

WELCOME TO

DELAPRE Primary School



Dear Parents

On behalf of the children, Staff and Governors, I would like to welcome you to Delapre Primary School.

In our school we have always believed in providing a traditional and disciplined approach to education within a caring environment.

We believe that children who become Delapre Primary School pupils deserve the best. Our aim is to help them succeed by reaching their potential in every area of school life; academic, social, personal, physical and spiritual.

We take pride in the education we provide here at Delapre Primary School. We work hard to create a team of teaching and non-teaching staff who will support each child in reaching their potential.

Choosing a new school is one of the most important decisions you will make. Hopefully the contents of our school prospectus will help you to make an informed choice.

I strongly promote the distinctive nature of the school, its strong approach to positive relationships and the promotion of equality and opportunity.

Harry Portrey
BEd (Hons), NPQH

HEADTEACHER



" PURPOSE WITH CARE "



IMPORTANT INFO

HOW TO CONTACT DELAPRE PRIMARY SCHOOL

Please take the time to peruse our website: www.delapreprimaryschool.net which is designed to be both user-friendly and easily navigable. Maybe read some of the blogs the children are producing, or browse the latest tweets on the home page.

All School Newsletters are accessible via the website. Letters Home concerning whole year groups, the whole school, trip letters & consent forms are placed on our website for your convenience. If you cannot find a copy of a specific letter or you need a replacement consent form, you should be able to easily access this on the website.

We are working towards paperless correspondence, sending more informaton to you by email, as much as is feasible, in the future.

ONLINE OUR WEBSITE

www.delapreprimaryschool.net

Our website is an important method of communication between the school and yourselves, the families; as well as other stake-holders, both in school and in the local and wider community. It is full of interesting and informative facts, as well as being a source of important legal information. Delapre Primary School Policies are available to view on our website.

FOLLOW US ON TWITTER

 @DelaprePrimary

BY POST OUR ADDRESS

Delapre Primary School
Rothersthorpe Road
Far Cotton
Northampton
NN4 8JA



FIND US ON FACEBOOK

 DelaprePrimarySchool

BY EMAIL

enquiries@delapre.northants.sch.uk

BY TELEPHONE

01604 761456



ABOUT THE SCHOOL

Delapre Primary School is situated to the south of Northampton and takes children mainly from the local area. It is a co-educational school for children in the 4-11 age range from which they transfer to one of nine secondary schools. Primary School education comprises of:

- **RECEPTION** (EYFS) - The first year of School
- **KEY STAGE 1** (KS1) - Years 1 and 2
- **KEY STAGE 2** (KS2) - Years 3,4,5 and 6



STARTING SCHOOL

Once parents have registered a child at the school, you will be invited to a New Parents Evening. This will give you the opportunity to meet some of our staff and find out more about Delapre Primary School. You and your child will be invited to a 'Stay and Play' session in September. This will allow both of you to meet the Class Teacher and explore your child's classroom.

SETTLING IN

Our aim is to make the Reception Year setting a happy place and the best way of doing this is to make sure your child feels safe and at ease. We admit new Reception children on a part-time basis so that we can give each child the necessary time, attention and special care, which will ensure a successful start. Once 'Stay and Play' sessions have taken place during the first week of term, the children attend school either in the morning or afternoon to start with, before all children attend in the morning and stay for lunch. Finally, everyone attends full-time for the remainder of the term. Whilst the children are in school part-time, we actively encourage parents to come in with their child to help them settle. Once the children are in full-time, we encourage the children to be more independent. Our staff are happy to help if parents wish to discuss anything about their child.

PUPIL PREMIUM FUNDING **IMPORTANT**

If your child is entitled to Pupil Premium funding, i.e. is eligible for the statutory benefit of a Free School Meal (this is available to school-aged children from families *who receive other qualifying benefits and who have been through the relevant registration process* and is **NOT** the same as the Universal Infant Free School Meal to which all Reception and Key Stage One children are entitled) or has been adopted from care, then the cost of

trips, music tuition, clubs and school snack will be met through our Pupil Premium funding.

Please note this is now subject to meeting our attendance criteria.

If you are unsure as to whether your child is eligible for Pupil Premium funding and/or you need help or advice on this subject, please visit the School Office, where they will be happy to assist you.

ETHOS OF THE SCHOOL

“There is a need for a disciplined approach to academic work, balanced by a caring atmosphere where a child knows that a teacher will listen at all times, and always in a time of distress.”

Within this one statement, it is not really possible to sum up the entire ethos of the School, so together we have used the School Motto to devise our Vision Statement.

The school motto is... “ **PURPOSE WITH CARE** ”



OUR VISION STATEMENT

As a school we have agreed that, together, we will strive to ensure that all we do upholds our school motto.

Our children are...

CONFIDENT

Our children will have their self-esteem nurtured to enable them to be happy in themselves and achieve their full potential. We will ensure children are confident in their ability. We will ensure they are able to recognise the areas in which they are not as strong, and are confident in their strategies for progressing. Our children will be given the opportunity to speak in a variety of contexts and to a variety of audiences.

ABLE to meet future challenges

Our curriculum, both inside and outside the school day, will give the children the skills they need to take to Secondary School and beyond. We will encourage them to have aspirations and ambitions; to ‘dream big dreams’. Our children will not only learn to ask questions but to research answers, analyse information and question plausibility. We will prepare our children for a world that is changing technologically every day. Our children will understand the value of money, be organised and know how to keep themselves safe and healthy.

RESPONSIBLE members of community

Our children will be encouraged to be respectful, polite and tolerant of others regardless of their differences, both within and outside of our school community. Our children will be kind and considerate. They will be able to work in teams and communicate their ideas effectively. They will recognise their place in the variety of communities they are a part of. Older children will be role models for younger children. Their tolerance and consideration will enable them all to make friends happily with all groups, and to deal with disagreements in a sensible way. Our children will be proud of their school; the traditional values we uphold, their own outstanding behaviour, their wider community and the part they play within those.



Underpinning these, our children will be...

EFFECTIVE learners

We will foster in our children their love of learning, promote their independence and encourage them to ask questions. We will challenge children to ‘have a go’ and ensure they are not afraid of trying new things or of making mistakes. We will enable them to recognise the value in listening to other people and celebrate their achievements. Above all, our children will be motivated to try their best.

OUR AIMS AND OBJECTIVES

AIMS

- To maintain an environment where children can feel secure and confident and in which they can succeed.
- To educate to the maximum academically.
- To educate to the maximum socially.
- To uphold the rights of parents and actively encourage their involvement in the education of their children.
- To encourage the local community to become involved in the school.

OBJECTIVES

- To recognise that all children have individual needs and to make every effort to cater to those requirements.
- To deliver a curriculum which addresses the spiritual, moral, cultural, intellectual and physical aspects of pupils.



MORAL VALUES



SOCIETY

We value truth, human rights, the law, justice and collective endeavour for the common good of society. In particular we value families as a source of love and support for all their members and as the basis of a society in which people care for others.

THE SELF

We value each person as a unique person of intrinsic worth, with potential for spiritual, moral, intellectual and physical development and change.

RELATIONSHIPS

We value others for themselves, not for what they have or what they can do for us. Rather, we value those relationships as fundamental to our development and the good of the community.

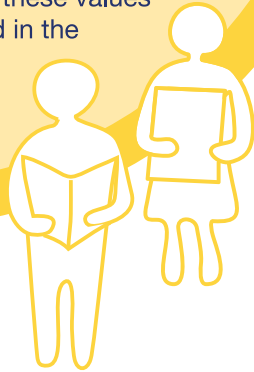
THE ENVIRONMENT

We value the natural world as a source of inspiration and the improvement of the school environment will always be high profile.

PROMOTING BRITISH VALUES

The DfE reinforces the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” The government sets out its definition of British values in the 2011 Prevent Strategy.

At Delapre Primary School these values are reinforced regularly and in the following ways:



DEMOCRACY

Democracy is richly embedded within the school. Pupils have the opportunity to have their voices heard through our School Council. More information about the School Council can be found on Page 7. Our School Behaviour Policy involves rewards and sanctions. This is shared through all aspects of school life and also shared with parents, carers and children from Reception to Year 6.

THE RULE OF LAW

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the regular school day, as well as when dealing with behaviour and through whole school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibility that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service are a regular part of our calendar of events and help reinforce this message.

INDIVIDUAL LIBERTY

Within School, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for all pupils to make choices safely, through provision of a safe environment and an empowering approach through

education. Pupils are encouraged to know, understand and exercise these safely, for example through our E-Safety and PSHE lessons. Pupils are further empowered through being part of a School Council which links directly to the Senior Leadership Team and/or the School Governors. Pupils are given the freedom to make a wide range of choices from attending extra-curricular clubs to supporting fundraising events.

MUTUAL RESPECT

As a school which holds values at the core of its ethos, we value others for themselves, not for what they have or what they can do for us.

Adults throughout the School model, demonstrate and promote respect for others as do older children who have suitable, age-related tasks and responsibilities and this is reiterated through our classroom and learning rules, as well as our behaviour.

TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS

At Delapre Primary School we believe that Religious Education should provide a contemporary study of religion, preparing children for later life. The school bears in mind that Great Britain is a multi-cultural nation which has Christianity as the main religion of the indigenous population. As a result, Christianity receives appropriate weighting within the Religious Education curriculum. Due consideration within the framework is given to other faiths. Respect, tolerance and understanding of the beliefs of others will be promoted as part of our programme. The School has adopted the Local Authority's Religious Education Policy. Discussions involving prejudices and prejudice-based bullying have been followed up and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.



SCHOOL COUNCIL

We believe it is important to listen to our pupils and value the contribution they can give to making decisions about the school. Our School Council is made up of two representatives from each year group in KS2. Years 4, 5 and 6 have to give election speeches to their class before formal voting takes place, just like a real election.

A new School Council is formed during the Autumn term every year. The elected members have the job of representing the views of their classes at our meetings as well as helping with the smooth running of the council. They also take the role of making sure playtime friendships are supported, where they are good role models and ambassadors for the school.

During the meetings the council discusses, amongst other things, any issues that have been brought to their attention. The council members are also involved in supporting many fundraising events and regularly represent the school. At each meeting at least one member of the Senior Leadership Team will attend and help the council with advice, budget issues and liaising back to the staff.

ECO-GARDENING CLUB

As a Green Flag Eco-School, we aim to teach children about the importance of taking responsibility for the future of their own environment and the school garden is an excellent opportunity for this. Pupils and families actively participate in our school gardening club where they not only work towards creating a stimulating place in which to learn, but the children can also learn how to care for this environment whilst developing their knowledge of where food comes from. It also provides an opportunity to involve parents and carers and strengthen home-school links. The whole school is proud of our garden and grounds.



Water

**School
Grounds**

**Healthy
Living**

Waste

**Environment
Awareness**

Biodiversity

**Growing
Food**

Care

Responsibility



HOME SCHOOL LIAISON

The success of the school depends a great deal on developing and maintaining co-operation between teachers and families. Therefore the School encourages open communication between home and school and issues regular newsletters to parents, via the school website, detailing events and particulars concerning school. When a child first starts at Delapre Primary School we ask parents to sign a **Home-School Agreement** as a gesture of commitment towards the school's policies and rules.

May we take this opportunity to thank the people connected to Delapre Primary School for the faithful support, interest and encouragement given to the school.

We aim to build on the links already established in our community, and, with your help, make our school a place of which we can all be justifiably proud.

OFSTED FEBRUARY 2018

- Attainment in national assessments is a result of strong and effective leadership, teaching which is consistently of high quality and an environment for learning which is calm, orderly and purposeful.
- Pupils' behaviour continues to be excellent. The pupils rise to your high expectations of how they should behave, and they beam with pride when they are praised for being kind or for working hard.
- In the lessons we visited, the pupils' thirst for knowledge and their strong work ethic made a striking contribution to their learning.
- You ensure that pupils benefit from a rich and exciting curriculum.
- Highly effective teaching in phonics in Year 1 especially, ensures that the proportion of pupils who meet the expected standard by the end of Year 1 is above average.
- The attainment of disadvantaged pupils by the end of Key Stage 2 was much higher than for other pupils nationally.
- The curriculum is enhanced by an excellent range of extra-curricular activities, with particularly strong provision for sport, music and the arts. You have made excellent use of the Physical Education (PE) and Sport Premium to increase pupils' participation and attainment in sport.
- All the pupils I met with told me that they feel very safe in school.



THE CURRICULUM

Children begin to learn from birth and school education builds upon the foundations laid at home.

At Delapre Primary School we believe that the purpose of the curriculum is to provide opportunities for children to become excited about their learning. It is a chance for them to become responsible, resilient and respectful and to develop emotional, physical and spiritual awareness. This enables the children to grow as open-minded, creative thinkers, who can take risks, reflect and learn from their experiences.



We feel that a good curriculum helps to create young people who are literate, numerate and technologically capable of entering the wider world in which we all reside. It should prepare our children to adapt to change, plan for their future and take the opportunities to be all they can be at every stage in their lives.

Pupils spend most of the day with the Class Teacher, who prepares and teaches all subjects to cover the requirements of the National Curriculum, Local Authority Policy and School Policy.

Throughout the School, pupils have the opportunity to be taught as part of a class; in a collaborative group; or one-to-one; as well as in a whole class situation. There is some setting, according to ability, for both Mathematics and English.

ENGLISH



Every aspect of the children's work is influenced by the extent to which they use language with imagination and accuracy. Competency in reading, writing, speaking and listening is encouraged throughout the curriculum in order to enable the children to communicate appropriately and effectively. However, we teach English daily as a discrete subject from Year 1 to Year 6, with opportunities for English in the Foundation Stage (Reception) being incorporated within the child's day, according to principles of the Early Years Foundation Stage. Some pupils may be set for English.

The School uses the "Drama for Writing" focus so, in most year groups, extended independent writing will not take place without previous planning using specific drama techniques. This gives a creative approach and extends the children's ability to perform in public.

MATHEMATICS

Considerable importance is attached to the children achieving and understanding mathematical processes, concepts and skills. Children need to be conversant with, and practised in, the mathematical operations and skills in practical situations, as these will form part of the fabric of their lives both now and in the future. As a result, there is a strong emphasis on the development of mental arithmetic and giving opportunities for pupils to use and apply Mathematics in real life situations.

Mathematics is taught daily as a discrete subject from Year 1 to Year 6, with opportunities for Mathematics in the Foundation Stage being incorporated within the child's day, according to principles of the Early Years Foundation Stage. In order to develop mathematical skills some pupils may be set for Mathematics. Class Teachers also plan for opportunities to develop and apply key mathematical skills in other subjects throughout the year.



SCIENCE

We encourage children to develop scientific knowledge and conceptual understanding through topics which cover Biology, Chemistry and Physics. Children develop their understanding of the nature, processes and methods of science, through different types of science enquiry, that help them to answer scientific questions about the world around them. Child-led group, class and individual scientific investigations are designed to arouse natural curiosity in the world around them.



HISTORY

At Delapre Primary School we view History not only as simple facts and dates, but also as a way to encourage pupils to become detectives who explore the past in an exciting way. History is taught mainly through a topic based approach and gives pupils a chance to explore a wide range of sources from which the past may come alive. History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. We teach children to be open-minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We encourage first hand experiences through handling real life artefacts and, wherever possible, arrange field work visits to relevant sites of historical interest in the region or bring in specialists for in-school workshops.

GEOGRAPHY



In Geography pupils develop their knowledge of people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. We study local areas/issues and extend these studies into our United Kingdom neighbours, Europe and the wider world. The children learn to use maps to locate cities, countries, mountain ranges, rivers, seas and oceans. They use atlases, photographs and the internet to explore the environment and economics of those countries which they study. They then use the skills they have developed in English, Mathematics and Computing to report and record their findings.

MODERN FOREIGN LANGUAGES

International studies have shown repeatedly that foreign language learning increases critical thinking skills, creativity and flexibility of mind in young children.

At Delapre our children learn French in Years 3-6. Primary pupils are very receptive to learning a new language. They derive a great sense of accomplishment from learning to speak another language. It develops their self-confidence and broadens their horizons. Apart from learning French we explore French culture, customs, history, geography, literature, art and cuisine.

Our very successful Language of the Month programme celebrates the multi-culturalism of our school and the 20+ different languages spoken at home by our children. At Delapre we enjoy sharing and exploring the different languages and cultures in our school community. In doing so, we all strive to promote the vision of a global society that celebrates diversity.

COMPUTING

We are proud to be extremely well-equipped to meet the demands of the School curriculum. The school has a superb air-conditioned IT suite, housing the majority of our computers, in addition to other computers, netbooks and iPads situated around the school. This equipment and other technological aids are used throughout the school. Computing skills including Coding and Debugging are taught as a discrete subject and as a means of supporting other areas of the curriculum. The children are encouraged to communicate ideas and information in a variety of forms, where appropriate, using equipment and computer software to enhance their learning.



We utilise the expertise that our children have in other languages spoken at home to support new families starting school with a limited knowledge of English. Our Super Interpreters are on call to assist in translation and to help integrate new pupils and their families into the Delapre School Community.

EXEMPTION FROM PE

A written note from parents is essential if a child wishes to be excused from PE or Games. This can save your child from any embarrassment and ensures that no-one is required to take part in any activity which may cause injury.



PHYSICAL EDUCATION (PE)

In Reception and KS1 the focus is on developing children's agility, balance and co-ordination alongside a programme of Gymnastics and Dance. As the children progress into KS2 they begin to apply the skills taught in KS1 to specific sports, whilst creating and performing increasingly complex gymnastic sequences and dances. Swimming is taught during KS2 and we aim for all pupils leaving the school to be able to swim at least 25m.

Year 5/6 children have the opportunity to take part in a week long residential trip where they engage in a range of more adventurous outdoor activities.

We run a broad and exciting **extra curricular sporting** programme. **Activities offered include:**

- Football
- Tag Rugby
- Netball
- Basketball
- Cricket
- Tennis
- Cross-Country
- Athletics
- Dance
- Multi-Skills Club
- 'Change for Life' Club



MUSIC



We believe that the teaching of Music is based upon the fact that it is a creative and social art to be enjoyed. Children have the opportunity to enjoy musical experiences through listening, singing, movement and dance and by playing percussion. All children at Delapre Primary School are given the opportunity to learn a brass, woodwind or stringed instrument. We have a recorder and ocarina club along with a school orchestra. We also have a Junior and Senior choir.

All the children's musical achievements are celebrated in our many "productions".

RELIGIOUS EDUCATION (RE)

The School believes that RE should provide a contemporary study of religion, preparing children for later life. The school bears in mind that Great Britain is a multi-cultural nation which has Christianity as the main religion of the indigenous population. As a result, Christianity receives the appropriate weighting with the RE curriculum. Due consideration within this framework is given to other faiths. Respect, tolerance and understanding of the beliefs of others will be promoted as part of our programme. The School has adopted the Local Authority's Religious Education Policy.

Parents have the right to withdraw children from religious lessons and daily worship in assemblies but it must be understood that such activities make a contribution to cross-curricular objectives pursued during the course of the school week. If you do have such a request, please put this in writing.

ART & DESIGN

The children are encouraged to be spontaneously creative, using a variety of media and techniques in Art. An awareness of colour, shape, balance, focus and proportion are developed alongside the use of symbols to convey ideas and feelings.

The study of a wide range of artists, crafts people and designers from different times and cultures complements this work.



DESIGN TECHNOLOGY

Design Technology introduces children to the concepts and processes involved in the manufacture of man-made products. They are taught the whole design process from the communication of ideas and their development, through to research, planning, making and evaluating the final product. They learn skills using various materials.

Design Technology draws together elements from many subjects, for example; Science, Computing, Art and Mathematics. It also promotes knowledge of industry and Health and Safety and encourages social skills.

PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE)

We believe here at Delapre Primary School that it is essential to promote healthy, independent and responsible members of society. We encourage all our pupils to play a positive role in contributing to school life and the wider community through class and school councils, fundraising events, supporting nominated charities and involvement in community activities. Our pupils are given opportunities in PSHE, SEAL (Social and Emotional Aspects of Learning) lessons and assemblies to develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society. We are also able to offer counselling and therapeutic play.

We teach PSHE in a variety of ways: as a discrete subject, through SEAL lessons, via assemblies and through other subjects such as RE, History, Geography, English, Mathematics and Science. The subject is also taught through outdoor educational visits, community work and activities.

SEX AND RELATIONSHIPS EDUCATION

Pupils are given opportunities to consider and reflect upon the wide variety of different relationships they have with others. Across the school, children build on their relationships and social skills through the delivery and teaching of PSHE and SEAL topics.

Aspects of Sex and Relationships Education (SRE) are taught in accordance with the government guidelines as an integral part of their class curriculum in Year 5 and Year 6. Through these lessons, which are delivered by the School Nurse and the Class Teacher, we aim to:

- Prepare pupils to cope with the physical and emotional challenges of growing up – preparing for puberty.
- Give pupils an understanding of human reproduction which is detailed in the Science curriculum of the National Curriculum.
- Answer pupils' questions sensitively having regard to particular religious or cultural factors and the wishes of parents.
- Teach SRE in conjunction with the School's policies regarding Health Education, Equality, Behaviour, Child Protection and Science.

Section 241 of the Education Act 1993 gives parents/carers the right to withdraw their child from the Sex Education elements of the SRE programme, which do not form part of the National Curriculum, including Science. If you wish to see the materials taught in SRE lessons, or discuss the matter confidentially, then please contact the Headteacher who will be happy to address any concerns or questions you may have.



HOMework

Children are expected to do homework appropriate to their age and, towards the top end of the school, there is an obligation on the part of the parent to ensure that where homework is set, it is done under reasonable conditions and to an acceptable standard.

Simple homework is set from the earliest weeks in school and increases as children move on. It may include writing, reading, learning, revising or seeking information.

Your child will need your active support in this very important part of his or her schooling. Should there be a problem in this area, parents will be contacted and hopefully any difficulty can be sorted out.

ADMISSION

The School's admission number is 90 pupils per year group in three classes.

Decisions on pupil placement in Reception are made by the Local Authority on the following criteria:

- **Children who have a brother or sister in school.**
- **The distance that the family lives from the school.**

Parents are expected to make arrangements for children to get to and from school in a safe manner.

If the School is oversubscribed then places will be allocated by the Local Authority according to the following criteria in order of priority:

- 1 Children in Public Care**
- 2 Medical reasons (including children with statements/EHC Plans)** - very exceptional medical factors directly related to school placement. Written evidence from a doctor is needed.
- 3 Family Links** - pupils who have a brother or sister already attending the preferred school or associated primary school and who is expected to be on roll at the school at the time of admission.
- 4 Distance** - pupils who live nearest to the preferred school. This will be based on the parents address and shortest walking route. The Local Authority will, however, consider the overall availability of school places in an area to ensure that no children have an unreasonable distance to walk. This may override proximity to the preferred school.

Parents considering sending their child to our school are most welcome to visit the school during normal school hours by making an appointment to see the Headteacher.



SAFEGUARDING

The Staff and Governors at Delapre Primary School fully recognise the contribution they make to safeguarding children.

We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm. Our School procedures for safeguarding children are in line with Local Safeguarding Children Board procedures. We wish to work with you as parents and carers to ensure the best possible care for your child. This may occasionally require situations, about which we have cause for concern, to be referred to Social Services.

Our prime concern is always the well-being of our pupils and, if we act, it is to protect the individual. Every school is required to have a designated Teacher for child protection. at Delapre Primary School this is currently the Headteacher and Deputy Headteacher. They are supported in the first instance by our Family Support Worker along with a number of Senior Staff members. Any child in need, or at risk of significant harm, will be reported to one of these members of staff in the first instance and Social Services will be contacted if appropriate.

You will always be always be informed if Social Services have been contacted unless, by doing so, it is considered that your child may be placed at risk.



INCLUSION

The Staff and Governors are aware that Equal Opportunity and children with Special Educational Needs & Disability, fall under the umbrella term of Inclusion. All personnel at Delapre Primary School are fully committed to the School being “inclusive”.

The Staff and Governors fully accept their inclusive responsibilities toward the following groups of children;

- **Those with English as a second language.**
- **Ethnic minorities** (see Race Equality Policy).
- **All children with disabilities and special educational needs.**
- **Children under stress such as sick children and those who act as carers.**
- **Gender** - The school will work hard to ensure equality of opportunity for both boys and girls.
- **All children who are able, gifted or talented.**
- **Pupils at risk of exclusion.** (Ofsted “Delapre makes efforts where other schools would give up”).
- **Children who are in the care of the Local Authorities.**

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND)

All children are valued, respected and welcomed to our school whatever the level of their educational or physical ability. We seek to support all children in their learning and ensure they have equal access to all areas of school life. The current SEND Code of Practice (2014) defines a child with a learning difficulty as a child who has greater difficulty learning than the majority of children of the same age, or has a disability which prevents or hinders the child from making use of educational facilities provided for children of the same age.

The SEND code of practice (2014) recognises that there are 4 broad areas of SEND:

- 1 **Communication and interaction** (language and autism spectrum disorder).
- 2 **Cognition and learning** (general learning and specific learning difficulties)
- 3 **Physical and sensory.**
- 4 **Behavioural, emotional and social.**

We seek to identify and assess the special needs of individual pupils using a variety of assessment techniques and working in co-operation with the pupils, parents, teaching staff and external agencies. We are able to provide an environment which enables access for all pupils regardless of their need. Our support plan enables optimum participation in the school community for pupils, and prospective pupils, with a disability.



CELEBRATING SUCCESS

At Delapre Primary School we are proud of our achievements and are always keen to push children to achieve in all areas. This can be through supporting children to achieve high levels of academic achievement or by encouraging their talents in sports, music and the arts. We offer a range of academic support for children to reach the highest standards and through our extensive extra-curricular provision; we are able to encourage interests and talents in wider areas as well.

Pupils who are identified by teaching staff as more able are selected for specific intervention and ‘mastery’ opportunities, with lessons that are appropriately differentiated to meet their needs. Through our commitment to our school community we aim to offer all of this with minimal or no additional costs to our parents, ensuring that staff members take on clubs and projects as part of their commitment to the school and their wider teaching role.

EQUAL OPPORTUNITIES

The Staff and Governors of Delapre Primary School are committed to an Equal Educational Opportunities Policy, and will always act positively to ensure that all pupils are treated fairly and receive equal access to educational opportunities.

We value all members of our school and community, seeking to accept everyone with respect and ensuring that all have equality of opportunities irrespective of their gender, ethnicity, sexuality, religion, background or disability. We aim to be fully inclusive in all areas of school life and encourage our pupils to recognise and value our rich and diverse world.

ATTENDANCE

Children's attendance and punctuality at school is essential. To start each day in the best possible manner please ensure that children arrive on time. **The school day begins at 8.45am and registration is at 8.55am.** If a child arrives after this time they will be marked as late. If a child arrives later than 9.30am they will be marked as absent for that morning.

Schools must differentiate between authorised absences e.g. due to illness, medical appointments or other circumstances and unauthorised absences e.g. unknown reason or absence without agreement with the school. The Senior Leadership Team undertakes regular monitoring of attendance and will contact parents of pupils whose attendance level gives cause for concern. This may result in a referral to the Education & Inclusion Partnership (EIP).



ABSENCE

If your child is absent from school then please inform us as soon as possible, preferably **between 8.30am and 9.30am.**

If we have not been contacted by 10.00am then we may contact you to ascertain the reasons for your child's absence. Upon returning to school we ask for a brief note confirming the reasons for the absence.

According to Government policy **all** holidays within term time will be marked as "unauthorised absences". Where you feel there is an exceptional circumstance we ask that you complete a Request for Exceptional Term Time Leave Form (available from the School Office) for consideration.



SCHOOL NURSE

We do have allocated School Nurses who are available to discuss any sensitive issues with our pupils. However, they are not based at the school. Should parents wish to see a nurse, **they only have to telephone the school to make an appointment or call direct on 0300 111 022 Option 4.**

Confidentiality is respected at all times.

ALL medication, prescribed or over-the-counter, must be brought into school and handed in at the School Office, by a responsible adult. **For further information, please refer to the School's Medical Policy.**

MEDICAL INFORMATION

Parents are requested to inform the School - upon registration, about any medical conditions, dietary requirements etc, or as they arise and at least annually on the Individual Pupil Information/Emergency Contact form (Data Collection Sheet). Long term medical needs will require a Healthcare Plan to be initiated, in consultation with School Staff, parents/carers and healthcare professionals.

If a child becomes ill during the school day, parents will be informed as soon as possible. In the case of an accident one of our qualified first-aiders will treat the injury and parents will be informed of the injury and treatment given. In circumstances where the first-aider feels further medical assistance is required, parents will be contacted and asked to collect their child. The parents can then decide on the course of action to take, or arrange to visit their GP for further advice. In extreme circumstances the School may contact the emergency services and, if the child needs to go to hospital, a designated member of staff will accompany them until a parent or carer arrives.

Medication (whether tablets, medicine or cream) prescribed by a doctor can be administered at School, providing a signed permission slip (available from the School Office) has been completed and signed by the parent/carer. **The medication must bear the child's name, dosage and the correct date.** Over-the-counter medicines i.e. Calpol and Ibuprofen will only be administered in exceptional circumstances with the parent or carer's permission, for a maximum of three days.



CHARGING FOR SCHOOL ACTIVITIES

As a general policy the Governors of Delapre Primary School believe that any educational activity which is deemed sufficiently important to take up valuable school time should be free to all pupils. There are two exceptions to this, which are:

- **In the case of trips out of school where contributions are invited from parents in order to cover costs.**
- **Coaches for sporting events – a nominal contribution per pupil is requested.**

PUPIL PREMIUM FUNDING **IMPORTANT**

If your child is entitled to Pupil Premium funding, i.e. is eligible for the statutory benefit of a Free School Meal (this is available to school-aged children from families *who receive other qualifying benefits and who have been through the relevant registration process* and is **NOT** the same as the Universal Infant Free School Meal to which all Reception and Key Stage One children are entitled) or has been adopted from care, then the cost of most trips, music tuition, clubs and school snack will be met through our Pupil Premium funding.

Please note this is now subject to meeting our attendance criteria.

EDUCATIONAL VISITS

At Delapre Primary School we recognise that the outdoor classroom can be used to bring learning alive for many children and enhance the curriculum. Each year we encourage Class Teachers to plan educational visits. All students have the opportunity to participate in these experiences and the School places much emphasis on developing the skills, confidence and independence to cope away from home.

All visits are planned carefully and a risk assessment completed by the Class Teacher so that they meet the requirements of School Policies. Visits only take place once approved by the Headteacher.

We also strongly believe in the value of residential experiences as a way of developing children both socially and educationally. Every two years (on a two year cycle), pupils in Year 5 and Year 6 are offered the opportunity to take part in an adventurous residential activity, usually in the summer term. There is a cost involved with this and any other residential trips.

If you are unsure as to whether your child is eligible for Pupil Premium funding and/or you need help or advice on this subject, please visit the School Office, where they will be happy to assist you.



SCHOOL UNIFORM

Delapre Primary School prides itself on its reputation and we believe that school uniform contributes to that reputation. All pupils are expected to wear correct uniform. School specific sweatshirts, polo shirts, cardigans, book bags and PE bags **must** be purchased and worn in school. **For further information please refer to our School Uniform Policy.**

NOTE...

There are good reasons why Delapre Primary School has its own distinctive uniform, the most important being that a uniform helps to create a sense of community and establish an appropriate working environment.

A school uniform removes distraction which may be caused by an individual's style of dress, and allows pupils to concentrate on learning.

The school **does not permit** children to have **shaved heads**; or "extreme" haircuts i.e. **words, lines or patterns shaved in; changes in hair colour** - from the child's natural colour; or **elaborate hair 'decorations'** such as beading. Any of these could serve as a distraction to other children or lead to ridicule. Long hair should always be tied back at school with ribbons, bobbles or clips - navy blue or yellow in colour. **The definition of an extreme hairstyle is at the discretion of the Headteacher and Governing Body.**

Pupils are not allowed to wear make-up or nail varnish in school.



OUTDOOR CLOTHING

A warm washable coat will be required for outdoor play times and when using the play area.
NO "hoodies"

SHOES

Sensible black shoes are to be worn.
NO fashion shoes, canvas shoes, trainers, high wedges, boots, sling backs, open-toed sandals or shoes are allowed.

PLEASE make sure you **LABEL ALL BAGS & CLOTHING WITH YOUR CHILD'S NAME & CLASS**

JEWELLERY

Any jewellery other than a watch or small metal stud earrings, is not allowed in accordance with the Health & Safety Policy.

During PE and Games lessons all jewellery will have to be removed by the child themselves.

Nose studs are not allowed.
If children are to have their ears pierced we would advise doing this at the beginning of the long summer holiday to allow time for healing.

SMART WATCHES

Pupils are not permitted to wear Smart Watches or other similar style watches with internet connectivity for safeguarding reasons. These are not suitable for wearing in school for a number of reasons. Many of these watches have internet connectivity and cameras, which if used within school could pose a safeguarding risk. They are also costly items, which could easily be damaged or go missing and have already become a distraction during the School day.

Children may wear a simple analogue or digital watch only to enable them to tell the time.



SCHOOL RULES & DISCIPLINE

The expectation of Delapre's Staff and Governors is for a high standard of behaviour from all children at all times. The School exercises a traditional approach to discipline. This applies to children of all ages. School rules apply whilst children are on their way to and from School, or elsewhere when in School Uniform. Delapre Primary School is a very happy school due to the awareness by all pupils of clear boundaries.

The Governing Body is very keen for all parents to exercise common sense and realism in their understanding that the world is yet to see the perfect child! The importance of home-school co-operation in terms of discipline cannot be over emphasised, as every child needs to see the significant adults in his/her life working together.

The Governing Body regards the disciplinary procedure as a binding contract between parents/carers and School, as embodied in the Home School Agreement.

COMPLAINTS PROCEDURE

If you feel that you have cause for complaint, for whatever reason, in the first instance please come and see us. Whilst we strive for perfection we do make mistakes at times and we would never knowingly cause offence or distress. Usually there is a simple misunderstanding that can be easily sorted out. In the unlikely event that the situation is not resolved, parents should follow our Complaints Procedure. The Complaints Policy Document is available for inspection in School and on the School website.

OPEN ACCESS TO RECORDS

Information concerning the pupils and their progress is maintained in Pupil Profile Record Folders, which, in line with the LA policy is open to inspection by the pupil, parents or carers, subject to certain conditions. Please give the School notice if you wish to view records in this way so we can plan availability ahead for your convenience. Information held in the records concerns pupils' work, progress and achievement and is designed to reflect the contribution to the record by the pupil and the input from the teachers.

PARENT CONSULTATIONS AND REPORTING TO PARENTS

Good communication between School and home is encouraged and therefore at Delapre Primary School we have an "open-door" policy in place. This means that you are more than welcome to come into school between 8.45am and 8.55am each morning to speak to either the Class Teacher or the Teaching Assistant, if you have any concerns or queries. If you need to speak to the Headteacher, Deputy Headteacher or Assistant Headteacher (or any Class Teacher before 8:45am), please go to the School Office first with your request. We also hold two Parent Consultations (Parents' Evenings) where your child's progress and development will be discussed. These consultations are usually arranged for November and March. In addition to this, one written report will be sent out in the Summer Term. If your child requires two copies of their report (e.g. for separated or divorced parents) please notify the School Office.



HEALTH & SAFETY

HEALTHY SCHOOLS

Delapre Primary School is officially a “Healthy School”. We currently hold the Enhanced Healthy Schools Award. In addition to the extensive physical activity programme in School, including curriculum PE and extra-curricular sports clubs, the school promotes healthy eating in a big way.

Healthy snacks are provided for all pupils each day; there is a cost involved for parents of pupils in KS2, to cover the purchase of snacks. It is a non-profit making venture. **Children entitled to Pupil Premium Funding receive FREE Snacks.**

NO HOT FOOD

We ask parents to provide a healthy, **cold** packed lunch, unless their children take a school lunch.

**HOT FOOD/DRINKS
ARE NOT
PERMITTED**

HEALTHY LUNCHBOXES

It is important to make sure the lunchboxes children bring to school provide a **HEALTHY BALANCED LUNCH**. This means plenty of foods that contain the nutrients that children need, and fewer foods that are high in sugar and saturated fat. Further information is available from school if required.

NO FIZZY DRINKS are allowed in school.

Children in **Reception, Year 1 and Year 2** are currently eligible for a **UNIVERSAL INFANT FREE SCHOOL MEAL** which is funded by the Government.

Delapre Primary School is a **NUT FREE** school due to children with severe nut allergies. We would respectfully ask that you strictly adhere to this.

SCHOOL SECURITY

Several measures are in operation to ensure the safety of the pupils in school. CCTV cameras and specialised security fencing are now in place. All members of staff, visitors, delivery agents and workmen are required to wear identification badges and sign in where appropriate. A specific part of the school has been re-fitted with “unbreakable” glass. School security will be reviewed annually and improved and updated accordingly. It is essential that your children remain as safe and secure as possible.

We thank all those who visit Delapre Primary School for supporting all safety measures put into place at the school.

INSURANCE

Parents should be aware that there is no universal accident cover for school children. Because it has no insurable interest, the Council’s policies cannot extend to cover pupils engaged on educational visits, school journeys etc., although the general liability policy protects the Council against the consequences of actions brought against it on behalf of pupils. Insurance is normally taken out by schools for visits abroad and also visits in this country involving an overnight stay. Parents are advised to check with the Headteacher for more detailed information. Parents are, of course, at liberty to take out insurance on an individual basis should they want additional cover for their children.

PUPILS' PERSONAL PROPERTY

Parents are strongly advised **not** to send children to school with any large sums of money or valuable items such as watches. **Jewellery, smart watches, cards (collections for swapping) and electronic games are not permitted in school.**

Whilst teachers may take charge of such items during PE/Games lessons or at a pupil's request, it must be emphasised that neither Class Teachers, nor the School, nor the Local Authority can take responsibility should any valuables be lost, damaged or stolen.

If parents wish to let their children bring such valuable items into school they are advised to make their own arrangements to insure against the risks involved.

MOBILE PHONES

The Staff and Governors understand the significance of national evidence that mobile phones are the biggest source of cyber bullying in schools. They are also the most stolen items. Both the Staff and Governors fully support government guidelines. **Therefore pupils are banned from having mobile phones on the school site. This includes Smart Watches.**

PUPILS' SAFETY

Pupils must be made aware on a day-to-day basis of the need:

To take action to avoid risks to the health and/or safety of themselves or any other pupil or person.

To observe standards of dress consistent with safety and/or hygiene. This will preclude items that have previously caused accidents, which have resulted in a child being harmed, e.g. –

- Earrings
- Rings
- High-heeled shoes or heavy boots (usually linked to fashion)

To observe the instructions of staff given in an emergency.

TRAVELLING TO AND FROM SCHOOL

Delapre Primary School views the Health & Safety and well-being of our pupils as very important. We believe the promotion of a healthy lifestyle for all members of the School Community to be a central part of our school ethos. Like many other schools, we have a School Travel Plan that aims to develop an effective strategy in the promotion of safer routes to school. The plan reflects ways in which we can reduce the risk from traffic around the school by encouraging children to walk, and discouraging the number of car journeys to school.

During drop off and collection times, we ask that all parents, carers and visitors **do not double-park outside the school.** We also request that the entrance to the school (via the service road next to the Co-op) is not used as an area for parents/carers to drive up to collect children. It is a private road and therefore is a police matter if you are caught using it. The School Car Park - entered via the vehicular access next to the School Office - is for **STAFF ONLY**. Finally, as an alternative parking area, the Community Centre at the Rec has a large car parking area that can be used both in the mornings and at the end of the school day, providing there are spaces available.



SUN SAFETY

We are operating a Sun Safety Policy which is part of the PSHE programme. We have created some "shady areas" around the school grounds and on hot days, the wearing of **protective hats** at lunchtime and playtimes and the application of **sunscreen cream** will be encouraged.

A copy of the School Health and Safety Policy, which adheres to the Northants County Council Policy, is available on request.

EARLY YEARS FOUNDATION STAGE

What is the Early Years Foundation Stage?

The EYFS is a stage of children's development from birth to the end of their first year (Reception) in school.

The EYFS Framework is different to the National Curriculum. It describes how early years practitioners should work with children and their families to support each child's individual development and learning to ensure that every child achieves the most that they can in their earliest years of life.



EYFS CURRICULUM

Our curriculum encompasses the seven areas of learning and development. All areas of learning and development are important and inter-connected. The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three prime areas are:

- **Communication and Language**
- **Physical Development**
- **Personal, Social, and Emotional Development**

There are four specific areas through which the three prime areas are strengthened and applied. The specific areas are:

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive Arts and Design**

EYFS CLASSROOMS & OUTDOOR AREAS



The classrooms and outdoor areas are set up to cover all the areas of the Curriculum. We always ensure that activities are open ended to allow for Characteristics of Effective Learning to be demonstrated and embedded.

The adults help children learn in a range of ways such as;

- **Communicating and modelling language**
- **Showing**
- **Explaining**
- **Exploring ideas**
- **Encouraging**
- **Questioning**
- **Recalling**
- **Setting challenges**



TAPESTRY / COMMUNICATION

We use an online learning journal **Tapestry** to record, monitor and celebrate progress made by each child.

Tapestry enhances this special time in a child's life and captures children's experiences, as well as monitoring development and learning.

Text, images and videos can be uploaded by parents to share learning and experiences from home via PC, tablet or a mobile app - anywhere there's an online connection. Every entry helps to create a complete story of a child's time at school.

We also use Tapestry as a communication aid to inform you of the learning that will take place and to suggest how you can help at home. Regular letters and other useful documents are also uploaded. An account will need to be set up for you using your email address.

For more information about Tapestry, please visit the website.

<https://tapestry.info/parents-carers.html>