

Southbury Primary School



Southbury Primary School
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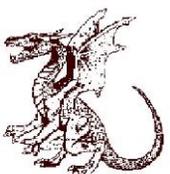
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Headteacher: Mr David Bryant

Chair of Governors: Ms Barbara Munson



Southbury Primary School

As Headteacher, I would like to take this opportunity of welcoming you and your children to our school. This brochure provides information about our school, on the curriculum we offer and the partnership we hope will develop between home and school.

The school was originally built in 1905 and there have been many changes since then. Southbury Primary School came into being in September 1986 after the amalgamation of Southbury Infant and Junior Schools. We are a two-form entry school with fourteen classes and morning and afternoon nursery classes. We welcome the richness of cultural diversity in our school.

School Vision

We want all of our staff and parents to work together to enable all of the children who pass through the school to reach their full potential in a safe, happy and caring environment. We want them to leave Southbury confident they will be able to succeed in secondary school and beyond. Ultimately we hope that they will be lifelong learners who will be able to find employment that they enjoy doing and is meaningful and rewarding for them as they continue with their journeys through life. To achieve this, it is crucial they have the best possible start to school life and that is what we aim to give them at Southbury.

School Aims

At Southbury we:

- Provide a safe, secure and supportive environment in which all children feel valued.
- Value achievement and work hard to maximise each child's potential.
- Provide children with rich and varied learning experiences within a broad and balanced curriculum.
- Encourage respect for religions, cultural and moral values represented in our school.
- Recognise that children are individuals and have different needs which we will support in a sensitive and caring manner.
- Value a successful working partnership between home and school.
- Expect and promote good behaviour.
- Encourage children to be confident, independent and to have high self-esteem.
- Give all children equal access to available opportunities and experiences.
- View the school as part of the wider community and encourage our children to contribute positively to school and community life.



Southbury Primary School

APPLYING FOR A PLACE AT SOUTHBURY

Admission information and application forms for Nursery and Reception places are available online during the application period which runs from October to January. The school is able to provide an information leaflet produced by the Local Authority to assist parents in making an application. For mid-year admissions or after the Nursery/Reception deadline, parents must contact the Admissions Department at the Civic Centre for advice about availability of places. Visits to our school are welcome. Please contact the school office to arrange an appointment or for further advice and information about the application process.

The criteria used by the Local Authority for the allocation of places are:

1. Pupils with a Statement of Educational Needs or an Education, Health and Care Plan, for whom Southbury has been named.
2. Children in public care (Looked After Children) and children who were adopted immediately following having been Looked After.
3. Children for whom Southbury is appropriate on exceptional medical grounds.
4. Children with a brother or sister who will be attending Southbury at the same time of proposed admission. The children must be living at the same address.
5. Children whose parent is a member of staff who has been employed at Southbury for two or more years at the time of application, or has been recruited to fill a vacancy for which there is a demonstrable skill shortage.
6. Children living nearest to the school measured in a straight line from the child's home to the entrance of the school.

Application forms for Nursery and Reception places are available from 1st October and must be submitted online by the middle of January. Please note that even if your child attends our Nursery, you still have to apply again for a place in Reception.

For other admissions throughout the year, once a place has been offered, parents and their children are invited to an introductory meeting with a member of staff to help them feel welcome.



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ATTENDANCE

At Southbury Primary we are working hard to improve school attendance. We are committed to making sure that every child is successful at school and that is why it is essential for your child to have outstanding attendance throughout the school year.

We believe that every school day does count; coming to school each day means learning something new every day. We would like to congratulate all of our pupils, parents and carers for their efforts to ensure that they attend school every day, where possible. We have seen a pleasing improvement in our overall attendance figures and wish for this to continue.

If we are concerned about any aspect of your child's attendance, we will contact you by letter and / or arrange to meet with you in school to discuss how we can resolve the problem. We also work very closely with Enfield's Education Welfare Team and in cases of persistent absence they may wish to contact you directly to discuss the problem with you. They have a legal duty to support families with attendance and where there is insufficient progress or cooperation, consider very seriously the use of legal proceedings.

The following points are important to note:

Our expectation is that children will attend school regularly and punctually unless there is a very good reason for absence. Parents are responsible for informing the school before 9am, by note or phone, of the reason for their child's absence. We operate a "First Day" calling system and contact parents who have not contacted us.

- Absences can only be approved in the cases of sickness, medical appointment and religious observance days.
- Children must **NOT** take holidays in term time.
- A note from parents, medical note or appointment card must support all absences and a note must support telephone calls.
- Absences from school without a valid reason, or for which no explanation has been provided, are treated as unauthorised absence.
- Children who arrive after the registers are closed (10 minutes after the start of the session) and fail to provide an adequate explanation will be counted as an unauthorised absence.
- If your child is absent from school for a long time through illness, please see your child's teacher so that suitable work can be arranged for you to take home.



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Can we take family holidays during term time?

From 1st September 2013 the rules regarding authorised term time absence were changed dramatically. Headteachers are no longer allowed to grant leave of absence for holidays and will only authorise requests for travel in exceptional circumstances. Cheaper air fares or mistaking the dates of the school holidays are not acceptable reasons for booking a holiday during term time.

For all requested absences a form must be completed and given into the School Office for consideration. 'Exceptional Leave of Absence' forms are available from the school office. The Headteacher will examine the reason given and the child's attendance record and any other significant factors when deciding whether to grant a leave of absence.

If you take your child on holiday without permission from the Headteacher or if your child leaves earlier or returns to school later than was stated on the application form or you fail to complete a form at all, you may be issued with a Fixed Penalty Notice from the Education Welfare team or your child may be taken off the school roll and need to find another school.

Attendance & Punctuality Awards

We have a weekly Attendance Cup in KS2 and Eddie the Teddy in KS1 presented in assembly to classes with the highest attendance. All the children in the class with the highest attendance are entered into a prize draw each week and have the chance to win goody bags or USB memory sticks!

Each term we celebrate those children who have achieved 100% attendance for the entire academic year. These pupils are rewarded with a certificate and special prizes at the end of the school year.



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WHAT TO WEAR

There is a school uniform and all children are expected to wear it. It looks smart and we believe it develops a positive attitude towards school and work. It is not expensive and saves a lot of arguments in the morning! Nursery children are expected to wear the school sweatshirt.

✓ Girls

School cap (optional)

✓ Boys

Religious hijabs must be plain white, black, grey or burgundy red



School sweatshirt/fleece (burgundy)

Plain white top

Burgundy/White dress

Grey skirt/tunic

Grey trousers/shorts (not tracksuits)

Plain black shoes



Tights or socks

X Children may not wear:

Slip-on shoes or High heels.



Clothes with slogans across them.



Jewellery: Hooped or "dangly" earrings, necklaces, rings, bracelets.



Bandanas



P.E. Kit

All children should have a white top, grey/black shorts and plimsolls to **change into** for P.E. lessons.

These should be kept in a small, named bag which can be hung on a coat peg.

Please make sure that all clothes and shoes are named clearly. Uniform can be bought from the school office.



Southbury Primary School

THE SCHOOL DAY

Session Times

Morning	8.55am - 12.10pm (Juniors)
	8.55am - 11.50am (Infants)
	8.30am - 11.30am (Nursery)
Afternoon	1.00pm - 3.15pm (Juniors)
	1.00pm - 3.15pm (Infants)
	12.45pm - 3.45pm (Nursery)



Children have a mid-morning break of 15 minutes. They also have a 15 minute break in the afternoon.

Before School

Children will be supervised in the playground from 8.45am. Parents are requested, for reasons of safety, not to leave their child in the playground before this time. Children are not allowed to play games, use the playground equipment or run races before (or after) school.

After School

Parents should arrange for their child to be collected promptly at the end of each day. In exceptional circumstances, when a parent is unavoidably delayed or if a different adult is going to be picking up the child, the school office must be notified and the child concerned will wait in the office.

Lateness

Children who arrive late for school miss out on the very important beginning of the school day and it can be very unsettling. The child misses out on the initial socialising with friends in the playground and the vital introduction to the day's work. The school follows the procedures recommended by the Local Authority for dealing with frequent lateness and will involve the Education Welfare Officer.

CHILD PROTECTION

The school follows the published procedures on child protection. These procedures give the three nominated staff clear instructions to immediately inform the Education Department and Social Services if an allegation of abuse has been made. It is the duty of all staff to follow these instructions. The parents/carers are informed as soon as possible afterwards. A copy of our Child Protection policy is available upon request and is on the website.



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BREAK TIMES

It is our aim to encourage children to play constructively and with due regard for others so that all may enjoy break times.

Playground:

We provide a range of play equipment but children may bring their own soft balls, skipping ropes or other small games to use outside. It is advised that all games and equipment are named, as **the school cannot accept responsibility for their loss or damage**. Children may not bring electronic games to school.



At lunchtimes we also offer the children a variety of lunchtime clubs to participate in and there are organised activities on the playground.

Wet Playtimes:

Children remain in their classroom and are supervised playing quiet games. Drawing paper, puzzles and board games are provided by the school.

Playleaders:

Year 6 children are given the opportunity to train as playleaders, to work in the infant playground, helping our youngest children to play happily.

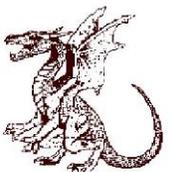
WELFARE AND PASTORAL CARE

We are proud of the family atmosphere at Southbury and attach great importance to nurturing the emotional and physical well-being of our pupils. Day-to-day pastoral care and welfare are the concerns of all staff.



Qualified first-aiders are always on site when school is in session. Parents will always be contacted if we have concerns about a child's health. It is, therefore, vital that we have up-to-date home, work and emergency telephone numbers where we can contact you.

The **school nurse** visits the school regularly. His/her prime objective is to promote the health and well-being of our children. Health interviews with the nurse, child and parents take place twice during a child's time at Southbury if necessary. Our school nurse will be happy to advise you if you have any worries concerning your child's health. She can be contacted through St Michael's Clinic, St Michael's Hospital, Enfield or through our Welfare Assistant, Mrs Boles.

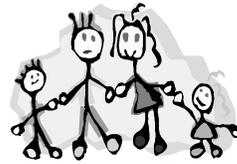


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PREPARATION FOR SCHOOL

We firmly believe that a happy and confident start to school for both children and parents lays the foundation for a successful and confident school career. Children are more likely to settle down in school if they are developing independence in the following ways:

- They have had the opportunity to share toys and books with friends.
- They are used to being given some responsibility for looking after and tidying up their own toys.
- They are able to listen to a story.



We would expect the children to know how to:

- Use the toilet properly
- Wash their own face and hands
- Dress and undress themselves
- Hang up their own coats
- Manage their own shoes
- Eat using a knife and fork

Starting school is a big step for both the parents and the child and we actively encourage parents to stay with their child until they feel secure and happy.

ARRANGEMENT OF CLASSES

Our classes are arranged for up to 30 pupils.

Nursery (3-4 Years Old)

Children attend for either a morning session (8.30am-11.30am) or afternoon session (12.30pm-3.30pm). Children will begin Nursery in the academic year in which they are 4 years old.

Reception (4-5 Years Old)

The children begin full-time school gradually. They are divided into three groups, determined by their age, and phased into Reception accordingly. All Reception children will be attending school full-time by the end of October.

Both the Nursery and Reception classes will be following the nationally prescribed Foundation Stage Curriculum.

Year One to Year Six

These classes will follow the National Curriculum guidelines (Key Stages 1 and 2). In June, Year 1 children have a Phonics Screening Check. It is an informal test and is meant to show how well your child can use the phonics skills they've learned up to the end of Year 1, and to identify pupils who need extra phonics help. The Department for Education defines the checks as "short, light-touch assessments" that take about four to nine minutes to complete. At the end of Year 2 and Year 6 the children will sit National Curriculum Assessments which are designed to test their progress in the core subjects of English and Maths.



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SCHOOL MEALS

Lunch time is from 12.10pm until 1.00pm for older children and 11.50am until 1.00pm for younger children. Your child may have a school lunch (which is cooked on site) or bring a packed lunch. All Infant children (Reception, Y1, Y2) are entitled to a free school lunch.

Please note that we use a cashless system, 'ParentPay' which means that parents do not pay for meals in the school office. Money for the week must be paid in advance either online or at a PayPoint outlet. Please contact the school office for further information. If you are receiving a qualifying benefit your child may be entitled to free school meals, so please ask for information from our office or the Pupil Benefits Team at the Civic Centre - all enquiries are strictly confidential. Please note that the Headteacher is **not** empowered to grant free meals.

Packed Lunches

If your child has a packed lunch, please also provide a drink in a carton or plastic container (no glass bottles or cans please). A lunch box is best for keeping food fresh. We have children in the school who suffer from nut allergies and so **any food being sent in to school must be nut-free.**



NB. If you wish your child to change from packed lunch to school lunch or vice-versa, the school office needs at least one week's written notice.

Supervision

Support Staff, Sports Coaches, the Headteacher and Deputy Headteacher supervise the children at lunchtime. Under **no** circumstances are the children allowed outside the school premises during the lunch break or at any other time. Please ensure that your child has their packed lunch with them before entering school in the morning. If a child arrives at school without their packed lunch, the school policy is to ring home, but if we are not able to make contact then we will provide a hot meal which will be charged to the parents.

Healthy Eating

At Southbury we expect all pupils to eat a healthy lunch and encourage pupils to eat fresh fruit and salad as part of their meal. Please ask the school office for a copy of our healthy eating guidelines.

If your child is going to fast at any time for religious reasons, we must have this confirmed in writing please.



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COMPLAINTS PROCEDURE

Most complaints or potential complaints can best be resolved by informal discussions with the class teacher. If the problem persists, meetings can be arranged with senior staff to resolve the problem. If the issue is unresolved then the school has an official complaints procedure which can be followed.

If you have any concerns with regard to the performance of duties or exercise of powers by the LEA or the Governing Body then the Headteacher has the details of the procedure laid down by the Education Reform Act. The documents are available from the school office.

THE GOVERNING BODY

School Governors have oversight of the conduct and the curriculum of the school and provide vital links between both the school and the community and the school and the Education Authority. The authority relies on the Governing Body to bring to its attention matters of concern and to make suggestions that will support the Headteacher and staff in their work. Governors may be contacted via the Headteacher at school.

REPORTING ON CHILDREN'S PROGRESS

Parents receive a written report each year (in March and July) detailing their child's targets and progress, including the results of National Curriculum Assessments where appropriate. Twice a year we hold family meetings when parents are given an appointment to discuss their child's progress with the class teacher.

If at any other times during the year you would like to meet with the class teacher, a mutually convenient time can be arranged.

Similar arrangements can be made to meet the Headteacher.



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SECONDARY TRANSFER

When children leave Southbury to transfer to secondary school, we do all we can to ensure the move is a smooth one. We maintain good relationships with all our local secondary schools. Shortly after children begin their final year at Southbury we hold a meeting for all of their parents to explain the process of applying for secondary school places. It is very important for parents of Year 6 children to attend this meeting. After this all the local secondary schools hold open evenings when prospective parents and pupils are invited to look around and talk to staff. **We strongly recommend parents to take advantage of this.** This year, our children have gone on to Latymer, Enfield Grammar, Kingsmead, Bishops Stopfords, Chase Community, Oasis Academy, Heron Hall Academy and Lea Valley High schools among others.

THE SCHOOL CURRICULUM

The school encourages all children to achieve the highest possible standards. We recognise that children are individuals in terms of ability, gender and background and we work hard to ensure that all have equal access to the curriculum.



The Early Years provides a foundation for much that follows. The children in both Nursery and Reception will follow the Foundation Stage curriculum.

The National Curriculum is formally introduced in Year One, as part of a carefully managed transition from Reception. The school day is divided up into curriculum areas which are timetabled for regular slots each week. Literacy and Mathematics are taught every day.

When appropriate, cross-curricular links are introduced between subjects. We also have several themed weeks during the year: recent ones have included "Healthy Eating", "Sports and Games" and "Art" weeks.

English

During the eight years children are with us it is our aim to teach them to communicate confidently through both written and spoken English and to read fluently and widely. We place great emphasis on giving children opportunities to talk about their thoughts, ideas and opinions before writing them down.



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Reading

We recognise that children learn to read in different ways and our teaching methods take this into account. Initially, children are introduced to pre-reading and early reading books as appropriate. These are drawn from several published reading schemes and other appealing children's books. These books are carefully structured to form the basis of our Home Reading Scheme where teacher and parent join to practise and develop children's reading skills. From Reception onwards we use the popular Oxford Reading Tree scheme which the children bring home to share.



We teach phonics through a structured scheme which begins in Reception, although phonic awareness is developed in the Nursery. We draw attention to individual, frequently used words and most children will use folders containing word cards. Once children are reading confidently they are encouraged to widen their reading for enjoyment and to learn how to access information from books. During the day, all classes have a period of silent reading and guided reading. There are also sessions when books are shared with the teacher.

Writing

Written English is a vitally important skill as it forms an integral part of work in other curriculum areas. Children are encouraged from the outset to add text to their drawings, diagrams and projects. Initially this is with a great deal of support from the teacher but soon the majority of children will be working independently. Children are taught to write clearly, fluently, accurately and legibly. Parents are given examples of the handwriting style we use for letter joins and formation so that they can help their children. When appropriate, children are encouraged to bring home spellings to learn and parents are encouraged to support them with this. Children are taught aspects of spelling, grammar, punctuation and text features at an age-appropriate level throughout the school.



Speaking and Listening

Children are encouraged to express themselves clearly, fluently and confidently. These skills are developed through the use of talk partners and group discussion, drama lessons, debates and class assemblies. In Foundation Stage, children develop these skills through role play, circle time, sharing of news and story telling amongst others. Listening skills develop hand-in-hand with speaking skills.

Mathematics



Children are encouraged to be actively interested in this curriculum area and to be confident in their mathematical skills and ability. We aim to teach them to be able to use and apply their knowledge of Mathematics in everyday situations.

From Year 1 onwards, an extra teacher plans carefully with the other teachers in the year group and helps to teach Maths throughout the year. Much of the work the children undertake is of a practical nature to reinforce concepts and help them apply processes learnt in real life situations.

Parents can support their children with the learning of times tables, number facts and measurement facts.



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Science



Science in the school is activity-based whenever possible. Children learn the processes required for working scientifically and develop the knowledge and understanding by discovering for themselves in carefully planned activities, rather than by being told. The school covers topic areas such as Animals, including Humans, Rocks and Earth and Space.

As the children move through the school, they are helped to record the results of their scientific investigations and to draw conclusions from them.

History and Geography

History and Geography are taught as an important part of the Creative Curriculum. These studies are often accompanied by trips, visitors or specifically produced programmes and on-line clips. A range of resources and artefacts are also used to help stimulate the children's curiosity about these areas.

Parents can help their children to develop research skills by finding information in the local library or on the computer.

Computing

Children are encouraged to explore the range of possibilities which computing has to offer. The computing curriculum teaches children the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

In Key Stage 1 pupils are introduced to algorithms and taught to understand how they are implemented as programs on digital devices; they create and debug simple programs and are taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content.

In Key Stage 2 pupils are taught to understand computer networks including the internet; use search technologies effectively and select, use and combine a variety of software to design and create a range of programs, systems and content. All pupils are taught to use technology safely and respectfully, keeping personal information private. At Southbury we have a computer suite, where every class is taught computing skills on a weekly basis, as well as tablets, video cameras and scientific sensors.



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Design and Technology (D&T)

The subject of Technology gives children the opportunity to generate ideas and to be involved in constructive and practical work. Emphasis is placed on developing practical solutions to problems, innovation and decision making. The stimulus for technology may come from any area of the curriculum or from children's experiences of the world. We ensure a balance of skills is achieved and the school often takes part in design challenge weeks run by the Local Authority. Children are taught to use tools and equipment safely and confidently.

Music

A strong musical tradition exists at Southbury. We employ a specialist music teacher who teaches classes throughout the school on a weekly basis. We aim to encourage children to become aware of the world of music and its many forms and to express themselves through music. Children are given the opportunity of hands-on experience with a range of instruments. Pupils can also pursue individual tuition through peripatetic teachers. We provide many opportunities for musical performance, including concerts to parents.



Art

Pupils will be given the opportunity to experience and experiment using a wide range of artistic skills and a variety of media and resources. During all activities we aim for the children to develop their ability to express and communicate their ideas and feelings. They are also encouraged to increase their sense and appreciation of Art, in both their own work and in established artists' work.

Physical Education (PE)



PE has always been a prominent feature of the curriculum at Southbury. The children are taught to develop their physical abilities, skills and confidence in games, dance, gymnastics, athletics and swimming. In addition, they gain an understanding of body awareness and develop an enjoyment of a healthy and active lifestyle.

All children are required to participate in PE lessons and should wear PE kit. (See section on School Uniform.) Children with long hair **must** wear it tied back for PE lessons and watches must be removed. In line with national Health and Safety policy, it is our school policy that no jewellery is permitted in school except for small stud earrings. **These must be removed for PE.** In the Summer months, some PE lessons may take place in the nearby Durants Park as the school does not have its own field.



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Religious Education (R.E.)

At Southbury we have children with a wide range of religious backgrounds and beliefs. The local authority has a Standing Advisory Committee for RE (SACRE) and local schools are expected to follow their recommended syllabus, which adopts a multi-faith approach to religious education that we believe to be appropriate for **all** of our children. We believe that children should have a clear idea about their own beliefs and values whilst respecting and accepting that there will be others with different beliefs. The main Christian festivals are celebrated together with other religious festivals relevant to the children in the school.

In line with the Education Act, assemblies always end with an element of collective worship when we sit quietly together and think about an issue or topic. Those children who wish to pray are given the opportunity to do so in the silence but no one is forced to do so.



There is one special whole-school assembly every week, led by a particular class, and parents are invited to attend. Once a week we celebrate children's achievement and behaviour with our "Gold Book" assemblies. Every other day the children meet together to sing, listen to stories and reflect on relevant issues.

Parents have the right to withdraw their child from Religious Education and Collective Worship, but **must** contact the Headteacher to discuss the matter. ***We firmly believe, however, that the RE curriculum and our assemblies are suitable for all children, whatever their religious background.***

SPECIAL EDUCATIONAL NEEDS (S.E.N.D)

Southbury is an inclusive school. Many children may at some point during their educational career need extra support for a variety of reasons. At Southbury School we follow the LEA guidelines for the identification of children with special educational needs. A child may be placed on the SEN register if they:

- have a significantly greater difficulty in learning than the majority of their peers
- have a physical disability or health problem that may affect learning
- are showing signs of social or emotional difficulties
- have difficulties with speech and language;

The school's Inclusion Manager works closely with class teachers, pupils, parents and outside agencies to ensure that early intervention and appropriate provision is provided to meet the child's needs.



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ENGLISH AS AN ADDITIONAL LANGUAGE (E.A.L.)

At Southbury we have many children who speak more than one language and for whom English is not their first language. Some of these children are at the earliest stages of learning English. Children learning English learn best from the good models of English around them; from the staff and especially their peers. EAL children are given additional support for their language and learning individually, in small groups or as part of the whole class. We also have a range of resources such as dual-language books to promote talk, reading and writing skills in English.

PERSONAL, SOCIAL AND HEALTH EDUCATION (P.S.H.E.)

This is an integral part of the curriculum and covers many aspects of each child's personal and social development. It includes the fostering of positive attitudes, qualities, knowledge and understanding, and skills relating to the children themselves and everyone around them. PSHE also promotes consideration and tolerance and aims to prepare the children for the choices they will face as they grow into adulthood. This includes keeping healthy, taking care of oneself, drugs, making friendships and relationships, developing positive self-esteem and respect for other people and keeping safe from radical or extreme views.

Sex and Relationships Education (SRE) The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education.

Through these subjects, we want to support all young people to be happy, healthy and safe - we want to equip them for adult life and to make a positive contribution to society.



RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships and health & well-being. RSE, within PSHE aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to enable them make well informed, positive choices for themselves.

All of the lessons are carefully planned to be age-appropriate, using nationally recommended resources and only covering what is now statutory.



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BEHAVIOUR

The school has a fair system of rewards and consequences, to encourage good behaviour and to deal effectively with disruptive behaviour. All staff, including non-teaching staff and lunchtime sports coaches follow this agreed Behaviour Policy.

Southbury School Rules

At Southbury I will always try to:

- Respect other people and their beliefs and belongings.
- Do my best work.
- Listen politely to other people when they are talking.
- Offer to help anyone who needs it.
- Walk sensibly around the school.

There are also specific sets of rules for the classroom, the playground, wet playtimes and the dinner hall. Parents are informed about the rules, rewards and sanctions each September in a leaflet.

At all times, we want children to be happy and successful in school and so we aim to encourage them to behave well. Many classes have a regular "Circle Time", which allows the children to talk about issues with their teacher and there is a fortnightly behaviour focus (e.g. using manners without being reminded). We also have good links with the Enfield Behaviour Support Service.

If we do contact you about your child's behaviour, **it is because we are committed to helping your child to succeed** and because we want to **work in partnership** with you. If you have a concern about your child, please always see the class teacher in the first instance.

Parents can support us in establishing high standards of behaviour by:

- Encouraging respect for adults.
- Helping your child to take responsibility for his/her actions



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HOME-SCHOOL AGREEMENT

In accordance with the Department for Education (DfE), Southbury School has produced its own Home School agreement. Parents, governors and pupils had the opportunity to discuss and comment on the agreement before the final draft was completed. This agreement is a statement explaining the school's aims and values and its responsibilities towards its pupils. It also states the responsibilities of the parents and the school's expectations of its pupils. The agreement is signed by the class teacher, the child and the parents. A copy remains in school and a copy is given to the child.

HOMework

At Southbury, we have a particular focus on improving children's reading. This is because reading is so crucial to almost all aspects of school life and indeed, in the wider world. If the children leave us as fluent, confident readers it greatly enhances their chances for success in secondary school and beyond. It is for this reason that all of our homework is currently focussed on reading (alongside weekly spellings and learning times tables off by heart. Each week in class, randomly selected pupils will be asked to talk (at an age appropriate level) about the book they are currently reading. For parents who want their children to do additional work at home, we have put lots of useful information on our school website. The 'Parents' Area' has a range of other activities for both English and Maths, including fun Maths games your child can use. There are also videos on that page giving examples of expectations for children at both key stages. Furthermore, if you look at your child's year group curriculum map (also found on **school website**, by clicking on '**Curriculum**' then '**Classes**' and then selecting your child's year group), it will show you what they will be covering in each subject area for each of the three terms. If you wanted to, the information on these maps could be used to help your child carry out some research around a particular topic to further support their learning.

EXTRA-CURRICULAR ACTIVITIES

The school offers a number of after-school and lunchtime clubs which vary from year to year, depending on staff interests and skills. Recent activities offered have included ICT, Art, Sewing, Football, Cookery Club and Netball Club.

CHARGING POLICY

It is our policy to ask for voluntary contributions towards school trips or outings.

There is no obligation to contribute and no pupil in the class/group would be excluded from the outing, but it is necessary to have substantial voluntary parental contributions in order for the outing to take place. If there are genuine financial problems for parents with regard to school visits, the Governors suggest that the parents contact the Headteacher, who may make arrangements to support the child. Parents may be asked to pay for the cost of replacing items broken, damaged or lost by their children (such as books and equipment). Please read the full version of this policy on our school website.

