



Junior School
Fitzwilliam Building
Parent Handbook

Welcome

I would like to extend a very warm welcome to you as you join the Junior School, one of the schools of the Stephen Perse Foundation.

We are a group of small schools, where every child is known as an individual. At the same time, we are able to draw on a multitude of staff, facilities and opportunities across the whole of The Foundation, to create an eclectic, exciting and rewarding environment for all of our learners.

Our aims and ethos are founded on our two wheels: the Learning Wheel and the Thinking Toolkit. Our vision for education isn't confined by rigid boundaries. Learning is grouped into areas that sit together comfortably and we encourage our learners to make links for themselves too. We develop effective learning habits and positive attitudes, and we encourage pupils to think of themselves as global citizens. Our teachers are creative, and ambitious for their pupils and teaching and learning is supported by innovative digital tools and dynamic learning spaces.

The purpose of this handbook is to provide parents with an overview of life at the Junior School, and to offer you some practical tips as your child settles into the first term. Please take time to read it, and do let us know if there is anything else you would like to know. There is always someone ready to help you.

With best wishes



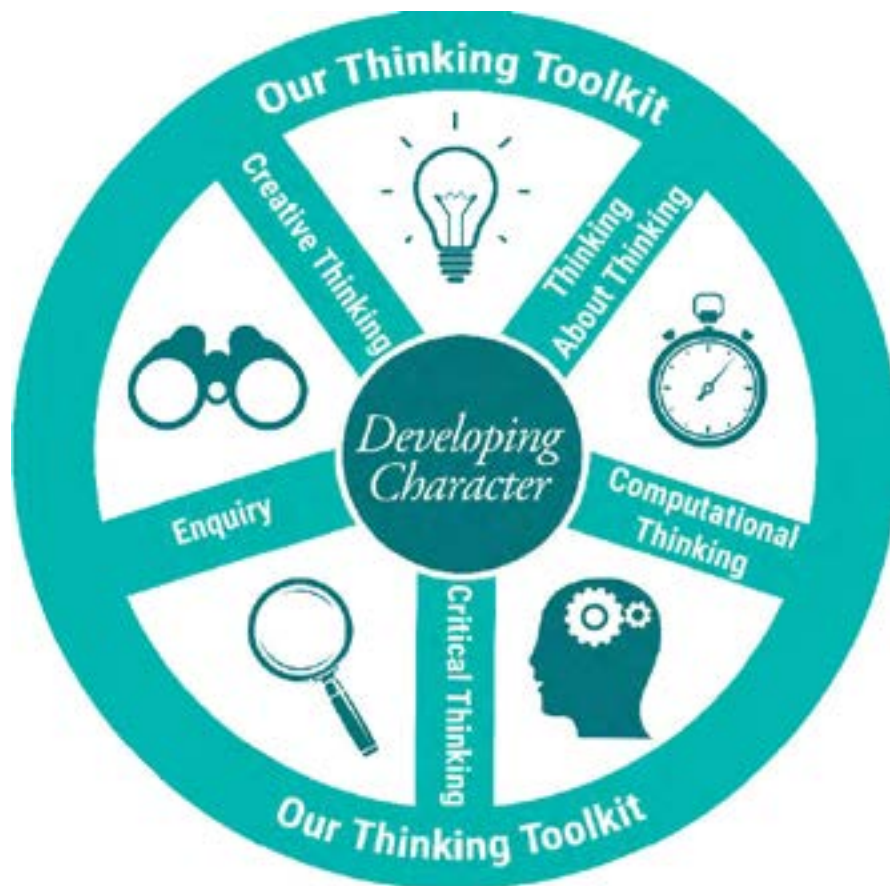
David Hewlett
Head of Junior School Fitzwilliam Building, 5-11

Creative curriculum (plus trips and visits)



In traditional paradigms of education, there is a correct answer to every question – pupils only need to tick the right box. But what if there are several valid answers? Our approach encourages our pupils to build the skills and learning habits to become independent learners who think outside the box – preparing them for life far beyond school.





We pride ourselves on fostering higher level thinking skills and promoting deeper thinking among students, which we strongly believe will help them to succeed in their education and to thrive beyond school. These are the aspects that set us apart from other schools:

- **Thinking Toolkit**
A carefully developed 'toolkit' that sets the challenge to encourage our pupils to be independent inquisitive learners.
- **Integrated Learning**
We know the importance of immersive learning and ensure that, during the academic year, our pupils have the opportunity to go off timetable to learn in-depth in one particular area. In the past this has included languages, STEaM, science and global awareness.
- **Digital Learning**
Our curriculum matches the technological advancements that are in the real world. There is no point learning on yesterday's tech, using applications that will be redundant in the future. It's all about the concepts!
- **Global Outlook**
We respect and celebrate diversity and every year we welcome new pupils to Stephen Perse from many other parts of the world. Learning about the beliefs and customs of different religious groups underpins our expectation of pupils to show respect and tolerance of people from varying cultural backgrounds. Our curriculum is outward facing, linking to global concepts and looking to make links where possible.
- **Social Responsibility**
A sense of social responsibility is second nature to our pupils.

Trips and visits

We place great value on trips and visits to complement the learning our pupils do in and around the school site, and we strive to ensure that we regularly review our provision so that it integrates meaningfully into the pupils' learning.

We use day trips to introduce new experiences, that educate pupils in inspiring places which link well to their curriculum, as well as building social skills and supporting emotional development.

There are plenty of places to learn located within a few miles of each of our schools, and we encourage our teachers to link the curriculum that they teach to their locality enabling enriching trips to happen frequently. For example, the Fitzwilliam Museum or the Botanic Gardens.

There is regular collaboration between the Stephen Perse junior schools and we share resources and hold joint activities that serve to enrich pupils' experiences and help them to develop wider relationships, which helps to prepare them for the transition to Senior School.

Further afield

Our pupils visit London, whether for theatre trips, to the National Gallery, the Houses of Parliament or Westminster Abbey, to name a few; and venture to a variety of other sites of historical, religious or other cultural interest too.

Residential Trips

From Year 4 up, pupils take part in an annual residential trip that extends our curriculum, focussing on outdoor adventurous activities. The challenges build year on year, leading to our Year 6 pupils enjoying taking on the 'wilds of Wales': surfing, gorge scrambling, abseiling and mountain climbing. Residential trips are complemented by a number of optional trips:

Ski Trip – February half term – We join our junior schools together for a bi-annual ski trip.

French or Spanish Trip – October half term. Again linking our schools, our pupils have the opportunity to enjoy a four day trip to Northern France or Spain. It's a great opportunity to practise language skills and to enjoy the culture and atmosphere of the country.



Houses

Each child is assigned a House on joining. Siblings are, by convention, placed in the same House as each other, unless there is a specific request for them to be separated.

At the Junior School we have seven Houses:

- Cattley – Dark blue
- Clark – Yellow
- Kennett – Red
- Pollock – White
- Rose – Green
- Street – Light blue
- Sutherland – Orange

Every member of the Junior School, including staff members, belongs to one of seven school Houses, which are named after previous heads and governors.

There are House assemblies held each half term. Children are also divided into smaller groups within each House, called House families, in which there will be children from different year groups who complete an activity together during assemblies.

All House points that are awarded to children go towards the House points total for their House, which is announced at the end of term. The House that accumulates the most points during the year is awarded the House cup at the end of the summer term. In addition to House assemblies, pupils also represent their House at Sports Day, and in other competitions through the year, including cricket, netball, football, chess and general knowledge.



Travel

There are many ways in which our students travel to and from school, ranging from active transport modes (walking, scooting, cycling) to taking public transport (such as the Park & Ride buses, and train services). We encourage our students to undertake active transport where safe and practical to do so. Further information on each mode of transport is provided below, with more detailed information found on the Stephen Perse website. Please note that the mode of travel that a child takes is the decision of the parent/carer and not the Foundation.

Active Transport - Cycling

From the Junior School onwards, children are encouraged to cycle to school where possible. [Bikeability](#) sessions are provided for pupils in Year 6 to help develop road awareness. There are plenty of cycle racks available at the Junior School Fitzwilliam Building site, and we are fortunate enough to be located very close to the Guided Bus Way Cycle Path, [here](#).

[CamCycle](#) (a local cycling NGO) provides excellent [maps](#) outlining cycling routes around the city, and advice on the rules as to where you [can and can not cycle](#) in the city. Cambridgeshire County Council provide an extensive array of cycle maps for Cambridge and the surrounding areas [here](#).

Please ensure your child has a roadworthy bicycle that is regularly serviced and insured against theft, a high visibility jacket, working lights (front and back), a helmet and a bike lock.

Train

Cambridge railway station is an approximate 10 minutes' walk from the Fitzwilliam building, directions provided [here](#). Those who travel by train are advised to walk to and from the station in groups. There are often discounts on season tickets for students travelling by train to school, Greater Anglia have a dedicated travel website for children under the age of 15 [here](#).

Home to School Transport (HTST) Service

The Foundation provides a HTST service operated with vehicles from the Foundation and a local supplier that provides large vehicles for routes less serviced by public transport. The day-to-day operations (including bookings, live-journeys, passenger monitoring) of the HTST service is undertaken by our transport partner, Kura. Please find more information regarding the routes that are available and timetables [here](#). Specific booking questions can be directed to spf@ridekura.com, other queries regarding the HTST service should be directed to HTST@stephenperse.com.

Please note that bookings are handled on a 'first come, first served' basis, with existing users given priority access to upcoming bookings.

Car drop-offs

We understand that parents who bring their children to school by car may encounter difficulties in negotiating traffic, road restrictions, and congestion around our site. We ask for all parents' support in keeping the roads as safe as possible for our children and families.

We operate a 'drop and go' service in the mornings. This runs between 8:00 – 8:20am Monday to Friday on Fitzwilliam Road, [here](#). Staff will help get children out of cars, cross the road and make their way into school. If children come to school by car we strongly recommend parents use this option and assist in keeping children safe by driving [down Shaftesbury Road](#), dropping off your child, and driving along Fitzwilliam road, onto Clarendon Road to Brooklands Ave.

For the pupils of the Junior School, staff supervision at the beginning and end of the day provides a flexible approach for drop-off and collection; this is designed in particular to assist those parents with children at different schools.

Parents are kindly reminded that the zig-zag markings are designed to advise motorists not to park directly outside school, for the safety of people arriving at and departing from the school grounds.



Induction of new pupils

We are very keen to ensure the best possible start for all new pupils joining us, whether that be at the beginning of the academic year, as is the case for most, or at some other point. We assign each new pupil a buddy, who will be in the same class; and we buddy up the parents too, as this often helps a new family to quickly feel part of the community. We issue each new pupil with a "pupil passport", which is essentially a fun checklist which they can complete with their buddy and which will help them to become familiar with the people, routines and spaces around school. You will also receive a Moving Up sheet for your child's year group, and this will contain practical information about staff, timetable, and specific requirements or events for that year group. Your child's form teacher is your anchor. Please do feel free to contact them, or the office, for any of those small questions or reassurances needed in the first few days.



Reporting absence

It is a legal requirement that an accurate record of attendance and absence is kept and that a distinction is made between authorised and unauthorised absences.

To help us in this task and to ensure that we know who should be in school on a given day, we would ask parents to observe the following procedures.

Unplanned absence

A pupil who is unwell in the morning should be kept at home to enable him/her to make a speedy recovery and to minimise the spread of infection. Following Health Protection Agency guidelines anyone who has diarrhoea and/or vomiting should remain at home for at least 48 hours once symptoms have ceased.

Healthy pupils are able to make the most of a day at school but it benefits nobody if a child attends school whilst unwell. Of course, making arrangements to care for a child who is unwell may be difficult but it is in the child's best interests. On the child's return to school, they will be given guidance regarding any work that should be completed.

We fully expect our parents and pupils to adhere to any guidance that is in place due to COVID 19. As changes take place parents are informed via school communications.

If your child is unable to attend school due to illness or another unavoidable circumstance, please contact us by email at studentabsence@stephenperse.com or by telephoning on 01223 454700 by 8.30am.

You will receive a phone call from the school office if your child is not at school and you have not contacted us.

If your child is absent for more than one day, please re-confirm the absence each morning. Kindly inform the school office if your child has been absent with a specific illness or significant injury, so that their medical record can be updated.

A doctor's certificate is not required after an infectious or contagious illness, but parents should ensure that a doctor has agreed the child may return to school and also inform the school office of any infectious illness so that other members of the school community can be alerted, if necessary.

Planned absence

We follow government guidelines relating to pupil attendance and the authorisation of absences. Current regulations require that schools 'may not grant any leave of absence during term-time unless there are extenuating circumstances'. Whilst we appreciate that medical/dental appointments and music exams are sometimes unavoidable in term-time, we would ask you to please bear in mind the regulations when booking family holidays.

Where possible please avoid making routine appointments during school hours. Details of medical and dental appointments and of music, speech and dance examinations taking place outside school should be sent to the Head of School when seeking authorisation of absence. Such authorisation should be sought as early as possible and at least 48 hours before the planned absence.

As stated above, it is important that your child does not have leave of absence from school for any other reason. If there are exceptional circumstances you should seek authorisation, in writing from the Head of School, preferably two weeks before the planned absence. Pupils who arrive in school after registration or depart/return during the day must sign in at reception. Pupils who arrive after 8.30am, without prior permission or explanation, will be marked as Late in the form register for the morning session.

School Day

Timetable

The learning day starts at 8.20am for all pupils from Years 1 to 6, and all pupils should be in their classrooms and registered by 8.30am at the latest. The school day ends at 3.30pm for Years 1 to 6. Clubs for our pupils run from 3.30pm - 4.30pm. There are a few exceptions to this, and these will be advised separately. There are two breaks within the school day: a 20 minute break in the morning, and a one hour break for lunch. For the younger pupils the lunch break is earlier, as they go into lunch in year order so that we can stagger serving.

Breakfast club and early stay

Breakfast club runs from 7.30am to 8am every morning, and early stay from 8.00am to 8.20am. During breakfast club your child will be served breakfast if they would like, and will be supervised by staff in the dining room. There is a small charge for the breakfast club. From 8am - 8.20am early stay, for pupils in Year 2 - 6 is outside on the MUGA, or in the pupil's classroom when the weather is poor. Year 1 pupils are dropped off by their outdoor learning area.

Late stay

Late stay runs for all pupils from the end of the school day until 6pm. It is free until 4.00pm for Year 1 and 2 and free until 4.30pm for Year 4 - 6, after which a small charge is made for each period of 15 minutes. Please be aware that there is a late collection charge of £10 per 10 minutes or part thereof for any child collected after 6pm. During late stay children are given a snack and drink at around 4.30pm, and have the opportunity to get on with their homework if they are not at a club. Older pupils attend a supervised homework session in a designated classroom from 3.45pm to 4.30pm. When you collect your child from late stay, we ask that you notify the main reception upon arrival at the school. Your child will then be sent to reception for collection and the late stay supervisor will note the time of collection when signing the child out. This will then inform the billing for any attended sessions. If you would like your child to attend late stay on any day please let the office know so that they can be added to the register and staffing amended accordingly. We ask that pupils who attend Late Stay remain until 16:30.

Assemblies

We have two assemblies each week, that include a wide range of assembly topics, and often have a visiting speaker or a member of staff from another part of Stephen Perse to lead. We encourage the pupils to take part too, and in each Friday assembly there is a slot for celebrating pupil achievement and for the all-important birthday claps for that week. Each class leads an assembly during the year, which parents are invited to attend. At the end of the autumn and summer terms we have a special assembly, which parents and friends are invited to attend.

Lunch/snack

Break times are supervised and there are separate play areas for the younger children. A drink (refillable water bottle) and a healthy snack will need to be provided for your child. Please be aware that we are a nut-free site.

Lunch is freshly prepared on-site

There is a range of options, catering for different diets, including a hot meal with vegetables, a selection of salads and a vegetarian option. For dessert there are often homemade puddings or cakes, in addition to a selection of fresh fruits and yoghurt. The weekly menu is displayed on the noticeboard in the dining room and on the school website giving you and your child an opportunity to choose together. There is no provision for children to bring packed lunches. If your child has any special dietary requirements our catering manager will be made aware and you may wish to come in and speak to him directly.



Homework

Homework is set in order to:

- reinforce and consolidate work covered in the lesson
- encourage students to learn both independently and collaboratively, as appropriate
- develop knowledge, skills and a reflective approach
- prepare material for subsequent learning and assessment.

The amount of homework differs according to the year group. Homework allocations for years 1-6 are as follows:

- Year 1 and 2: None.
- Year 3: 20 minutes, two days per week.
- Year 4: 30 minutes, two days per week.
- Year 5: 30 minutes, three days per week.
- Year 6: 30 minutes, four days per week.

In addition, all pupils are expected to read regularly and to learn/consolidate spellings and practise mathematical fact recall. The above allocations are reasonable amounts of time if the pupil is focused on the task set. If a homework task takes longer than the allocated time then parents should stop their child and write a note of explanation to the form teacher or subject teacher. It is considered to be very important that after-school hours are well balanced in terms of work, rest and play.

Homework Planner - Digital Classroom

All set homework is clearly recorded in the homework planner or on Google Classroom. In Year 1-3 each pupil has a homework book where their homework is set and the pupil can complete their work. For Years 4 - 6 all homework is set in the pupil's Google Classroom and pupils are required to submit their work digitally. This does not mean that homework has to be completed digitally, just that it is set digitally.

Clubs (including paid) and activities

We run a comprehensive programme of lunchtime and after-school clubs and activities for all children in Years 1 to 6. These offer a chance to push boundaries and to explore more activities than we can fit into a normal school day. These usually start in the first full week of term and finish in the last full week. Information about the club is available for the following term will be sent to parents in the last half of each term. Clubs are offered on an order of preference. We hope to provide at least 2 club options for each child. Where pupils have not received a place in a club, we aim to ensure they are successful in receiving their choices in the next round of club allocations. Where clubs are oversubscribed we will keep a waiting list, but it is only on rare occasions that we dip into this list. The majority of our clubs are free and are run by our own staff, but a small charge is levied for some of those which are run by specialist teachers and outside providers.

Pupils can start learning an instrument from the summer term in Year 1. Instruments include woodwind, brass, guitar, drums, piano and violin. If you would like your child to have individual instrumental lessons in school then you will have been invited to sign up. Please do get in touch with the school office to discuss this further.

There are very few vacancies for some of the more popular instruments, so you are advised to make your enquiries as soon as possible. Applications will be processed in the order they are received. If there are no vacancies for the lessons you have requested, your child's name can be put on a waiting list or you can choose an alternative instrument.

Pupils in Year 3 are permitted to take lessons in school on only one instrument and speech lessons are only available from the beginning of Year 4.

Pupils in Years 4, 5 and 6 are welcome to take lessons on two musical instruments or one instrument and speech or, of course, one instrument or speech only.

All pupils in Year 2 and above will require their own descant recorder. This can be purchased from any reputable music shop or via Amazon. Please ensure your child's recorder is labelled with their name.

Speech lessons

Speech lessons are quite distinct from class drama lessons. This is a very popular activity and pupils enjoy working in small groups of up to five, with other children from their year group. Lessons take place during the school day and are timetabled on a rotational basis. If you would like your child to have speech lessons in school then you will have been invited to sign up on receiving your welcome letter.



Uniform and equipment list

Our uniform supplier is School Blazer. For all enquiries relating to uniform supply, please visit their website at www.schoolblazer.com.

For reference, here is a list of all boys' and girls' uniforms, together with sportswear and other equipment needed.

Winter Uniform
Year 1 & 2
<ul style="list-style-type: none">• Stephen Perse teal sweatshirt*• Stephen Perse pinafore• Stephen Perse teal sweat cardigan• White long sleeve roll neck top or white polo shirt• Black or grey socks (plain)• Black or grey tights (plain)• Black shoes (plain)• Big Gym and Little Gym Black shorts• Stephen Perse teal polo shirt*• Black jogging bottoms• White ankle socks• Trainers• Drawstring bag to store the PE kit (any reasonable)• Black Stephen Perse coat*.
Year 3-6
<ul style="list-style-type: none">• Charcoal grey trousers (not skinny fit) or grey shorts• Grey granite check kilt• White shirt – long or short sleeved• White blouse – long or short sleeved• Stephen Perse V neck jumper• SPF blue cardigan• Black socks or tights• Black 'Storm Stuff' coat• Black gloves• Black fleece scarf• Black beanie hat• Black shoes – pupils may wear their own choice of style but please note that open-toed sandals are unsuitable and should not be worn in school for reasons of safety. Also high heels, wedges, boots, and ballet pump style shoes are unsuitable and should not be worn in school for reasons of safety.

Summer Uniform

Year 1 and 2 (in addition to the Winter uniform)

- Stephen Perse summer dress with white long/short socks.

Year 3-6

- Grey shorts or charcoal grey trousers (not skinny fit)
- Summer dress
- White shirt – long or short sleeved
- SPF green V neck jumper
- SPF blue cardigan
- Black socks (with shorts)
- White socks (with dress)
- Black rain jacket (Cagoule)
- Black baseball cap, compulsory for out of doors from May until July
- Black shoes – pupils may wear their own choice of style but please note that open-toed sandals are unsuitable and should not be worn in school for reasons of safety. Also high heels, wedges, boots and ballet pump style shoes are unsuitable for school use.

Forest School Year 1 and 2

Year 1 and 2 will have a Forest School experience every week in all weathers. On the day they do Forest School the children need to dress according to the season and weather and so will be in home clothes and not school uniform. On the Forest School day the children will need to bring to school a named hessian style shopping bag with a set of spare clothing including socks and underwear. On sunny days, we ask you to apply a first layer of sunscreen before you drop your child off. We will then apply as required. Below is a guide for what the children should wear to school on their Forest School day:

What to wear in Spring/Autumn

- Waterproof coat (waterproof trousers will already be in school)
- One pair of comfortable trousers (jogging bottoms or leggings)
- One long sleeved t-shirt or top
- One thick jumper
- One fleecy zip up jacket (in the bag, just in case)
- Two pairs of socks. On the bottom, one thin cotton sock, and the top, a thick wool or fluffy bed sock

What to wear in Summer

- Waterproof coat (waterproof trousers will already be in school)
- One pair of comfortable trousers (jogging bottoms or leggings)
- One t-shirt, light long sleeved t-shirt
- One fleecy zip up jacket
- One pair of socks
- Wellies or sturdy closed toe shoes (which you don't mind getting wet and muddy!)
- A sun hat for sunny days

What to wear in Winter

- Waterproof coat (waterproof trousers will already be in school)
- Base layer - thermals
- Next bottom layer - fleece or other warm tracksuit bottoms
- First top layer - long sleeve t-shirt or thin jumper
- Second top layer - fleece jumper
- Third top layer - fleece jacket
- Neck scarf
- Hat and gloves (a good hat is a must and thick waterproof ski gloves)
- Two pairs of socks. Two pairs to wear (on the bottom, one thin cotton sock, and the top, a thick wool or fluffy bed sock)
- Extra jumpers for really cold days
- Snow boots or sturdy warm outdoor boots

Sportswear for all pupils

Year 1 & 2

- Black shorts
- Stephen Perse teal polo shirt
- Stephen Perse teal sweatshirt
- Black jogging bottoms
- White ankle socks
- Trainers
- Drawstring bag to store the PE kit

Year 3-6

- Polo shirt
- Rugby shorts/skort
- Sweatshirt
- Tracksuit top and trousers
- White ankle socks
- Black/jade games socks
- Football boots
- Cricket 'whites' (white trousers and branded top) – compulsory for all boys in Years 5 & 6 and for boys in Year 4 who attend cricket club and cricket fixtures
- Pupils in Years 4-6 require the following items for swimming during the summer term
 - Swim jammers - any colour or one
 - Swimming cap - in House colour

Additional equipment Year 3-6

- Hockey stick (for autumn and spring terms)
- Tennis racquet (for summer term)
- Mouth guard
- Shin pads
- Drawstring PE Bag or sports bag – clearly named on the outside
- School bag – black, with school crest
- Overall for science and CDE – navy blue, long sleeved, with loop for hanging on cloakroom peg

*Asterisked items are only obtainable from the uniform supplier.

Year 6 pupils also require:

iPad stylus – The stylus will need to be clearly labelled and will stay in school with the Pupil's iPad. We recommend something like the Adonit Mark Stylus Pen.

Health and Safety Reminders

- Mouth guard and shin pads must be worn for hockey lessons and fixtures.
- Cyclists should wear a fluorescent garment and a safety helmet.
- Jewellery, including earrings, should not be worn as this may become a hazard during some lessons and outdoor play.
- Medical bracelets should be covered by a sweat band.
- Long hair should be tied back using black, grey or SPF blue accessories.
- Fingernails should be short and unvarnished.

Medicines and medical needs

If your child is attending school but needs to take medication during the day, the medication should be taken to the school office and a Medical Consent Form completed, giving staff permission to administer the medicine.

Minor accidents at school are dealt with by appropriately trained staff. First-aid boxes are located around the school and there is a list of these on noticeboards around the site. Many members of staff are trained in first aid, and a list of these is also displayed around the school.

All accidents and visits to the medical room are logged on our school information system, and parents will

receive an email notification of the issue and any treatment that was given. If a serious accident occurs at school or a child becomes ill, the school will contact the parents or alternative adult notified on your child's personal data form. If this proves difficult, the school would monitor the child and would phone 999 in any case of an emergency.

Wellbeing and mental health (MHFAs)

As well as the physical wellbeing of the children in our care, we are well aware of the importance of emotional and social wellbeing if our pupils are to thrive. We have trained mental health first aiders (MHFAs) among our staff, and their pictures are displayed around the school site so that children know who they are. For any child who has a greater need, there is counselling available from professional counsellors within Stephen Perse.



iPads/digital information (including mobile phones)

We are a digital school and use iPads to enhance the learning experience that our pupils receive. The iPad also provides our teachers with a greater insight into how our pupils best like to learn as well as providing richer feedback once work is completed and handed in through our digital classrooms (Google Classroom). We use Google Apps for Education for the curation and storage of work and we encourage our parents to download these apps at home. Logging in with your pupils details enables you to have a great insight into the work that your children are completing on a daily basis. There is information contained within our curriculum maps (posted at the beginning of each new term to our website) that explains what key apps we use in school.

Home technology should remain at home with the exception of pupils who carry mobile phones for the purpose of communicating with families if they are walking themselves to or from school. For pupils who do bring their phone into school for this purpose we ask that it is switched off and handed in at reception for collection at the end of the school day. Watches that are able to receive phone networks are not permitted to be worn by our pupils. Smart watches are permissible but must not have cellular capability. Where possible 'school mode' should be activated on them.

Our pupils in Year 6 have the opportunity to take their school iPad to support their learning. This is popular for pupils who have limited access to technology at home.

On admission into Stephen Perse we require that our parents read the Technology Acceptable Use (TAU) policy and sign it off, explaining the key information to their children too.



Inclusion

At Stephen Perse all pupils are valued and we are committed to providing equal access for all to the broad and balanced curriculum we offer. We are supportive of pupils with all types of special educational needs and/or disabilities (SEND). We consider ourselves to be a fully inclusive environment, where the individual is at the centre of the learning that takes place.

During the application process you will have been asked to identify any SEND that your child has so that an informed decision can be made about whether Stephen Perse is able to offer your child any support or intervention they may need. Our Inclusion Specialist will have had contact with individual families to discuss all aspects of their child's needs prior to an offer being made.

The needs of most pupils will be met by the high quality first teaching provided, which will be tailored to the individual's particular needs and help remove any barriers to learning there might be. However, when a special educational need is identified we will work with the pupil and parent/carer through regular planning discussions, review of provision and tracking of progress. We aim to use the Graduated Approach of "Assess, Plan, Do, Review" to ensure that any special educational needs are met appropriately.

Pupil voice

Our schools are communities and to allow those communities to flow, and to exercise the fundamental British right of democracy, it is key that our pupils have an element of taking charge. Responsibility for their environment and the direction in which they take their learning allows for greater engagement and purpose.

We regularly hold a School Council and each class/year group is represented by their chosen class representative. This provides an opportunity to address some key issues as well as feeding their ideas into some wider whole-school projects. We aim to rotate these positions of responsibility allowing those that express the desire to get involved, the chance to do so. Alongside this runs our Eco-Committee taking a similar approach to our School Council (and often overlapping) but with the focus on developing our eco-school and looking after the needs of our local environment.

All classrooms operate slightly differently but pupils are encouraged to have an element of responsibility within, whether this is a light-usage monitor or perhaps ensuring that class concerns are brought to the attention of the class teacher.

Rewards and sanctions

Our school is a happy environment that develops happy children. As a result we tend to have very low incidents of poor behaviour. However, children are children; it would be odd to not expect our pupils to get it wrong from time to time and this is often the best way that they learn. We have a number of sanctions that are in place that encourage any misdemeanors to be reflected upon. Our behavioural policy is robust and does allow for a measured approach to be applied at an appropriate level.

On a more positive note, we look to reward and highlight positive behaviour in a number of ways. We have our school house point system which is used in a number of different ways, but will often be used to recognise positive behaviour. House point totals are celebrated in assemblies, giving the pupils a sense of contributing to their house's success.

Our learning habits are also used as a positive way to re-enforce the educational attributes that we believe are important for our pupils to portray. Half-termly, our teachers will look to award pupils a certificate in the habit that is focussed upon. The certificate comes with 10 house points too and this success will be communicated home.

Our school has its code of conduct and school rules that should be read through with your child.

Code of Conduct at Junior School Fitzwilliam Building

School Rules at Junior School Fitzwilliam Building



Communications

We do not underestimate the importance of clear and timely communication with parents, and we are proud of our open door policy in this respect. Please do not hesitate to be in touch if you have a concern or a question, as a quick and efficient response is always the best. Here are the main points of contact for you.

Main contacts

Your main point of contact will be your child's class teacher, and their email address will be included on the Moving Up sheet that you will receive as part of the joining process. For more admin or general enquiries, please contact the school office: fitzwilliam@stephenperse.com. Should you wish to contact the Head directly, please email Mr Hewlett at dhe@stephenperse.com. If you would like to make an appointment to meet with Mr Hewlett, please do this via the school office.

Parentmail

This is the system we use for most communications with parents. You will be asked to register your account when you join.

Parent and Friends Association (PFA)

At the Junior School we have a very active PFA. The PFA welcomes help and support for the range of events and activities they arrange during the year, so please do get involved to whatever degree suits you.

Classlist

The PFA runs this system as a means to keep in touch.

Parent/teacher meetings, and reports

Parents evenings are an opportunity for you to discuss your child's progress with their teachers. For all forms there are parents' evenings during both the autumn and spring terms. Further details of these will be sent to you nearer the time.

Reports for all children in years 1 to 6 are written once a year. These will be sent to parents approximately one week before the end of the summer term, giving ample time for any feedback or discussion arising from them.



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foundation