



**John Blow Primary School**

**Home and School Partnership handbook**

**September 2023**

# Welcome to John Blow Primary School

## Our vision

*At John Blow Primary School, we strive to provide an environment where children can be the best they can be. Through the delivery of a collaborative, engaging and purposeful curriculum, children will become prepared for the challenges that they face as they grow and develop. This is underpinned by opportunities to enhance pupils' cultural capital. By lighting the spark for life-long learning, John Blow pupils will become resilient, hard-working and focused learners with positive relationships central to their academic, emotional and mental well-being development.*



## Our motto

***"Be the best you can be"***

## Our Curriculum Drivers

**Resilience**

**Collaboration**

**Curiosity**

**Empathy**

**Purpose**

**Being Prepared**



Our curriculum drivers are interwoven into the day-to-day events in school. We encourage the children to utilise these behaviours towards their learning and school life to enable us to fulfil our school vision.



## Safeguarding and Child Protection Information

Safeguarding in schools is everyone's responsibility . All staff and volunteers at John Blow Primary School are trained to ensure safeguarding procedures and practices are implemented.

A full copy of the Child Protection Policy (September 2023) can be found on the website.

If you have any safeguarding concerns of any size or nature, please speak to the Designated Safeguarding Lead (DSL) Ben Carver (Headteacher) ***immediately.***

**At John Blow Primary School, the welfare and wellbeing of our students is paramount**

The John Blow Primary School's Safeguarding Team is made up of:

Designated Safeguarding Lead (DSL)	Deputy DSL	Deputy DSL
Mr Ben Carver Headteacher	Mr Ben Barnard Deputy headteacher	Miss Sarah Eagle SENDCo

## **School staff**

### **Headteacher**

Mr Ben Carver - Designated Safeguarding Lead (DSL) and Designated Teacher for Looked After Children

### **Elm Class (EYFS)**

Mrs Katie Bingham – EYFS lead

### **Pine Class (Y1)**

Miss Kaylee Ball – Phonics lead

### **Oak Class (Y2)**

Mr Carl Newberry

### **Beech Class (Y3)**

Miss Ellie Hollingsworth

### **Ash Class (Y4)**

Miss Sarah Eagle – Deputy DSL, SENDCo

### **Maple Class (Y5)**

Mr Ben Barnard – Deputy Headteacher, Deputy DSL

### **Willow Class (Y6)**

Mr Tom Straw – Sports Premium Lead

### **Teaching assistants**

Mrs Aimee Atkins

Miss Sarah Poat

Mrs Yvonne Skaith

Mrs Claire Townsend

Mrs Wendy Wray

### **Office Manager**

Miss Katie Holden

### **Caretaker**

Miss Sarah Buckland

### **Kitchen Team**

Mrs Shirley Wynn

Mrs Tracey Melfi



### **Midday supervisors**

Mrs Katie Brettle

Mrs Zita McCarthy

## **Behaviour and Relationships Policy**

Our Behaviour and Relationships Policy is underpinned by a values based approach to behaviour management. Children start each week with 30 minutes of Golden Time and if they do not embody our values they will lose some of this time to enable them to reflect on their week on a Friday afternoon. Golden Time takes place between 2pm and 2.30pm on a Friday.

To ensure a consistent approach to the implementation of this policy, we have a stage system which is found on the next page. We have a Golden Time log book to record the loss of any Golden Time; this also helps us to spot any patterns in behaviour to enable us to offer support if required.

### ***Our School Values***



**We are kind and thoughtful**

**We show respect**

**We are focused and prepared to learn**

**We keep our school attractive and safe**

**We strive to be the best we can be**





## Stage System for behaviour management

School Value	Verbal Response (1 or 2 verbal responses given before moving up a stage.)	Stage 1 (Lose 5 min golden time)	Stage 2 (Lose 10 min golden time)	Stage 3 (10 min time out in SLT classroom for reflection if required)	Stage 4 (Sent to headteacher)
<b>We are kind and thoughtful towards everyone.</b>	<ul style="list-style-type: none"> <li>- Calling names.</li> <li>- Unkind comments that upset others.</li> <li>- Refusal to participate.</li> <li>- Taking other children's property.</li> <li>- Being rude to children.</li> <li>- Winding up other children.</li> <li>- Accidentally hurting another child</li> <li>- Swearing at children.</li> </ul>		Being disrespectful towards adults (back chat / raised voice).	- Swearing at adults.	<ul style="list-style-type: none"> <li>- Racist comment</li> <li>- Purposefully, hurting other children</li> <li>- Bullying</li> </ul>
<b>We show respect.</b>	<ul style="list-style-type: none"> <li>- Taking the property of others.</li> <li>- Telling lies.</li> <li>- Not listening to others</li> <li>- Drawing on/defacing equipment of others</li> <li>- Walking away from an adult who is trying to discuss an issue.</li> </ul>				- Stealing equipment
<b>We are focused and prepared to learn.</b>	<ul style="list-style-type: none"> <li>- Disrupting lesson</li> <li>- Talking while the teacher is talking.</li> <li>- Calling out.</li> <li>- Not looking at the person who is talking.</li> <li>- Fiddling with equipment.</li> <li>- Accidental damage to property</li> </ul>				
<b>We keep our school attractive and safe.</b>	<ul style="list-style-type: none"> <li>- Throwing equipment around the classroom.</li> <li>- Not moving around the school sensibly and quietly.</li> <li>- Rocking on chairs.</li> <li>- Littering.</li> <li>- Drawing on/defacing equipment.</li> <li>- Accidentally damaging school equipment.</li> </ul>		<ul style="list-style-type: none"> <li>- Spitting.</li> <li>- Purposeful damage to displays.</li> </ul>	<ul style="list-style-type: none"> <li>- Throwing objects at another person.</li> <li>- Purposefully breaking school equipment.</li> </ul>	<ul style="list-style-type: none"> <li>- Vandalising school property.</li> <li>- Leaving school property without permission.</li> <li>- Bringing dangerous items into school.</li> </ul>
<b>We strive to be the best we can be</b>	<ul style="list-style-type: none"> <li>- Lacking focus on work</li> <li>- Not listening to instructions from an adult</li> <li>- Distracting others</li> <li>- Negative attitude and comments</li> </ul>				<ul style="list-style-type: none"> <li>- Creating a substantial disturbance which affects learning.</li> <li>- Exposure of body parts.</li> </ul>

Repeated behaviours of breaking our school values will result in children moving up through the stage system.  
The needs of individual children will be considered when implementing this policy and procedure.

## Stage System for behaviour management

### Procedures to follow when a child does not adhere to a school value.

After a successful implementation of the Stage System last year, as a staff, we have developed the model for supporting positive behaviour in school. We will continue to use a Stage System to consistently manage children who are not adhering to the school values. At every stage, children will be reminded of positive expectations of behaviour and the school values. The first response to a child who is not adhering to the values should be a ***verbal response reminding them of our expectations linked to the school values followed by a warning that they will move to Stage 1 if the unacceptable behaviour continues***. This is an important stage in reaffirming expectations and encouraging positive behaviour (linked to the school values). After this warning, if the behaviour continues, then the following stages should be followed:

**Stage 1** – The child loses 5 minutes of Golden Time.

**Stage 2** – The child loses a further 5 minutes of Golden Time.

**Stage 3** – The child spends 10 minutes reflection time in a classroom of a member of the SLT. At this stage they will be supported to reflect on their choices and discuss future positive behaviour.

**Stage 4** – The child is sent to the headteacher where they will discuss and reflect on their behaviour. Additional Golden Time ***will not*** be taken as punishment. This may provide the children with an opportunity to complete their work during their free time. Parents and carers will be contacted to discuss the child's behaviour and look for further opportunities to support the child.

At the end of each academic year, behaviour logs will be reviewed and reported to Governors.

We use Restorative Practice principles to support children in reflecting on and repairing any harm caused by their behaviour. This is an important stage in the personal and social development of our pupils.



## The school day

### School times

School times are as follows: 8.45 am – 12 noon  
1.00 pm – 3.30 pm

### Assemblies

Assemblies are held in the school hall on the following day:

Monday	10 am	Whole school assembly
Tuesday	10 am	Whole school singing assembly
Wednesday	10 am	Whole school assembly
Thursday	10 am	Class assembly (classroom based)
Friday	10 am	Buddies session
Friday	2.40 pm	Whole school Special assembly (celebration)

### Playtimes

Morning playtime 10.15 – 10.30 am  
Afternoon playtime 2.15 – 2.30 pm

### Attendance

We strive to ensure that all children are meeting our attendance target of >96%. The Scholar Pack App provides you with a 'live' attendance figure for your child.

To allow us to achieve this target for attendance, please try (wherever possible) to book medical appointments outside of the school day.

If your child is ill and unable to attend school, please notify the school office before the registers close at 8.55am.

We follow NCC's policies and guidance for issuing fines for term-time holidays.





## Communication

We utilise the following platforms to communicate with parents.



We use Scholar Pack for our registration and pupil information storage, the Parent App is available to download which allows you to communicate with school and receive updates (similar to text messages). If you do not download the app, you will receive a text message when the app is used to communicate information.

We also use Scholar Pack to send emails containing documents such as newsletter or key information.



We are now a cashless school; we now utilise School Money for dinner ordering, wrap-around care bookings, trips and visits. You are able to grant permission for these events through the app. We will send any information and payment requests through this platform.

If you have any issues with using either of these platforms, please speak to the school office and we will look to resolve these.

## **Special Educational Needs support at John Blow Primary School**

John Blow Primary School is committed to providing a safe, secure, and caring learning environment irrespective of need or disability. We have designed a curriculum which sets high aspirations and expectations for every pupil, making reasonable adjustments and adaptations to enable access for all. Our school motto of “be the best you can be” encourages children to excel at their strengths and develop their weaknesses, whilst also acknowledging these may differ for everyone. We believe it is important to consider the needs of the whole child and support parents and carers to access services through Nottinghamshire County Council’s local offer.

Children’s progress both in academic and development terms is regularly monitored and support or advice offered accordingly. For further information about support for children and parents please refer to the SEN page on the school website.

We utilise Twitter to share key events and learning across the school; please follow us ***@JBPS\_Notts***





### **Supporting your child at home**

To utilise the partnerships between home and school we ask the following from you:

- Read regularly with your child and record this in their reading record (this can be sharing a story, hearing them read or talking about a book they have read). Mr Barnard has created and shared a document to support reading at home.
- Support the children in completing their half-termly homework menu.
- Develop their number fluency and mathematical skills through:
  - Singing number songs and nursery rhymes
  - Talking about numbers around their environment
  - Learning number bonds to 5, 10, 20 and 100
  - Counting in different steps (2s, 5s, 10s, 3s, 4s etc.)
  - Practising the recalling of multiplication facts
  - Learning to tell the time on an analogue and digital clock
  - Weighing ingredients for cooking and baking
- Utilise online platforms to support learning at home:
  - EYFS + KS1 - Phonics Shed online books
  - Year 2 - 6 - Spelling Shed, TTRS and Sumdog
- Engage with activities and events (which will be communicated with you throughout the year).
- Share any concerns you have regarding your child with their class teacher - this can either be informally at the end of a school day or through a meeting which can be arranged by emailing the school office - [office@collingham.notts.sch.uk](mailto:office@collingham.notts.sch.uk)



Year Group	Outline of home learning tasks
Reception	<ul style="list-style-type: none"> <li>Reading for a minimum of three times per week – initially this will be sharing a book; once the children are ready to bring home a reading book, they will be required to read this/share this with an adult.</li> <li>At least three times a week, children practice their sight vocabulary which will be shared in book bags when the children are ready to practise these.</li> <li>Home learning tasks will be set and once completed should be shared on Tapestry.</li> <li>During the Summer Term, to prepare the children for transition into Year 1, children will receive a half-termly home learning menu to complete – instructions and hand in dates will be provided by the class teacher.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Reading for a minimum of three times per week and recording this in the reading record.</li> <li>Weekly spelling practice using their Phonics Shed/Spelling Shed log in.</li> <li>Children will receive a half-termly home learning menu to complete – instructions and hand in dates will be provided by the class teacher.</li> </ul>
Years 2, 3, 4 and 5	<ul style="list-style-type: none"> <li>Reading for a minimum of three times per week and recording this in the reading record.</li> <li>Weekly spelling practice using their Phonics Shed/Spelling Shed log in.</li> <li>TTRS practise three times a week as a minimum.</li> <li>Children will receive a half-termly home learning menu to complete – instructions and hand in dates will be provided by the class teacher.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Reading for a minimum of three times per week and recording this in the reading record.</li> <li>Weekly spelling practice using their Phonics Shed/Spelling Shed log in.</li> <li>TTRS practise three times a week as a minimum.</li> <li>Children will receive a half-termly home learning menu to complete – instructions and hand in dates will be provided by the class teacher.</li> <li>Additional home learning activities may be provided to prepare the children for end of Key Stage Assessments or transition to Secondary School.</li> </ul>



### **Our school's uniform**

The following items form part of the John Blow Primary School uniform:

Grey/Black trousers, skirt, dress, or shorts

A red and white summer dress

A white or red polo shirt or white shirt

A red sweatshirt or cardigan (our hoodies are for PE and not general uniform)

Black shoes

For PE, the children will need to come into school in their PE kit and stay in it for the day. The PE kit consists of:

A red or white t-shirt

Black shorts or trousers

A black or red zip-up top or hoodie

Trainers

Jewellery should not be worn in school. The only exception is for pierced ears where studded earrings may be worn. Smart Watches (non-cellular) are permitted in school; if these are causing a distraction to learning, we will ask for them to be removed - if this is the case, we will inform parents of this decision via a phone call.

Long hair will need to be tied back during activities which pose a risk of hair becoming tangled (e.g. PE and Design and Technology activities)

***A full copy of the School Uniform Policy is available on the school website.***





## Home School Partnership Agreement

Please scan the QR code to complete the home school partnership agreement



<https://forms.office.com/e/ZAAkXZSe1H>