

# Home-School Agreement



It was developed by	Head Teacher
Consultation	Governing Body
Governing Sub Committee	Leadership
It has been presented to the governors.	May 2020
Communication: This policy is hosted on the school website and available for copying from there. In exceptional circumstances a paper copy will be provided on request	
It will be reviewed:	Annually
It was last ratified:	
Next Planned Review	March 2021
Hard Copy	Staff Room, School Entrance
Web Link	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Home+School+Agreement&amp;pid=195">https://www.chesswood.w-sussex.sch.uk/page/?title=Home+School+Agreement&amp;pid=195</a>
System Link	Y:\School Level\Policies\Home School Agreement – Statutory



## Home-School Agreement – Parent & Child Confirmation

The home school agreement has been developed in consultation with parents, staff and governors and reflects key policies within the school. The agreement forms the foundation contract between home and school and serves to set expectations to reduce the chances of misunderstanding occurring in the first place and if they do occur it helps them to be resolved more effectively for all.

The document is designed to support all members of the school community to be clear about and fulfil their role in ensuring each child can be 'the best they can be' and 'show courtesy, care and kindness' all of the time. To be a safe and effective school for all children, it is important all families fully respect and support all school policies, systems and processes in place.

All members of the school community must confirm agreement with this document in its entirety, and will, if an issue arises, conform fully to its expectations. Where this is not the case parents must communicate this to the Chair of Governors, in writing, stating precisely the concern they have with the Home-School Agreement and stating their reason for not supporting the contents of this document fully: [clerk@chesswood.w-sussex.sch.uk](mailto:clerk@chesswood.w-sussex.sch.uk). Enrolment at Chesswood is dependent on parents confirming their agreement.

It is important that all parents with responsibility for and regularly involved in the life of a child at Chesswood confirm their understanding and agreement with the Home-School Agreement. This includes ALL parents that have responsibility for a child (including step parents and parent that may not live full time with their child) and have any involvement in their learning and life at school MUST:

- be listed below
- confirm their agreement.

We have included options for up to five parents to be involved and recognise and include the diverse parenting arrangements that may exist for a child.

Parents will confirm acceptance of the home school agreement within the Chesswood Junior Online admissions form:

HOME > PARENTS > ADMISSIONS AND TRANSITIONS > JUNIOR SCHOOL ADMISSIONS > CHESSWOOD JUNIOR SCHOOL ADMISSION

<https://www.chesswood.w-sussex.sch.uk/page/?title=Chesswood+Junior+School+Admission&pid=818>



## 1. Hard Copy Form Completion

This hard copy confirmation should only be used where there is no other reasonable access to complete the online version of the form. Should a parent not have access to appropriate technology this can be provided at school, please call 01903 204141 to arrange a time to complete on the school site. The online version of this form may be found at: <https://www.chesswood.w-sussex.sch.uk/page/?title=Chesswood+Junior+School+Admission&pid=818>

The school brochure is essential reading for all parents prior to their child's admission to Chesswood Junior School.		As a parent I have read, understood the contents of the school brochure.			
Parent	Name	Yes	No	Not Applicable	Refused
Parent 1					
Parent 2					
Parent 3					
Parent 4					
Parent 5					
It is likely that parent 1 will complete this form. We will accept the confirmation of parent 1 with regard to the responses below on behalf of the other parents, that they have confirmed with parent 1 they have read, understood and fully support the Home-School agreement.		As a parent I have read, understood and will fully support the Chesswood Junior School Home-School Agreement in spirit and deed.			
Parent (names as above)		Yes	No	Not Applicable	Refused
Parent 1					
Parent 2					
Parent 3					
Parent 4					
Parent 5					
All children must be aware of the community code and expectations within it for them and what they should expect from others towards them. As a minimum, ALL children should know the first and last parts of the code: 1. Be the best we can be at all times 2. Show courtesy, care and kindness, all of the time, to everyone we meet		Parent: I can confirm that my child has been introduced to the Community Code and will do their best to support it at all times - they know the first and last part of the community code.			
Parent	Parent Name	Yes	No	Other	Refused
Parent 1					



## School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

## School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.

## Agreement Links

This policy should be read in conjunction with the following school policies

Policy	Chesswood Website link	Live Link
School Brochure	Parents > School Brochure (updated autumn annually)	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=School+Brochure&amp;pid=188">https://www.chesswood.w-sussex.sch.uk/page/?title=School+Brochure&amp;pid=188</a>
Behaviour and Discipline Policy	Pastoral > Managing Behaviour	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Managing+Behaviour&amp;pid=208">https://www.chesswood.w-sussex.sch.uk/page/?title=Managing+Behaviour&amp;pid=208</a>
Anti-Bullying Policy	Pastoral > Managing Behaviour	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Managing+Behaviour&amp;pid=208">https://www.chesswood.w-sussex.sch.uk/page/?title=Managing+Behaviour&amp;pid=208</a>
Assessment Guidance	Learning > Assessment	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Assessment&amp;pid=150">https://www.chesswood.w-sussex.sch.uk/page/?title=Assessment&amp;pid=150</a>
Curriculum Policy	Learning > Select year group curriculum	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&amp;pid=53">https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&amp;pid=53</a>
Special Educational Needs Policy	Learning > Special Educational Needs	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Special+Educational+Needs&amp;pid=159">https://www.chesswood.w-sussex.sch.uk/page/?title=Special+Educational+Needs&amp;pid=159</a>
Attendance & Punctuality Policy	Pastoral > Attendance & Punctuality	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Attendance+%26amp%3B+Punctuality&amp;pid=207">https://www.chesswood.w-sussex.sch.uk/page/?title=Attendance+%26amp%3B+Punctuality&amp;pid=207</a>
Complaints Policy	Parents > Concerns and complaints	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Concerns+and+Complaints&amp;pid=190">https://www.chesswood.w-sussex.sch.uk/page/?title=Concerns+and+Complaints&amp;pid=190</a>

## Supporting Material

Home-School Agreements – guidance for local authorities and governing bodies – July 2013



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## 2. Introduction

This document has been developed in consultation with parents, staff and governors and reflects key policies within the school. The document is designed to support all members of the school community to be clear about, and fulfil, their role in ensuring each child can be 'the best they can be'. It is assumed that all members of the school community agree with this document in its entirety, and will, if an issue arises, conform fully to its expectations. Where this is not the case parents must communicate this to the Chair of Governors, in writing, stating precisely the concern they have and stating their reason for not supporting the contents of this document fully.

The statutory guidance is clear with regard to the requirement for a school to develop, consult, publish and enforce a 'Home-School Agreement'. Underpinning expectations are set out below:

A Home-School Agreement is a statement explaining:

- the school's aims and values;
- the school's responsibilities towards its pupils who are of compulsory school age;
- the responsibility of each pupil's parents; and
- what the school expects of its pupils.

All maintained schools, academies, city technologies colleges and city colleges for the technology of the arts are required to publish a home-school agreement and associated parental declaration.

Schools must take reasonable steps to ensure that all registered parents of pupils sign the parental declaration to indicate that they understand and accept the contents of the Home-School Agreement.



### 3. Core School Aims

If you have already read the core school aims within the school brochure please move to the next section.

#### 3.1. *Learning*

##### ***Achievement***

At Chesswood Junior School we will make every effort to ensure that all children enjoy their learning journey and secure significant success.

As a priority, we seek to secure high levels of attainment for all children, regardless of need. Preparing them for opportunities, responsibilities and experiences of the present, of secondary education and of adult life in a world that is undergoing continuous change.



We seek to ensure children's progress, in lessons and over time, is consistently strong. Children will be guided to achieve challenging learning targets. Whilst any children at risk of slow progress or low attainment are identified early and effective arrangements put in place to accelerate their learning. We will move swiftly to work in close partnership with the child and family wherever slow progress or low attainment occurs. We recognise learning for some children is frustrated by their special needs; our specialist inclusion staff team will always seek to remove barriers and lessen frustrations for each child whilst working in close partnership with parents and school colleagues.

Good attainment and progress are largely secured through high quality teaching, a real, relevant and engaging curriculum and a close positive partnership between home and school. However, the importance of good parenting ensuring children are ready for school and ready for learning cannot be underestimated – so all families are asked to put their children's learning and development very high on their list of priorities – investment of time and energy in these early years will pay great dividends for your child in future.



## ***Teaching and Assessment***



Academic staff will maintain high expectations of each and every child. They plan and teach lessons that actively involve, interest and engage all children. Academic staff will seek to secure optimal learning by creating a highly responsive learning environment listening to, carefully observing and skilfully questioning pupils during lessons in order to reshape tasks and explanations to improve learning. Children and teachers will assess learning and progress regularly and accurately. As a result, they will know how well they have done and what they need to do to improve. Parents will also be kept very well informed of their children's achievement throughout the year and therefore fully involved as a partner in their child's education.

## ***Curriculum***

The curriculum will be highly organised, responsive and coherent. As a result, children will secure substantial positive experiences and rich opportunities for high quality learning within and beyond the school environment i.e. through our core curriculum; highly flexible home learning programme and our rich and exciting extra-curricular opportunities. Furthermore, due to the high levels of engagement, and its real and relevant nature, the curriculum will maintain a very positive impact on all children's behaviour and safety. Whilst contributing well to children's' academic achievement it will also significantly enhance spiritual, moral, social and cultural development – aspects critically important to securing a fulfilled life and becoming a valued member of any community – local, national and international.

## ***Partnership***

We will strive to build and maintain consistently good relationships and proactive communication with families. We will always work in partnership with parents, listen carefully to their needs and seek to support these wherever possible.

### **3.2. *Pastoral***

Ensuring the pastoral care for children and families is right is of paramount importance. The best teaching, curriculum and facilities may be quickly undermined by poor attendance; punctuality; behaviour; and any substantial risk to a child's safety and well-being.





## ***Safeguarding***



Ensuring children's safety is our first and foremost priority. Our safeguarding procedures will be consistent, thorough and robust - they will always put the child's needs first and ensure the earliest protection for those at risk of harm. Children will feel safe and know how to keep themselves safe within and beyond the school environment in response to the risks that life can and does pose.

## ***Child Health and Well-Being***

Early health and well-being provides a firm foundation for later life. Allied to Spiritual, Moral, Social and Cultural education (SMSC); securing child health and well-being ensures improved achievement for all in the widest sense. It is therefore, a core school responsibility. It is an integral part of the ethos, values and principles pervading children's school experience underpinned by a 'Formal curriculum' that supports children's ability to stay healthy; enjoy a sense of well being and hold a zest for life.

## ***Attendance and Punctuality***

All members of the school community will have good reason to take pride in their school and the part they play in making it an exceptionally positive environment for all to learn. As a result, all children really want to attend school and get there on time. School will work in close partnership with families to optimise attendance for all children and ensure their learning experience coherent. Unless there are exceptional circumstances the minimum expected attendance rate for any child is 96%.

## ***Equalities***

All are expected embrace and welcome difference in themselves and each other to make Chesswood Junior School a truly inclusive community.

The whole school community fully supports its duty as a public body to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.





- Support core British Values – democracy; the rule of law; individual liberty; mutual respect & tolerance

As a school, we will always act robustly to any behaviour, intentional or reckless, that would put inclusion at risk within our community.



### ***Behaviour***

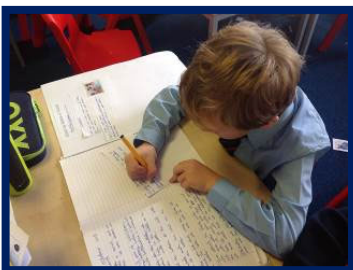
The Bright Sparks community code is the foundation for guiding the behaviour and positive actions of all members of the school community knowing their rights and taking their responsibilities seriously. The politeness and manners of all within the school community are expected to be key features allowing all to feel genuinely welcome and happy – Showing Courtesy, Care and Kindness – all of the time, is a priority for all.

Childhood is a time for making mistakes and we take responsibility, in partnership with parents, to ensure children are able to put things right when they have caused upset or harm to others. The expectation is that all children learn from mistakes and avoid making them twice. The school will use the wide range of sanctions at its disposal to reinforce strong, consistent and positive expectations.

We strongly encourage all members of the school community to hold very positive attitudes to their learning. Behaviour within and outside lessons is expected to be impeccable as all are highly conscious of the need to learn lots and learn fast to keep up with expectations!

We will not tolerate bullying and take substantial and robust action to prevent its occurrence in all forms, including Cyber bullying. However, in the rare instance that it does occur we will take swift action to ensure there is a clear message that it is not acceptable.

### **3.3. *Leadership***



#### ***Ethos***

We will sustain a highly positive and inclusive primary ethos focussed on securing the best possible childhood experiences at school whilst always building robust readiness for secondary education and preparedness for securing high quality employment in future.

#### ***Direction***

The leadership group will provide clear and well communicated educational direction. Ensuring the school has a vision, aims and objectives that underpin future direction and help it meet very high expectations. We will maintain a forensic attention to detail that will in turn guide policy to meet



statutory requirements and the very best practice in all areas of school life.

### ***Governance***

Governance arrangements will ensure challenging scrutiny of the leadership group's work - securing public confidence in the work of the school and the maintenance of very high standards.

### ***Partnership***

To support our determination to raise standards, the leadership team, and school staff will work in close partnership with all local schools by involvement in, and commitment to East Worthing School Partnership.

### ***Personnel***

We will endeavour to recruit and retain talented personnel, committed to making a real difference to children's lives, whilst at the same time robustly enforcing safe recruitment practices. We will ensure the number and experience of personnel meet the demands of sustaining an outstanding school. Provision of robust induction and continuing professional development will enable all staff to complete their role with increasing effectiveness and success – all will be able to meet the ever increasing demands placed on schools, with confidence.

### ***Finance***

Through sound financial management, we will strive to ensure excellence in all aspects of school life. Consistently efficient and effective financial control of finite resources will ensure leaders and governors secure the very best value for each and every pound we spend and secure additional opportunities for children, as a result.

### ***Administration***

Maintain highly effective and purposeful administration, embracing new technology, ensuring consistently effective communication - timely & accurate - for all stakeholders within the school community.

## **3.4. *Premises***

### ***Estate Management***

The learning environment will inspire learning and active play. It is to be maintained to a high standard and will be consistently clean, tidy and safe allowing the curriculum to be taught safely and



effectively. It will increasingly be designed and developed to enhance the core curriculum and extra curricular activities alongside support for learning outdoors as part of normal practice.

### ***Health and Safety***

We will consistently seek to maintain the right balance between sustaining a healthy and safe environment for all site users whilst ensuring learning opportunities are experienced to the fullest extent. We expect risk to exist within the school environment, including the building, the grounds, the equipment and the activities however we expect to be conscious of the risks and manage them appropriately for the wide range of site users. We will ensure we are compliant with statutory guidance at all times. We will maintain a wide range of robust and well-rehearsed routines understood by site users so that children, staff and visitors are confident in actions they should take to keep themselves healthy and safe. Leaders will continually seek to design policy and practice that maximises the health and well-being of all site users thus maximizing their positive experience at Chesswood Junior School.



## Community Code

### Chesswood Bright Sparks

**B**e the best we can be, at all times

**R**espect the rights of others and take our responsibilities seriously

**I**nnovate – we are creative, ask questions, investigate new ideas

**G**o “the extra mile” in everything we do

**H**old high expectations of ourselves and others

**T**urn up, turn up on time, turn up ready for action

**S**eize the opportunities we have and make the most of them

**P**ersevere when challenged - think positively, find solutions, never give up!

**A**spire to great things – ‘Dream Aspire Achieve,’ be extraordinary

**R**ecognise our part in the community – school, local, national and international

**K**now we are part of the Chesswood team – we are willing to help and be helped

**S**how courtesy, care and kindness, all of the time

## 4. Behaviour



Our positive ethos is built on the Bright Sparks Community Code detailed above. Whilst the ethos of the school is underpinned by all aspects of the community, children need time to learn and understand these, typically this can take in excess of one year. Even then children will develop a deeper understanding of each as they progress through the school. On that basis, there are two main priorities for children when they start Chesswood:

- Being the '**best they can be**' at all times.
- Showing **courtesy, care and kindness** at all times, to all people, within the school and wider community
- It is our aim to develop an active partnership with parents so as to help promote good behaviour. This means involving parents at an early stage if any issues arise.
- When unacceptable behaviour occurs we will aim to work closely with the children and parents to resolve the difficulty quickly and ensure disruption to learning is minimal both for the child and others within the school community.

### 4.1. **All staff will:**

- ensure that the Bright Sparks Community Code underpins all behaviour management.
- treat all children with care, courtesy and kindness.
- recognise and reward the achievements of each and every child within the school.
- consistently apply the school behaviour policy when rewarding good behaviour and when determining an appropriate sanction for poor behaviour in all areas of the school, doing so without fear or favour.
- make every reasonable effort to understand the 'full picture' before setting sanctions and then set sanctions appropriately on the 'balance of probabilities'.
- when witnessed, challenge and correct poor behaviour and discipline, in accordance with the school policy.
- ensure all incidents of a discriminatory nature are immediately challenged when witnessed or alleged. Ensure these are reported immediately to a senior leader.
- when a child is on the special needs code of practice, give consideration to the extent to which his or her behaviour management programme had been followed prior to the incident before determining sanction.



#### 4.2. ***Class Teachers will***

- provide time at the beginning of each half term to review and reflect on the Bright Sparks Community Code and any appropriate routines. They will use the Bright Sparks Community Code to support spiritual, moral, social, cultural development as a typical part of daily classroom practice.
- have high expectations of the children in terms of behaviour and academic achievement.
- contact a parent at an early stage if there are any concerns about the behaviour or welfare of a child.

#### 4.3. ***Head Teacher will***

- maintain overall responsibility for the management of behaviour throughout Chesswood Junior School.
- for repeated or very serious acts of anti-social or discriminatory behaviour, the head teacher may exclude a child.
- take responsibility for the implementation of the school behaviour policy throughout the school, and to report to governors, termly, on the effectiveness of the policy (School Standards and Framework Act 1998).
- secure the health, safety and welfare of all children in the school in relation to behaviour and conduct.
- support the staff, in setting the standards of behaviour, and in the implementation of the behaviour policy.
- keep records electronically of all reported serious incidents of misbehaviour.
- liaise with parents to resolve any issue quickly and ensure the disruption to a child's learning is minimal.
- take responsibility for giving fixed-term suspensions to individual children for serious or persistent acts of misbehaviour.

#### 4.4. ***Parents will***

- accept that the Bright Sparks Community Code and rules apply equally to all children – fully supporting this principle in spirit and in deed.
- make every reasonable effort to help their child to know, understand and be able to apply the community code in spirit and in deed.
- expect their child to support the Bright Sparks Community Code at all times in spirit and in deed.
- support the sanction applied where a child's actions 'on the balance of probabilities' have not supported the Bright Sparks Community Code or any other school rule thus ensuring their child receives a clear and powerful message that this type of behaviour will not be tolerated at school or at home.
- accept responsibility for their children's behaviour on the way to and from school – support the school if it needs to take action following an untoward incident.
- support the Chesswood Junior School Behaviour & Discipline, Anti Bullying and Single Equalities Policies in their entirety.



## Home – School Agreement

- comply fully with the uniform requirements for Chesswood Junior School. Ensure their children wear full school uniform, detailed within the 'Clothing and Equipment' appendices within this document.
- let the school know about any issue at home that may have a bearing on their children's behaviour or learning in school (information is always treated with the utmost sensitivity and confidence).
- share any concern about the way that their child has been treated, in a courteous and discrete manner (i.e. discussing the disagreement with the teacher out of earshot of the child) in the first instance with the class teacher.
- avoid any use of social media to share concerns before all attempts with the school to resolve the matter to everyone's satisfaction have been exhausted.
- not seek to address behaviour concerns directly with another child or family
- contact the head teacher, immediately, either personally or in writing if the concern remains. Will trust in the school professionals judgement to
- Ensure all contact details are kept up to date – contacting the school immediately there is any change to details or any issue with communication e.g. emails not received.
- **Make every reasonable effort to ensure children play, watch and listen to age appropriate material – on television, on games consoles and on the internet.**

### 4.5. ***Parental Personal Behaviour***

#### Parents

- will conduct their own behaviour in and around the school premises and online with courtesy, care and kindness at all times.
- when raising a concern or complaint with school they will do so with courtesy and respect. They will follow the complaints policy in order to seek a genuine resolution and understanding with school. Leaders and governors will always seek to resolve a complaint without fear or favour and resolve almost all to a parent's satisfaction. In the rare case where an outcome does not agree with a parent's expectations we would support an escalation of the complaint to exhaust all stages and find a positive resolution wherever possible. However, at each of those stages we would expect the parent to behave appropriately and seek to maintain positive communication with school staff, leaders and governors recognising any difference of opinion may be addressed calmly and respectfully. Whilst we will always seek to have empathy and understand feelings may run high we have zero tolerance of any threats or abuse; direct or indirect, in writing, in person or on social media.
- will not resort to communication whether in person, in written communication or on social media with vexatious, persistent, serial or personal campaigns against any individual child or staff member or governor. Whilst this is extremely rare when it does happen in such instances when a home school relationship is beyond reasonable repair and we have exhausted all reasonable efforts from our perspective and the family are in a persistent campaign against a child, school employee or governor:
  - the family may be invited to seek a new school for their child



- a parent or parents may be banned from the school premises and events for the safety and welfare of children and/or staff or governors.
- not use foul language (the four letter variety!) in the earshot of any child at any time in or around the school premises.
- not smoke on the school premises or in front of the school, especially at busy times before and after school.
- not bring dogs (however small, loving or cute!) on to the school premises or stand with them close to the entrance gate at busy times before and after school.
- keep dogs on a lead at all times.
- do not stop, for any length of time, on the Yellow or White Zig Zag crossing lines at the front of school – it will increase the risk of an injury to a child usually somebody else's!



#### 4.6. *Children will*

- Seek to know, understand and apply the community code in spirit and in deed at all times when travelling to and from school, when at school and when engaged on school business.
- As a priority children will focus on the first and last line:
  - **B**e the best we can be, at all times
  - **S**how courtesy, care and kindness, all of the time
- Follow specific school rules as appropriate – detailed in the table below

Transition Time	Assembly	Playtime
In addition to Bright Sparks: Walk in single file with your class. Walk in pairs with your friends. Walk around school calmly and quietly. Walk safely on the stairs. Walk on the left within the school building.	In addition to Bright Sparks: <b>Entry:</b> Sit down without speaking when asked. Keep your hands and feet to yourself. Listen to the music and think about the assembly focus. Wait patiently and silently for the assembly to begin. <b>Exit:</b> Stay seated without communicating until guided to exit. Stand without making any sound. Leave the hall in one line without making any sound. Remain in seating order – no over-taking	In addition to Bright Sparks: <b>Playground:</b> Ask before entering the building. Use school playground sports equipment only. Only bring and eat healthy snacks. Go to the toilet during playtime. Treat midday supervisors like royalty! 1 <sup>st</sup> whistle stand still, wait for your class card to be shown before entering class. <b>Wet Play:</b> Only leave the classroom with permission. Use your time constructively. Pack up your activity immediately when the bell goes.
The Dining Hall	Computers	Cloak room & Toilets
In addition to Bright Sparks: Courtesy, care and kindness - Use: Please may I have... Thank the kitchen staff every day. Eat your food sensibly with the correct cutlery. Try your best to eat all or nearly all the food you have.	In addition to Bright Sparks: Always follow the IT acceptable users policy. Always place the iPads back on charge after use. Only use computers in the common areas with permission. Leave the computer on after use.	In addition to Bright Sparks: <b>Locker zones -</b> Only use your own property: unless you have permission to use the other children's! Keep all your belongings inside locker ensure nothing is trying to escape. Close and lock the locker door before leaving it.



## Home – School Agreement

Queue quietly – as you would in a restaurant.	Report any problem immediately to your teacher.	<p>Never enter another child's locker. Keep the locker zone tidy – place nothing on top of the lockers.</p> <p><b>Toilets -</b> Act sensibly in the toilets. Never enter with a friend or knowing that a friend is already in there. Never cause any disruption to any child in a toilet cubicle. Always flush the toilet. Always wash your hands. Check all taps are turned off before you leave.</p>
Home Time		Toys, cards and belongings
	<p>Clear your desk area – table and floor, leaving it neat and tidy. Pack your equipment, reading book and any homework carefully. Collect bags and coats calmly and quietly. It is a busy and dangerous time – Use the green cross code Find the safest place to cross Stop just before you get to the kerb Look all around for traffic and listen If traffic is coming let it pass When it is safe, go straight across the road – do not run. Be Bright (Sparks!) – Be Seen</p>	<p>Toys can be brought into school if: They are not seen, touched, used or thought about in lesson time.</p> <p>Child</p> <ul style="list-style-type: none"> <li>follows specific limits i.e. 20 match attack cards</li> <li>does not bring a highly valued or valuable item i.e. it is not the end of the world if it is lost, stolen or broken</li> <li>your toys your responsibility!</li> </ul> <p>Mobile Phones May only be in school if you do not travel to or from school with an adult. Must be switched off immediately you enter school premises The phone must not be switched on until after you leave school premises.</p>

### For More Information

Policy	Chesswood Website link	Live Link
Behaviour and Discipline Policy	Pastoral > Managing Behaviour	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Managing+Behaviour&amp;pid=208">https://www.chesswood.w-sussex.sch.uk/page/?title=Managing+Behaviour&amp;pid=208</a>
Anti-Bullying Policy	Pastoral > Managing Behaviour	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Managing+Behaviour&amp;pid=208">https://www.chesswood.w-sussex.sch.uk/page/?title=Managing+Behaviour&amp;pid=208</a>



## 5. Attendance and Punctuality



It is a statutory obligation for all children to receive a full-time education. It is essential that all parents with children at Chesswood Junior School ensure that their children receive a full-time education, keeping them away from school only for significant medical reasons, significant illness or exceptional circumstances.

We do not measure, record or report attendance for any target driven reason. We do it simply because any time away from the planned curriculum is likely to have a negative impact on your child's learning. The overwhelming majority of parents recognise this and take every opportunity to ensure their child attends school, even when they are not on top form or feeling under the weather – this is the right thing to do. The table below indicates the impact of certain proportions of time away from school:

Attendance	Years absent	12 years of Education R-Y11	@ Learning hours missed
95%	1 year absent in 20 (approximately six months over whole school life)	Less than one year missed	564
90%	1 year absent in 10	1+ years of education missed	1128
80%	1 year absent in every 5	2+ years of education missed	2256
75%	1 year absent in every 4	3 years of education missed	2820
66%	1 year absent in every 3	4 years of education missed	3760 = all learning at Junior School

Please ensure you work with the school in your child's best interests and maximise the time they attend school. Any attendance rate below 90% without significant or exceptional reason will increasingly become a safeguarding concern if parents do not proactively work with the school to improve it so that it can be maintained above 96%.

### 5.1. **Members of Staff at School will:**

- apply the attendance and punctuality policy and guidance fairly and intelligently i.e. decision making around attendance issues is sometimes complex and good reasoning exists for absence or poor punctuality – a senior leader will be the final decision maker in this area.
- make a call home if an absence has not been reported by 10am. This will apply to any child who is marked absent in the class register and the office have not received communication from home by 10am.



## Home – School Agreement

- release all children from the classrooms before 3.20pm every day. (Children will generally be dismissed at 3.15pm, however to allow the greatest possible time to be devoted to learning, there will be occasions when children leave the classroom between 3.15pm and 3.20pm). When weather is particularly inclement, staff will seek to dismiss children precisely on time (avoiding parents being cold or soaked!)
- provide a termly attendance summary for parents.
- work closely with parents to resolve issues that prevent children attending school on time or regularly.
- Put a child's interests first and will act robustly if a parent is condoning or promoting absence from school without significant or exceptional reason.
- work closely with the Pupil Entitlement and Investigation Team to ensure that each child receives their entitlement to full-time education – taking robust action in the interests of a child if necessary.

### 5.2. **Parents will:**

- accept their responsibility to ensure that their children attend school on time (between 8.30 am and 8.45am, **we recommend arriving for before 8.45am**) every day. Arrival
  - after the bell sounds at 8:50 is late before registration closes, this is not typically recorded and children are expected to be making every effort to get to class quickly. However, if it happens more than once both children and parent should expect to discuss arrangements arriving on time and consequences if this cannot be achieved with a senior member of staff.
  - once the gates are locked at 8.55am child will be marked late 'after registration closes', if there are not exceptional reasons for this or it happens more than once, the child will have a time penalty of 5-10 minutes initially, moving towards longer sanctions for persistence.
  - arrival after 9.20am is recorded as an absence for that morning, without exceptional reason or if repeated more than once it is likely to be unauthorised.
- be ready to collect children at 3.15pm and accept that children may be released as late as 3.20pm. (Children may then talk, dawdle and play on the way to the school gates – the teacher is not responsible for the speed they move from dismissal to the school gates – your child is).
- notify the school if they will be late collecting their child from school, giving an approximate time of arrival.
- notify the school if a different person is picking up their child at the end of the school day.
- notify the school by email or telephone if their child is not attending school on that day, giving the reason for absence by 10.00am.
- accept that we can only authorise absence in exceptional circumstances and therefore an unauthorised response will be given to most requests in excess of 9 sessions (half days). This may also result in a fixed penalty notice being issued if the holiday is subsequently taken.
- become an active member of the school community, including 'Friends of Chesswood', helping whenever possible at school events and within school.

### 5.3. **Children will:**

- Make every effort to turn up to school and turn up on time. This particularly applies to children who are responsible for travelling to school without an adult.



## Home – School Agreement

- Ensure they return from the playground and enter class immediately – follow specific rules for playtime; locker zones and toilets.

### ***For More Information***

Policy	Chesswood Website link	Live Link
Attendance & Punctuality Policy	Pastoral > Attendance & Punctuality	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Attendance+%26amp%3B+Punctuality&amp;pid=207">https://www.chesswood.w-sussex.sch.uk/page/?title=Attendance+%26amp%3B+Punctuality&amp;pid=207</a>

## 6. Learning



### 6.1. ***Members of Education Staff will***

- hold high and relentless expectations of children's ability to learn and achieve;
- make learning memorable by creating real, relevant and engaging learning opportunities;
- underpin learning experiences within the framework of Blooms Taxonomy;
- develop a positive environment where children feel safe and belong, and enjoy being challenged and stimulated;
- create a learning environment which is highly organised and well resourced, promoting learning and celebrating pupils' achievements;
- provide a themed curriculum which is real, relevant and engaging, further enriched with trips, outside visitors, themed days/weeks;
- make explicit links to previous learning, and how to apply skills, knowledge and concepts in cross-curricular contexts, ensuring children know why each and every lesson is important.
- provide hands on participative learning where children explore; learning to design, make and evaluate;
- use a wide range of visual aids and stimuli in lessons, such as the use of ICT, video, internet, dance, drama, role play, creative activities and music;
- promote independence and collaboration – valuing, sharing and exploring each other's ideas;
- enable the children to be actively involved and engaged in their learning through allowing them



## Home – School Agreement

input into their learning journeys, and creating strong elements of pupil choice;

- design and provide structured learning experiences for children beyond the school day (homework) that will enhance their learning experience. Consistently, review, mark and celebrate these.
- embed 'ACRO' within the curriculum, developing skills that are essential for lifelong learning.
  - Attitudes
  - Relationships
  - Creativity
  - Organisation

### 6.2. ***Parents will:***

- recognise that parents are their child's first and foremost educators, therefore school **is not** independently responsible for a child's learning or achievement – working in an active positive partnership is critical to children's success.
- Parents will make every reasonable effort to:
  - attend all meetings relevant to their child's education.
  - read and respond to annual school reports.
  - recognise their attitudes towards their own children, their learning and the school will, most likely, have a direct impact on success and enjoyment at school.
  - actively share any issues of concern about learning, including homework as they arise with their child's class teacher.
- encourage children to approach learning in school in an enthusiastic and motivated way.
- ensure children have the correct equipment for school at all times (see Clothing and Equipment appendices).
- ensure children have and complete pieces of homework on the timetabled evenings.
- help their child complete, thoroughly check and return homework on or before the deadline.
- read to and with their child on a very regular basis i.e. nightly. If they need guidance on how to support reading at home contact the class teacher or head teacher.
- Make every reasonable effort to provide practical help and support to Chesswood Junior School e.g. helping the 'Friends of Chesswood' PTA with school events; helping on school visits; helping within classrooms in school – subject to appropriate disclosure and barring checks.
- ensure child has adequate sleep and is ready for school.
- take responsibility for material that child is exposed to including television, gaming, film and television – ensure it is age appropriate at all times.
- **In the case of divorce or separation both parents must place their child's interests first. This will include attending any school meeting together (assuming both parents remain actively involved in the child's education) as we **do not** arrange separate meetings for each parent with a class teacher, as this is not in the child's best interests unless there are exceptional circumstances e.g**



history of domestic violence.

### 6.3. **Children will:**

- recognise that they must make every effort to be a good learner – to do this they will follow the Bright Sparks Community Code in spirit and in deed.
- Think positively about homework, even if it is challenging; making their best effort (not perfect!) to complete it and hand it in on time.
- Take positive steps if the homework is challenging – ask for help.
- Not get angry with parents or refuse to complete homework (maybe postpone until they have spoken to their teacher). If there is a problem with homework speak to your class teacher or the deputy head teacher.
- Read, read and read some more – always have an appropriate book to read and read at least five days per week – for at least 30 minutes. Read alone, with and to adults. Listen to adults read to them.
- avoid coming into contact with media that is unsuitable for age group – e.g. computer games, internet and films & TV programmes.

### ***For More Information***

Policy	Chesswood Website link	Live Link
Assessment Guidance	Learning > Assessment	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Assessment&amp;pid=150">https://www.chesswood.w-sussex.sch.uk/page/?title=Assessment&amp;pid=150</a>
Curriculum Policy	Learning > Select year group curriculum	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&amp;pid=53">https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&amp;pid=53</a>
Special Educational Needs Policy	Learning > Special Educational Needs	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Special+Educational+Needs&amp;pid=159">https://www.chesswood.w-sussex.sch.uk/page/?title=Special+Educational+Needs&amp;pid=159</a>

## 7. Communication



Communication between home and school is of paramount importance in ensuring each child receives an effective and efficient education. Chesswood Junior School prides itself on being open, friendly and welcoming, whilst consistently sharing information without fear or favour. Whenever there is a concern on behalf of home or school this should be shared at the earliest opportunity, thus ensuring that members of the school community can be effective in supporting each child's education.

### 7.1. School Communication

#### 7.1.1. General Information

- A website that contains accurate, timely information linked to all areas of school life  
[www.chesswood.w-sussex.sch.uk](http://www.chesswood.w-sussex.sch.uk)
- a weekly communication (Friday) of all letters for parents – including a summary sheet for parents to establish a quick view of the important information. Parents are requested to share one or more email addresses in which they would like to receive a weekly 'mail shot'<sup>1</sup>.

#### Weekly Communication

HOME > PARENTS > LATEST CORRESPONDENCE

<https://www.chesswood.w-sussex.sch.uk/page/?title=Latest+Correspondence&pid=176>

#### Current Term Communication

- HOME > PARENTS > LATEST CORRESPONDENCE > CURRENT TERM CORRESPONDENCE

<https://www.chesswood.w-sussex.sch.uk/page/?title=Current+Term+Correspondence&pid=780>

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<sup>1</sup> Divorced or separated parents are strongly encouraged to place both the mother's and father's email address, so that good communication can be maintained – this however is a personal decision for each family, not the school.



### **7.1.2. School Website and Publicity**

Our school website hosts a wealth of information for parents and is updated regularly. We have a very strong 'Twitter' presence, with regular posts keeping up to date with the day to day happenings at Chesswood, as well as extra-curricular events.

We will post pictures of Chesswood pupils on the school website and Twitter if we have parental permission to do so (parent consent section of our Admission Form). However, if names of pupils need to be shown with photographs, only the first name will be used. If, however, pupils work is being shown with no accompanying photograph, we reserve the right to use the child's full name.

From time to time, the local press will run articles about events at school. For press articles to be published, it is necessary to publish the full names of any children in photographs to be shown. Should your child potentially be in a photograph that is to be published, we will contact you in advance to obtain your permission for the photograph to be used and your child's name to be shown in the accompanying article.

### **7.1.3. What do you think?**

- In summer, each year, we request that you complete the Ofsted Parent view questionnaire online. The questions are designed around the Ofsted inspection framework. **It is essential that you to complete this simple and quick questionnaire. It helps Ofsted gain a good understanding of the support Chesswood secures in its work with children and families.** Outcomes are posted on Ofsted 'Parent View':

<https://parentview.ofsted.gov.uk/login?destination=give-your-views>



## 7.2. **Concerns & Complaints**

In response, to your concerns and any resulting complaints we will use a three stage process detailed within the appendices. The 'Stage One' table below sets out the main contacts for initial complaints; the vast majority of which are fully resolved to everybody's satisfaction at that stage.

### 7.2.1. Stage One

Complainants are advised to make contact with the initial contacts detailed below – where there is any discomfort, feel free to contact the line manager informally:

Area of Concern	Initial contact	Line Managed By	Response
Learning & Teaching	Child's Class Teacher	Deputy Head Teacher	Typically initial response is within two working days – same day where possible.  By law schools have up to 5 working days to respond.
Behaviour Management	Child's Class Teacher	Head Teacher	
Health & Safety Premises	Site Manager	Head Teacher	
Administration <ul style="list-style-type: none"> <li>Letters</li> <li>Finance</li> <li>Reception</li> </ul>	Office manager	Head Teacher	
Not sure?	Receptionist – call or pop in and the school receptionist will ensure you are put in contact with the correct member of staff, ensuring your concern is dealt with promptly and efficiently.		Referral to member of staff the same day.

### **For More Information**

Policy	Chesswood Website link	Live Link
Complaints Policy	Parents > Concerns and complaints	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Concerns+and+Complaints&amp;pid=190">https://www.chesswood.w-sussex.sch.uk/page/?title=Concerns+and+Complaints&amp;pid=190</a>



## 8. Transition & Transfer Information

Autumn	<p><b>September</b> – All Year Groups – Meet the teacher – A short presentation by your child's class teacher about the year ahead and specific expectations for year group e.g. homework.</p> <p><b>October</b> – Parents of Year 2 Children – Open Day and Evening – Choosing a new school can be one of the most daunting and anxious decisions any parent makes – we expect to share an open and honest picture of life at Chesswood Junior School to help you decide whether we are the school for your child.</p>
Summer	<p><b>July</b> – Parents of Y2 Children</p> <ul style="list-style-type: none"> <li>Parent Induction Evening – An information evening is provided for all parents to understand significantly more about daily life at Chesswood Junior School – it is essential that all new parents attend this meeting</li> </ul> <p>All Year Groups</p> <ul style="list-style-type: none"> <li>Transition Day – children spend the day with their new class and teacher – finding out about the new academic year, new expectations, building new relationships and friendships with children and staff. (Y2 will join us from respective Infant Schools, Y6 will join respective secondary schools).</li> </ul>

### 8.1.1. Attainment & Progress Information

Autumn	<p>September <b>Initial Curriculum Target Reports (1)</b> At the start of the term class teachers will select key foci for children to work toward during the half term – reading, writing and maths. These foci will help parents help their children at home both prepare and consolidate learning from the classroom.</p> <p><b>Y3 Settling in Letter</b> – Were a child has settled well into life at Chesswood, the class teacher confirms this by letter in September. If a child is not settling in well we will already be working with the child and family to address any difficulties.</p> <p>October <b>Parent Child Celebration of Learning (1)</b>– This is a great opportunity for you sit with your child and review their learning so far – their successes (let them show off a bit!), their frustrations and the things they believe they need to do to improve. This helps many parents prepare for the next parents evening (Class teachers are not available during the parent child celebration of learning, however senior leaders are)</p> <p><b>Parents Evening (1)</b> – First individual meeting with teacher – core focus on settling into the new class, building a relationship with your child's class teacher, finding answers to your questions, concerns or queries.</p> <p>November <b>Curriculum Target reports (2)</b> the second report of this type will now include a wider set of contextual information for parents e.g. test outcomes, accelerated reader word count and book range, attendance, homework submission</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Spring</b></p>	<p>January</p> <p><b>Teacher Assessment Reports (1)</b>– Building on the curriculum target reports from autumn term class teachers will now share their assessment for Reading, Writing &amp; Maths alongside outcomes of any termly assessment test.</p> <p><b>Parent Child Celebration of Learning (2)</b>– This is a great opportunity for you sit with your child and review their learning so far – their successes (let them show off a bit!), their frustrations and the things they believe they need to do to improve. This helps many parents prepare for the next parents evening (Class teachers are not available during the parent child celebration of learning, however senior leaders are)</p> <p><b>Parents Evening (2)</b> – Second individual meeting with your child's class teacher – core focus attainment and progress – teacher assessment reports; attitude, creativity, relationships &amp; organisation</p> <p>March</p> <p><b>Teacher Assessment Reports (2)</b>– Reading writing and maths target updates. Teacher assessments are not updated at this point.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Summer</b></p>	<p>April</p> <p>Parent Child Celebration of Learning (2) – as above</p> <p><b>Teacher Assessment Reports (3)</b>– Building on the reports from spring term class teachers will now refine their assessment for Reading, Writing &amp; Maths alongside outcomes of any termly assessment test.</p> <p>May</p> <p><b>Teacher Assessment Reports (4)</b>– Reading writing and maths target updates. Teacher assessments are not updated at this point.</p> <p>June</p> <p><b>Foundation Subject and Personal Pupil Report (1)</b> – This report is designed to provide parents with personal information about your child since September in terms of Attitude, Creativity, Relationships and Organisation. It also provides a summary of their attainment in each of the foundation subjects e.g. History.</p> <p>July</p> <p><b>Teacher Assessment Reports (5)</b> Reading, Writing &amp; Maths (See above)</p> <p><b>Attainment &amp; Progress Report (1)</b> A summary of summer test outcomes will be provided within this report</p> <p><b>Parent Child Celebration of Learning (3)</b> As per previous celebration events. However, the class teacher <b>will</b> be available on this evening to celebrate your child's achievements from this year and answer questions you may have prior to your child moving on to the next year group.</p>

## 8.2. **Parents will:**

- contact the school immediately when a concern arises (see three stage complaints process above), preferably in writing e.g. email. The school office email address is: [office@chesswood.w-sussex.sch.uk](mailto:office@chesswood.w-sussex.sch.uk) or [concern@chesswood.w-sussex.sch.uk](mailto:concern@chesswood.w-sussex.sch.uk).
- read all appropriate correspondence carefully and take action where necessary e.g. booking performance tickets, parent teacher meetings, making payments for trips etc.
- make every reasonable effort to:
  - complete the Annual Parent Feedback Form.
  - attend all meetings relevant to their child's education.



## Appendices

### Clothing and Equipment

This section is a repeat of the school brochure, if you have read and understood expectations in the school brochure please continue to the next appendices.



### School Uniform

***It is a requirement that all children adhere to the uniform standards set out below at all times during the school year.***

We ask that you inform the school office by telephone or in writing, if for any reason the appropriate school uniform cannot be worn. We do recognise that there may be difficulties due to finance and wearing out the old uniform. If these occur please contact the Head Teacher who will be happy to discuss solutions.

Failure to wear uniform or inform us of difficulties will result in the following:

- On the first occasion the uniform issue will be pointed out to the child – the child will then need to have the correct uniform by the following Monday. This flexibility will only be given once. Any infringements after this time will result in:
  - Loss of playtimes – morning and lunch until correct uniform is worn.

***Please label every single article of clothing your child wears clearly and permanently.***

***Affordable name labels are easily available on the internet e.g.***

<http://www.wovenlabelsuk.com/> or <http://www.easy2name.com/> or <https://www.mynametags.com> or <http://www.mine4sure.com/>

***Without your child's name in their clothing they are unlikely to get it back when they lose it!***













The uniform can be purchased from Broadwater Sports – this was the best value supplier of uniform in England.

37 Broadwater Street West, Worthing, West Sussex BN14 9BY  
234589.



01903



BOYS	GIRLS
<p>Traditional Charcoal Grey school trousers or shorts</p>   <p>Not black or blue</p> <p>No particular make but they must be smart and 'suit-style' i.e. conservatively fitted (not over-tight, flared, loose, low slung, denim, or boot cut), no denim, cord or stretch material.</p>	<p>Charcoal Grey skirt or pinafore dress (lighter or darker) – <b>No shorter than slightly above knee.</b></p>    <p>If selecting trousers or shorts – they must conform to the requirements for boys set out opposite.</p> <p>Summer Dress with white socks– Blue gingham check – as an alternative to above at any time during the year.</p>  <p>the</p>
<p>Blue school shirt</p>   <p>A shirt must be worn within the classroom and must be the blue shade indicated in the picture. The shirt will need to be tucked into trousers when in the school building.</p> <p>Tie must be worn with shirt. Only available from Broadwater Sports and reception. Elasticated tie typically in lower school – children move to traditional tie when able to tie independently – usually Y4 onwards.</p>  <p>school used</p>	<p>Blue shirt or blouse</p>   <p>A shirt must be worn within the classroom and must be the blue shade indicated in the picture. The shirt will need to be tucked into trousers when in the school building – not at playtime. – the use of tailored girls shirts designed to fit outside of trousers does not change this expectation.</p> <p>Tie must be worn with shirt. Only available from Broadwater Sports and reception. Elasticated tie typically used lower school – children move to traditional tie when able to tie independently – usually Y4 onwards.</p>  <p>school in</p>



<div data-bbox="150 255 624 479" data-label="Image"> </div> <p data-bbox="84 477 786 573">School V Neck Jumper or cardigan with school logo Only available from Broadwater Sports.</p>	<div data-bbox="892 277 1358 501" data-label="Image"> </div> <p data-bbox="807 506 1525 573">School V Neck Jumper or cardigan with school logo Only available from Broadwater Sports.</p>
<p data-bbox="84 633 786 790">Traditional black shoes or black trainers with black laces or black Velcro strap. No other colour flash, stripe or manufacturers label is permitted on the side of the sole or the main shoe (the upper).</p> <div data-bbox="86 842 557 994" data-label="Image"> </div> <p data-bbox="84 1021 786 1088">None of the shoes below are permitted as they have either white soles, manufacturer's labels or a fabric based upper.</p> <div data-bbox="86 1128 713 1290" data-label="Image"> </div>	<p data-bbox="807 633 1509 667">Traditional Black school shoes or black trainers – no heels</p> <div data-bbox="860 674 1426 994" data-label="Image"> </div> <p data-bbox="823 994 1509 1061"><u>No</u> boots are permitted at any time during the year – as a guide nothing above the ankle e.g.</p> <div data-bbox="857 1084 1458 1503" data-label="Image"> </div> <p data-bbox="834 1514 1500 1574">The only exception to this would be when there is snow lying on the ground.</p>
<p data-bbox="84 1574 284 1608">Grey socks only</p> <div data-bbox="90 1615 253 1823" data-label="Image"> </div>	<p data-bbox="807 1574 1525 1671">Grey socks (white socks with Gingham summer dress) Grey tights or red tights (tights must be traditional opaque school tights)</p> <div data-bbox="825 1671 1098 1868" data-label="Image"> </div>



Hijab – Children are welcome to wear a Hijab/Headscarf or head covering as part of religious observance. The hijab must be plain navy only.



## Luggage

Space is a premium within school especially as the school moves closer to capacity with 720 children and in excess of 90 staff. Children need to fit their luggage within one locker – 40cm x 40cm x 25cm:

- Coat
- Book Bag
- PE Kit Bag
- Lunch Box – if applicable



## Equipment for Learning

Your child will need to bring some of their own items of equipment – please make every reasonable effort to name all equipment. The basic needs are as follows:

### Essential

- Small Pencil Case.
- Handwriting Pen – **Blue only** as mistakes with blue pen are more forgiving than black. (Children are not permitted to use biro). Once your child is a competent and fluent writer they are encouraged to write with fountain pen – again this must be blue.
- HB pencils – either traditional pencil or pencil with changeable leads.
- Pencil Sharpener.
- 30 cm ruler.
- Rubber – please use a white rubber to avoid creating coloured marks on child's work.
- Water Bottle – approximately 0.5l bottle with top. This should be taken home and cleaned would advise having more than one bottle in case of loss or damage. The water bottle will your child's desk throughout the day and they encouraged to drink throughout the day.



PINK



sealable  
daily. We  
available  
be on  
are

### Optional

- An A4 zipped wallet is useful for transporting work to and from school.
- Colouring pencils (not felt tips).
- Highlighter pens.
- Coloured gel pens.



- Glue Stick – e.g. pritt stick style.

We hope to be opening a children's market stall in September where some of those items will be available to purchase at special prices.

## Sports and Play Equipment

The school maintains a large stock of sports and play equipment for outdoor and indoor play. Occasionally the sports and play equipment gets broken, lost, stolen or launched into neighbouring properties or the train line – this is upsetting to children and can lead to avoidable conflicts. As a result, children must not bring any play or sports equipment into school unless this is on the request of their class teacher or other person in authority within the school.

## Mobile Phones

- Mobile phones are permitted within school but these must remain switched off once a child is on the school grounds until they leave school grounds.
- They must also remain switched off if the child is off the school premises during the school day and engaged in school business e.g. swimming.
- The security of the phone is a child's responsibility. To lessen the risk of theft the phone may be kept on a child's person as long as, in the opinion of the child's teacher it does not distract the child or others from the business of learning.

Failure to respect the rules above will mean the phone will be confiscated and will only be handed back to the child's parent. If a child persistently challenges the rules above they will not be permitted to have a phone on the school premises.

## Make-Up

- Make-up is not permitted for any child. This includes nail varnish, eye liner, mascara, foundation, lipstick etc.
- Tattoo transfers are not permitted.
- Transparent lip balm is permitted and encouraged.

If a child is thought to be wearing make-up they will not be allowed out to play until it is completely removed by them.



## Jewellery

We encourage all children to wear a watch for school – analogue or digital.

### **Earrings**

***We strongly recommend parents should only allow their children to pierce their ears at the beginning of the summer holiday (End of July).*** Children may wear a single or a pair of stud type earrings only – no loops or dangly earrings are permitted due to risk of catching.

For safety reasons, we expect children to be able to take out their own earrings for PE and games. In exceptional circumstances, tape will be provided when a parent has not supported the school policy and a child is unable to remove them independently – in this instance we would expect the parent to train their child to remove the earrings in the shortest period possible (i.e. by the following Monday). This ensures children are fully able to participate in PE at the beginning of September (i.e. the earrings can be removed without the ear closing up).

Other jewellery including necklaces and bracelets are not permitted at any time (other than medical emergency notification bracelets and jewellery worn as part of religious observance).

### **Hair**

Haircuts should be sensible – tram lines, mohicans and dyed hair are not permitted (this includes dip-dying). Parents are expected to fully support this rule and not allow their children to receive such haircuts.

Within PE and science lessons, children with long hair (touching shoulders) must wear their hair tied back or plait it for reasons of health and safety. A child must be able to tie their own hair back and should have a hair band to do so.



## Physical Education

Boys	Girls
<p><b>Essential Core Kit</b>  <b>Available <u>only</u> from Broadwater Sports:</b></p> <ul style="list-style-type: none"> <li>Blue polo shirt with red trim and school logo</li> <li>Blue shorts with red trim</li> <li>PE Kit Bag – with school logo</li> </ul> <p><b>Widely Available – not specific to Broadwater Sports:</b></p> <ul style="list-style-type: none"> <li>Red football socks</li> <li>Trainers – providing appropriate support for your child's feet <ul style="list-style-type: none"> <li>must be clean if used indoors</li> <li>As foot protection, used in all activities other than dance and gymnastics</li> </ul> </li> </ul> <p><b>Winter (Outside)</b></p> <ul style="list-style-type: none"> <li>Blue Jogging Bottoms.</li> <li>Gloves</li> <li>Hat</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>Pupil's initials on PE kit (available from Broadwater Sports)</li> <li>Chesswood Sweat Shirt Hoodie with logo – <u>not to be used in class</u></li> </ul>	<p><b>Essential Core Kit</b>  <b>Available <u>only</u> from Broadwater Sports:</b></p> <ul style="list-style-type: none"> <li>Blue polo shirt with red trim and school logo</li> <li>Blue shorts with red trim or Blue Skort</li> <li>PE Kit Bag – with school logo</li> </ul> <p><b>Widely Available – not specific to Broadwater sports:</b></p> <ul style="list-style-type: none"> <li>Red football socks</li> <li>Trainers – providing appropriate support for your child's feet <ul style="list-style-type: none"> <li>must be clean if used indoors</li> <li>As foot protection, used in all activities other than dance and gymnastics</li> </ul> </li> </ul> <p><b>Winter (Outside)</b></p> <ul style="list-style-type: none"> <li>Blue Jogging Bottoms</li> <li>Gloves</li> <li>Hat</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>Pupil's initials on PE kit (available from Broadwater Sports)</li> <li>Chesswood Sweat Shirt Hoodie with logo– <u>not to be used in class</u></li> </ul>



***Before the lesson, all jewellery must be removed - for safety reasons.***





## Two Stage Complaint Model

### Informal Stage Concerns Queries Questions

- Parents and members of the community are invited to contact the school when they have a question query or concern
- Staff and parents need to be clear regarding the concern and expected action – is the shared information 'to let the school know' or expecting a 'concern to be addressed'
- Parents should expect most concerns to be resolved swiftly and satisfactorily at this stage.
- Raise a concern by visiting the school office, contact at the school gate, Calling 01903 204141 or
- Email: [concern@chesswood.w-sussex.sch.uk](mailto:concern@chesswood.w-sussex.sch.uk).
- An initial response from the school should be no longer than two working days. We will seek a resolution within five working days.

### Stage 1 Formal Complaint

- Raise, wherever possible, in writing, the original complaint providing as much detail as possible (see Chesswood Junior School Complaint form or include the same information in a format of your choosing).

[concern@chesswood.w-sussex.sch.uk](mailto:concern@chesswood.w-sussex.sch.uk)

Parents should expect the head teacher, or his delegate, to investigate the matter thoroughly and report back the school's position verbally and in writing.

An initial response from the head teacher should be no longer than two working days – normally the same day (schools do have to respond with 5 working days). We will seek a resolution within five working days, where appropriate (schools have up to 15 working days).

Where a complaint at stage 1 has not been resolved the head teacher, or delegate, will advise how it might be escalated

### Stage 2 Governing Body

- When both the informal stage and stage one have not resolved the concerns in the parents view
- A request to escalate may be made to the Clerk to the Governors - [clerk@chesswood.w-sussex.sch.uk](mailto:clerk@chesswood.w-sussex.sch.uk) or place in writing marked private and confidential.
- Confirmation of receipt will be given in writing within 5 working days.
- A process led by the governor complaints committee will then be initiated