, Homework diary, Reading books, PE Kit can be brought in at the start of the half-term and left in school. We do go outside for PE regularly, so please send jogging bottoms and a sweatshirt in the colder months so your child is warm enough.

West Park

CE

Primary School

A Policy for Care & Management of Pupils

Please also see the West Park Policy

AGAINST BULLYING

Reviewed by:	C Bull Headteacher
Date:	September 2019
Agreed by Governors:	September 2019
Discussed with staff:	September 2019
Next Review due:	Autumn Term 2020

West Park CE Primary
Care and Management of Pupils

Introduction
We believe that all pupils have the right to be safe and to work, learn and play in a positive and stimulating environment. The school community – pupils, staff (teaching and non-teaching), Parents and Carers, Governors and Volunteers – all have a role to play in providing positive role models and ensuring that the pupils develop self-discipline and show consideration, courtesy and respect to all people at all times.
We believe that school discipline extends beyond the 'school gates' and have high expectations of behaviour in any out of school activity. Children represent our school in the community so must demonstrate our school values and wear their uniform smartly both inside and outside school premises.

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

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

The teachers and support staff will discuss expectations of behaviour with pupils at the beginning of every school year and term. These expectations will then be the focus of Health and Relationships Education (HRE) lessons as part of our planned programme and also if a specific discussion point arises.
Our school actively encourages the development of strong values through a carefully planned and implemented values curriculum. We promote a different value each half-term through assemblies and class work. These are designed to fully involve pupils in a shared, school wide ethos for attitudes and behaviour (see Assembly and Values Planning).
All staff are expected to:

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

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

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

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

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

Pupil Premium Support
The Pupil Premium support team is led by Mrs Craig, Deputy Headteacher and includes two Pupil Premium Support Assistants.
The role of this team is;

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

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

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

Our school rules are:
We are kind
We are quiet when the teacher is talking
We follow instructions right away
We let others get on with their work
We respect each other

We do our best

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

Walk rather than run
Keep to the left in single file
Wait rather than push
We move around quietly
Open and hold doors for others.

Routines
Routines will also be demonstrated and established in every class at the start of each school year and revisited as often as required until they become general practice in every class.
• Entering and leaving the classroom.
• Registration.
• Respect and care for people and property.
• Use of equipment.
• Seeking help.
• What to do when work is completed, i.e. where to put it, what to do next.
• Tidying up.
• Use of the toilets.
• Wet playtimes.

Playground Rules
In order to ensure the safe and efficient management of playtimes and lunchtime breaks on the playground, we expect the children at West Park to:
• Go out to play calmly, quietly and safely.
• Return to the school building only if supervised by an adult or to independently complete monitor roles.
• Go on the field only when the green sign is on display in the Year 6 classroom or given permission to do so by adults on the playground.
• At the end of break time and lunch time, stop on the first bell, then line up on the second, clearing up equipment they have been using.
• Whilst on the playground, enjoy themselves safely and make sure that others can do so as well.
• Take care of each other and any equipment, making sure equipment is used safely and appropriately.
• Make an effort to talk to anyone sitting on one of the friendship benches and invite them to join in with their games.

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

Rewards
In order to maintain the positive climate within the school, we focus on:
• All staff taking every opportunity to praise pupils for effort during the school day.
• All staff taking every opportunity to encourage, recognise and acknowledge good work and behaviour, making full use of individual and class rewards.

• Wherever possible, pre-empt inappropriate behaviour, and using preventative measures to encourage good behaviour. (See Appendix A for 17 De-escalation Strategies)
• Encouraging pupils to solve problems and develop social skills, through the Health and Relationships and values curriculum
• Recognising and celebrating achievement in year group assembly.

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

Examples of Unacceptable Behaviour
There are a number of behaviours which are unacceptable at West Park CE Primary School. These are listed below and will have consequences. Please see Appendix B for further details.
- Un-co-operative and defiant behaviour which makes it difficult for the teacher (or other adult) to carry out their duties effectively
- Disruptive behaviour
- Violence
- Abusive, racist, sexist or homophobic language
- Bullying including cyber-bullying and the use of threat

Strategies and sanctions to deal with unacceptable behaviour
At West Park we encourage a positive dialogue with children and know that the majority of disruptive situations can be avoided by establishing a calm and productive learning environment with an effective seating plan and established routines. This is further enhanced by all staff following the school rules and using the 17 de-escalation strategies. It is also expected that all classes will be taught self-regulation strategies at calm times, for example: box breathing, 54321 and write and rip. See Appendix C.
Inappropriate behaviour is often a means of seeking our attention. All unacceptable and unsafe behaviour will have consequences; a member of SLT will briefly share the consequences of pupil's actions with the class so they aware of these consequences and do not feel that anything has been ignored and so they know the pupil is being supported. Low level issues will result on a child's name being written under the? cloud on the board, two ticks will result in a conversation with parents at the end of the day (KS1) or a phone call (KS2).
Supporting children with sensory difficulties
It is important to recognise that some children in our school have sensory difficulties and we need to prepare for these and provide support.

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

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

Calming down
When dealing with a child who has been demonstrating unacceptable behaviour we recognise the need for that child to be removed from the situation and have time to calm down. This may be achieved by asking the child to sit on his or her own or the teacher may send the child to another class. Alternatively, a member of the BEST Team may be called to discuss the issue with the child. It may be necessary to ask the child to leave the classroom, but children should not be left outside of the classroom on their own.
If a child is disruptive and distressed, it is likely they are not able to hear you; you need to use a script of phrases until they can hear you. It is critical that all staff deal with these situations in the same way. The member of staff should say-
'You have such big feelings and they are making your body fight'
'I can see you are scared, take your time'
'I've got you, you are ok'
The member of staff should crouch down not too close to the distressed pupil, keep hands clear, smile, have soft eyes, soft story telling voice.
Staff need to take time to connect with the pupil before they can work to correct their behaviour.
(Advice from Dr Lyons Beacon House)

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

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

Team-Teach Positive Handling Strategies
Several members of the staff team at West Park have received training in the Team-Teach Positive Handling Strategies. The Team-Teach training manual describes the positive handling strategies it advocates as those which 'include a wide range of gradual and graded supports and interventions. Over

95% of these relate to divers on, diffusion and de- escalation through modifications of the environment, routines and improved communication. In a small minority of instances physical interventions may be used to keep people safe while other positive handling strategies continue. In the Team-Teach approach physical interventions are not an alternative to de-escalation, they are part of a holistic approach.' On the rare occasion when physical intervention is needed to prevent a child harming themselves or others, a trained member of staff should be sent for immediately, although this does not mean that untrained staff members should not intervene in the meantime if it is deemed necessary to keep the child safe and/or protect others.

Health and Relationships Education (formally known as PSHE Education)
We recognise that it is very important to teach children how to work together and form effective relationships with their peers, teachers and other adults in the school. Class teachers will spend some time every day, talking to children about their expectations. Teachers will encourage children to discuss their feelings and attempt to solve their own problems during Circle Time and HRE lessons, often referring to the school's values system and through the use of associated resources. Some activities will focus on co-operation and aim to teach children to share and collaborate.

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

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

Stages of behaviour intervention at West Park CE Primary

Stage:	When this stage is necessary:	What happens at this stage:	What needs to happen next:
(0)	Children are working well in class.	Teacher to give praise.	Praise is maintained accordingly
(1)	Inappropriate, silly or 'off-task' behaviour.	Tactical ignoring followed by a verbal warning.	Name on '? side of board'. Remind the child to make good choices with examples. A small number of children may need individual reward systems in place.
(2)	Continuing from the above, refusing to work or join in with activities after 10 minutes. Causing a disturbance and stopping other children from working. Inappropriate language.	Child is given 'time out' – in another area of the school with an adult (e.g. Rainbow room). They will be sent to another class or be given detention at playtime, lunch time or Assembly to catch up on work with their class teacher that day. Class Teacher must record child's behaviour on CPOMS.	Help the child get back on track by monitoring, pre-empting, and looking for positives. Yellow behaviour record book would start for any child who reaches stage 2 repeatedly in one week. The class teacher will speak to parent's regarding the incidents and explain a behaviour book will begin. This will be discontinued when the child receives pink comments for a week. Any green comments will be followed up. If behaviour continues draw up an individual behaviour management plan.
(3)	Continuing from the above or attempting to cause hurt or damage. Name-calling. Becoming angry – throwing things and/or getting physical with others.	An adult will radio for support – a member of the BEST team will come and ask the pupil once to come with them for the rest of the lesson. If the pupil refuses the rest of the class will be removed to another area of the school. A phone call will be made to Parents and Carers to explain the situation and that their child is at stage 3. There will be an 'internal exclusion' for the rest of the lesson with a senior leader, recorded on the behaviour log and a letter will be sent home.	Continue the above. Close liaison with Parents and Carers. Teacher to discuss additional strategies with SENDCo's, Pastoral leader or SLT to help the child get back on track.
(4)	Continuing from the above or causing actual harm to themselves, another person or school property. Stealing or bullying. Running away, attempting to leave school.	A follow-up phone call will be made to Parents and Carers to explain the situation and that their child is at stage 4, they will be asked to come to school to work with the pupil in an office. If the parent is unable to come in the child will work with a Senior leader. This will be an 'internal exclusion' for the rest of the day in school which will be recorded by Miss Weller and a letter will be sent home.	Continue the above. Head of Year/SLT/SEN team to inform all staff of the need to help this child get back on track, and the strategies/support to be implemented.
(5)	Continuing from the above or serious challenges to authority. Extreme danger or violence posed to another person or property.	A 'fixed term exclusion' will be given by the Head teacher or Deputy Head in her absence. This will be recorded by Miss Weller, a letter will be sent home and West Sussex County Council will be informed.	Following the exclusion a 're-integration meeting' will be held with the Head teacher or Deputy head, Parents and Carers and another member of staff as appropriate. Engagement with external agencies for advice and support. Review support plans.

Parental Involvement

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

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

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

We need Parents and Carers' full co-operation if our policy is to be effective. It is essential that Parents and Carers support us in our school rules and values curriculum. It would be very beneficial to the pupils if the same de-escalation techniques and calming strategies are used at home as these will quickly become habit. In certain circumstances where a child has been involved in a serious incident of inappropriate behaviour the Headteacher will contact the Parents and Carers immediately and ask them to come to the school to discuss the matter. If possible and appropriate the child will be involved in the discussions.

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

Communication between home and school

Informal Communication

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

Family Support Team

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

Keeping in Touch and Behaviour Book

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

warranted the use of this system will need to come to school on a regular basis to discuss the child's behaviour with the appropriate member(s) of staff.

Lunchtime Supervision

Like all other staff at West Park, the Midday Supervisors are expected to be role models to the children and demonstrate positive values and follow the school rules at all times. They are encouraged to highlight positive behaviour choices and to report any serious unacceptable behaviour to the senior leader on duty. The Midday Supervisors are responsible for the children during the lunch break. The same school rules apply during the lunch break as at any other time. Children are expected to show respect to the Midday Supervisors and to follow the school rules. Each class will have a seating plan on their notice board so that MMS staff know where children are sitting and to minimise any issues.

Lunch time can be a very difficult time for some children. Children identified as being 'at risk' of displaying challenging behaviour or who are unable to cope socially or emotionally in a variety of situations can attend a Nurture Group in the pastoral office or willows. These children will join small groups of their peers under the supervision of a member of the BEST Team. Pupils with acute needs may be accompanied into lunch and may be involved in structured activities, organised and supervised by a member of the BEST Team. These Nurture Groups aim to develop their social interaction skills to the point at which they are confident and be competent to re-join their peers at break. It is important to recognise that Nurture Group provision for these children is supportive and not a punishment. Class teachers must maintain good communication with Parents and Carers by informing them when their child is attending a nurture group. Nurture groups are not optional as they are an important strategy for managing behaviour.

Exclusions

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

Internal Exclusions

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

Fixed Term Exclusion

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

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

Permanent Exclusion

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

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

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

Guidelines for Parents and Carers

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

Appendix A: 17 De-escalation strategies

1. Closed choice- giving the option of doing what you have already asked or a less desirable option
2. Bracket- praise someone nearby and then them when they do as asked
3. Reminder about remaining time- 2 minutes left to…
4. Casual question- how's the work going? All ok?
5. Steady stare- keep looking until they realise you are waiting and then just fractionally longer to show them you noticed
6. Break off- stop mid-sentence and wait
7. Signal- gesture, facial expression, shake of head etc.
8. Move nearer- continue to teach but move nearer the pupil so they are aware of you
9. Describe what you see/hear in a neutral way- I can see you moving around the room you need to sit in your place. You are speaking loudly; I need you to work more quietly.
10. Distract with activity- I need someone to… could you please clear the whiteboard for us (this is a good break to stop escalation and could be the quick moment to refocus their group or quietly speak to them away from their audience)
11. Support and scaffold with activity if looking stuck
12. Tell- be really clear about what you want them to do. "Books closed, pen down and looking at me"
13. Repeat instruction 3 times. Exactly the same with slight pause in the middle to give time to complete
14. Partial agree- I know it's hard but practice makes permanent
15. Tactical Ignore- only temporary and if no one in danger. Ignore, then praise when doing what asked. (You may need to praise those around to get quick result)
16. Private Intervention- speak in quiet space without audience (make sure you are in a space where you can be seen though
17. Maybe and- listen and reply "maybe and I still need you to…"

Appendix B List of unacceptable behaviours and Consequences

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

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

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

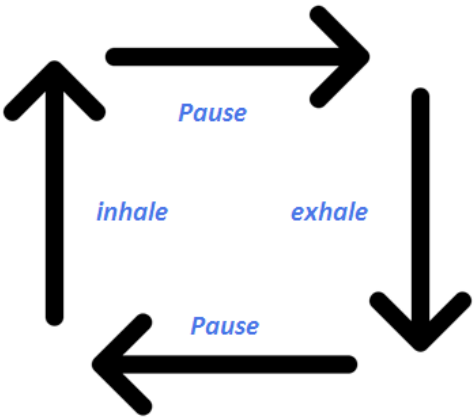
Abusive, racist, sexist or homophobic language We recognise that name calling and/or the use of any kind of abusive, racist, sexist or homophobic language, including that which is used in retaliation, is wrong and is just as hurtful as physical violence. Children will be taught that this is unacceptable.

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

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

Appendix C: Calming and self-regulation strategies

Box Breathing (for a count of 4 each side)



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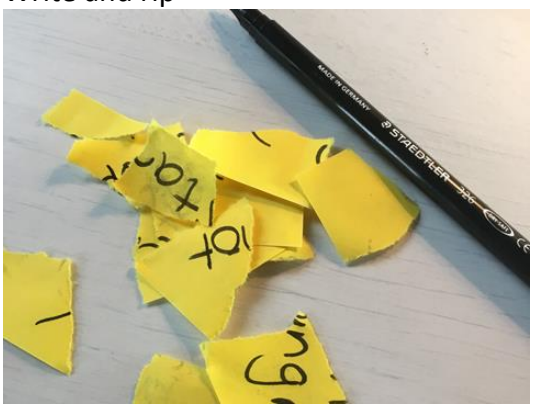
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