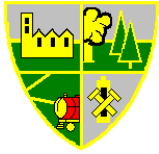




Chilton Academy

School Brochure 2019-20

A FOUNDING SCHOOL OF THE EDEN LEARNING TRUST



Welcome to Chilton Academy

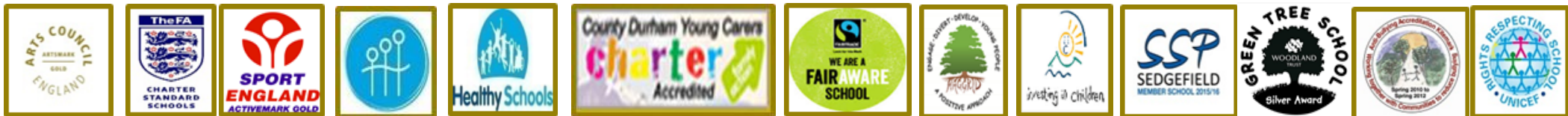
The Eden Learning Trust



We are a school that encourages and celebrates a love of learning - where each pupil is known and cared about as an individual. We aim to foster a community of pupils, parents and teachers, committed to collaborative working - striving towards and achieving success.

Chilton Academy has the highest academic aspirations and, at the same time, maintains a caring, family-orientated culture. Our ethos is fully inclusive, with a powerful Pupil Voice, which strives to represent all. Our school is a calm, orderly environment that embraces all learners. We have the highest expectations for each and every member of our school community. We are dedicated to ensuring all our pupils succeed - challenging and developing their ability to think independently, enabling them to transfer their skills and learning to all aspects of their life; preparing them for successful lives in the future. We ensure that our curriculum is inspiring and relevant for our young people, innovative and varied. It celebrates a breadth of subjects – and associated skills – ensuring that our pupils access potentially life-changing opportunities. We embrace outdoor learning and, as a Forest School, look to develop child centred-learning opportunities across all Key Stages.

We pride ourselves in our educational links – which extend across the country and include our role as a founder member school of the Eden Learning Trust and as a Teacher Research Group School within the Northern Archimedes Maths Hub. We recognise that our work - in partnership with other schools and professionals - ensures that our own practice remains outstanding and continually challenges our thinking and educational approaches.





Dear Parents,

Welcome to Chilton Academy!

We are really pleased that you have chosen to send your child to our school.

At Chilton, we endeavour to provide a welcoming, caring, happy community into which children, family members and staff may confidently enter.

We recognise and value parents and family members as the primary educators of our children. We want to work with you to ensure your child has the best educational experience possible.

This brochure contains information about our school that is correct from September 2019, but may be subject to change throughout the year. You will be informed about changes that may affect you or your child.

Should you have a question that this brochure does not answer, please do not hesitate to contact school.

We look forward to working with you and your family.

Yours sincerely,

*Mrs. A. Pybus-Coates
Head Teacher
September 2019*



School Aims



For Our Children:

- *To provide a safe and caring environment for children to learn and achieve their full potential:*
- *To ensure a broad, balanced, exciting curriculum relevant not only to today – but, as far as possible, to the future - is provided for each child.*
- *Help each child to learn how to learn and to understand their own learning styles and preferences.*
- *Enable children to develop lively, enquiring minds and the ability to question and discuss rationally and to apply themselves to realistic tasks and challenges.*
- *Prepare children for their own future productive and successful life within society – to be articulate, literate and numerate.*
- *To develop emotional intelligence and resilience, social skills, personal confidence and practical life-skills.*
- *To enable each child to understand Children's Rights and Human Rights - and to use these as a basis for their own life values.*
- *Enable children to understand and appreciate the world in which they live locally, nationally and inter-nationally and the interdependence of individuals, groups and nations.*
- *Help children develop spiritually and morally, while developing tolerance of all religions, races and ways of life.*

For Our Children's Families:

- *To establish a sound, friendly and professional working partnership between home and school in which parents and teachers can feel able to talk openly with each other about their children's progress and maximise their learning potential.*
- *To support families by acting as a conduit to external agencies and support services if required.*
- *Through collaboration with other providers – such as Happy Times Day Care, Woodham Academy and Ferryhill Business and Enterprise College - provide support from birth through to age 16.*

For Our Staff:

- *To have as their first priority the needs of all the children in their charge.*
- *To create a group of teachers who work well together as a team.*
- *To accept the differences and promote the strengths of all individuals within that team – maximising the effectiveness of each individual and the group as a whole.*
- *To follow and promote an agreed educational philosophy and approach to Learning and Teaching.*
- *To be lifelong learners – continually honing their professional craft and skills.*
- *To attend regular professional training and to provide training for colleagues (ie. Northern Powerhouse Archimedes Maths Hub based at Carmel College, lead school Teacher Research Group for Maths, Durham SCITT, Primary English Hub based at St. Michael's CofE Primary in Ferryhill, and beyond).*



Early Years



Children in Nursery and Reception follow the Early Years Curriculum. At the heart of the EYFS is the principle that young children need to play in order to learn, make friends, understand about the world around them - and to have fun. Play is essential for children's development, building their confidence as they learn to explore, to think about problem solving, and relate to others. Children learn best by leading their own play - and by taking part in focused play, which is guided by adults.

Early Years sets the standard that all children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives them the broad range of knowledge and skills that provide the right foundation for good future progress through school and throughout life.

Our Early Years has four guiding principles (themes). These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- Children develop and learn in different ways and at different rates.

Our children are taught in small groups, maximum of 13 children per adult in Nursery and 15 children per adult in Reception; this high level of support gives children the best possible start to life in school.

Within Early Years children are taught through adult-led activities which may have specific learning objectives and the 'continuous curriculum' structured opportunities for independent, child-initiated learning. Children have access to well-equipped teaching rooms and a stimulating outdoor area: they have access to both indoor and outdoor learning opportunities each session in all seasons. It is an essential aspect of children's development to experience learning in sun, snow, wind, rain etc. Please ensure children come to school with appropriate seasonal clothing to facilitate this.

School keeps a number of waterproofs and wellingtons - but we do encourage children to have their own, clearly labelled, if possible. A sunhat/cap is an essential fine weather piece of equipment.

Times of school day - Early Years

Nursery

8.45	Early Years gates open
8.50	Morning registration
9.00	Adult led time
9.15	Child-initiated learning, adult supported activities and snack
11.15	Focused story and rhyme time
11.30	Home time or lunch for 30 hours children
12.30	Afternoon registration
12.40	Adult led time
12.55	Child-initiated learning, adult supported activities and snack
3.15	Focused story and rhyme time
3.30	Home time



Reception

8.45	Early Years gates open
8.50	Self Registration
9.00	Adult led activities - Phonics
9.20	Child-initiated learning
11.20	Adult led activities - Maths
11.45	Reception lunch
12.30	Afternoon register and Wake up Shake up
12.40	Adult led activities – English/Topic skills
1.00	Child-initiated learning and snack
2.50	Story and song time
3.15	Home time

Early Years

Routines

Children enter and leave by the gate into the Early Years outdoor area. Parents may come into the school to help their child settle, take off their coat and hang up their bag etc. It is however, important that children develop age-appropriate independent, self-help skills - so please do not do everything for your child. Each child has a named coat peg and tray.

Nursery children are picked up from the Nursery entrance at the end of their session. Reception children are accompanied to the Early Years gate by a member of staff. This time also provides an ideal opportunity to talk to your child's key worker. We want to work with you as partners in your child's development and as such two-way communication is vital.

Curriculum

The curriculum for the Early Years underpins future learning by supporting, promoting, fostering and developing children's abilities in the following areas:

Areas of Learning	Prime areas	Personal, Social and Emotional Development (PSED)	Making relationships Self-confidence and self-awareness Managing feelings and behaviour
		Physical Development (PD)	Moving and handling Health and self-care
		Communication and Language (CL)	Listening and attention Understanding Speaking
	Specific areas	Literacy	Reading Writing
		Mathematics	Number Shape, space and measure
		Understanding the World (UTW)	People and communities The World Technology
		Expressive Arts and Design (EAD)	Exploring and using media and materials Being imaginative





Early Years



PSED is about understanding ourselves as people, our interests, feelings and beliefs. Children learn that people have some things in common - but also the differences which make us special and unique. It also includes our relationships with others, knowing the importance of kindness and respect.

PD is learning to use our bodies and the space around us safely and imaginatively. It includes big movements like jumping and climbing and small movements like threading and holding a pencil.

CL is using language to understand what we hear and to express ourselves and share information – talk, listen, ask questions, explain, tell stories etc.

Literacy development builds on the skills learnt in CL. It aims to develop the processes necessary for the children to read and write about the things that interest them. It also includes the development of phonic skills.

Mathematics is about using numbers in lots of different ways to count, measure and solve problems. It involves learning about shapes and positions of objects or patterns in the environment.

UTW is a very broad area which brings together early understanding of Science, Geography, Cultures, History and Technology. Children learn about nature, places, people and important events as well as ICT.

EAD is about expressing ideas and feelings in lots of different ways – Art, Dance and Music. Children will explore a wide variety of materials and techniques and respond to different stimuli such as stories, poetry or songs from other cultures.

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. The curriculum is designed to be really flexible so that staff can follow your child's personal fascinations and interests. The characteristics of effective learning for children in the EYFS are embedded within their playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

As a parent/carer you are your child's first and most important teacher - and we want to share progress and achievements with you. We aim to build on what your child already knows and can do.

You can help prepare your child by:

- Encouraging them to dress and undress, especially talking off and putting on their coat.
- Dressing your child in "play friendly" clothes, as learning can be messy at times.
- Ensuring all items of clothes are clearly labelled with your child's name.
- Velcro shoes help make children more independent.
- Encouraging them to tidy toys away.

Learning at home- There are lots of ways you can help your child. The following are just a few suggestions. If you have extra ideas please share with a member of staff.

Hand Control

- Activities like threading beads, building towers or using play dough
- Provide plenty of opportunities to 'scribble' - as this is the first stage of writing. Encourage your child to make a range of different sizes of scribbles/letter shapes using different pens

Letter sounds

- Traditional games like "I spy" or find 3 things in the room starting with
- Make up rhyming words and encourage children to join in
- Encourage children to say letter sounds as they write
- Clap out names and words in rhythm

Counting

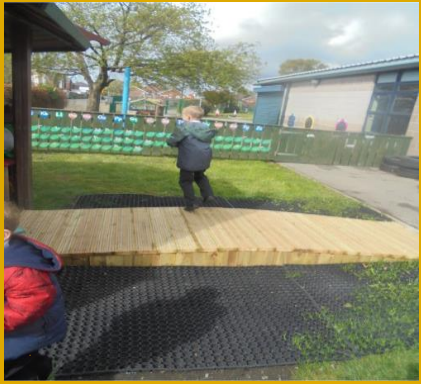
- Songs and rhymes that involve counting "one, two buckle my shoe"
- Songs that involve counting back, "5 currant buns", or "10 green bottles"
- Encourage children to count practically – give each toy an apple or fork – ask questions "How many do you need?" "How many have you used?"
- When looking at books count objects and pictures

Numbers

- Look for numbers when out and about – on doors, car number plates or in the supermarket
- Playing games with dice
- Draw and paint numbers of different sizes to help with information

Observation skills

- Encourage children to notice and talk about changes/observations during everyday activities – walks – looking at trees, leaves, plants growing
- Look at patterns in and on everyday objects
- Doing baking activities, texture, smell, colour etc
- 'Senses walks' to describe what they see, hear or smell



Assessment

Careful records of each child's work, progress and achievements across the whole range of school experiences are kept and reviewed regularly - so that an accurate assessment of your child's progress can be made.

While your child is in the Early Years, we will record the kind of things that they do. We will take photographs, make notes, conduct long observations and use electronic methods via iPads to show how your child is developing. These will be gathered into a Learning Journal that will travel through Nursery and Reception with them as a record of their achievements.

Staff will complete a baseline assessment within the first 6 weeks of a child joining their class – which is delivered as part of the everyday practice within the setting. Staff build their knowledge of each child through their observations, interactions and every day activities. They use their professional knowledge to make a series of judgements about each child based on a set of assessment criteria accredited by the DfE. It establishes a starting point from which progress can be measured.

Our Early Years team ensure accuracy of judgements as we are a host school for moderation of standards through the Ferryhill School Cluster and Durham Teaching Alliance.

In the Early Years, children are assessed continually against a series of statements. At the end of Reception, they are assessed against the 17 Early Learning goals (ELG) within the Foundation Stage Profile. The Profile provides a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Teachers will indicate on your child's final report whether your child is meeting expected levels of development ('expected'), or if they are exceeding expected levels ('exceeding'), or not yet reaching expected levels ('emerging').

Parents are always welcome to contribute to their children's assessments by talking to the staff and sharing these important messages. They also have the opportunity to meet with teachers and discuss progress each term and are also invited into school regularly for stay and play days and other organised events giving you the opportunity to work alongside your child.

KS1 and KS2 Routines



Key Stage 1 and Key Stage 2 (Year 1 to Year 6)

Key Stage 1 (Year 1 and Year 2)

8.50am	Registration
8.55am	Early Bird - Maths
9.15am	Assembly
9.30am	Maths
10.30am	Morning Break
10.45am	English
11.45am	Reading and English Basic Skills
12.00am	Lunch
12.55pm	Spelling
1.15pm	Lesson 3
2.15pm	Lesson 4
3.00pm	Story/Class Novel
3.15pm	End of school day

Key Stage 2 (Year 3 to Year 6)

8.50	Registration
8.55	Early Bird - Maths
9.15am	Assembly
9.30	Maths
10.30/45 10:45/11am	Phase Morning Break
10.45/11am	English
11:45/12pm	Reading and English basic Skills
12.15/30pm	Phase Lunch
12.55/1.10pm	Spelling
1.15pm/1.30pm	Lesson 3
2.15pm	Lesson 4
3.00pm	Class Novel
3.15pm	End of school day

Key Stage 1 children can come into school using the KS1 doors along the south-east side of the school. Teaching Assistants open these doors at 8:45 and greet all children. Children leave school either by these doors (Year 1) or by the year 2 classroom.

If your child arrives after this time, you will need to ensure that they enter via the main school office to adhere to safeguarding procedures.

Key Stage 2 children use the KS2 playground gates to the south-east of the school (opening onto New South View). Staff on duty will open the gate at 8.45am and children will go straight into school from this time. Class Teachers greet the children in their classrooms and provide Early Bird learning tasks. Children have designated doors to leave the school at the end of the day, all of these are situated along the south-east edge of the school building.

Members of the Senior Leadership Team are always on hand before and after school.

NB: Children can opt to come to Breakfast Club from 8am; Children have supervised games/activities in the main hall or courtyard until 8.45am.

KS1 and KS2 curriculum

Please note: a New National Curriculum was introduced September 2014. In line with DfE guidance, our Long-Term Curriculum Plans are published on the school website; these are bespoke to our school. Go to:-

<http://http://www.chilton.durham.sch.uk/about-us/our-curriculum/>

DfE Statutory Guidance can be found at:-

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

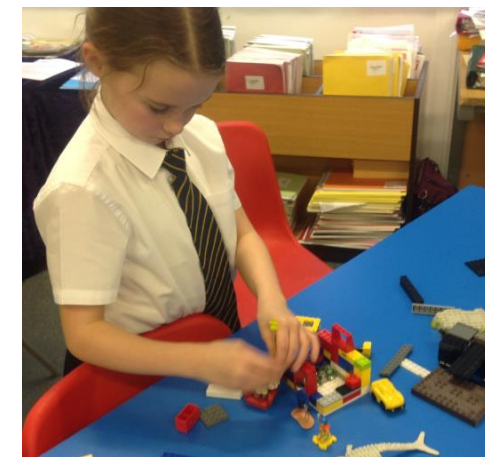
Right of Withdrawal

According to the Education Act 1996 and the School Standards and Framework Act 1988 parents have the right to withdraw their children from all or part of Religious Education lessons.

Parents/carers are encouraged to approach the Head Teacher with their request to withdraw their child in writing. From Sept 2008 parents have been informed of this right through the School Brochure.

Learning at home

There are lots of ways you can help your child; the following are only suggestions. If you are concerned about an area of your child's learning then feel free to discuss with your child's teacher, our Head teacher, SEND Lead or member of our Inclusion Team.



Our School Building

The school shares its site and facilities with Sedgefield Sports Partnership and with a private day-care facility – ‘Happy Times’.

Our building was partly rebuilt in 2002 and the original parts were refurbished to the same standard. There is a large hall with a stage (lights and sound refurbished June 2014), a large gymnasium, squash courts, dining hall (restaurant-style) and kitchen, Space to Create, Music Room, Library, mobile IT technology (Mac, PC and Chromebook platforms), modern classrooms and group rooms.

Outside there are 2 playgrounds with fixed play equipment and extensive playing fields. There is also a separate playground and grassed area with fixed play equipment which is used by the children in the Foundation Stage and a courtyard which is used as an outdoor classroom. A section of the playing fields was annexed in 2012 for the ‘Hagrid’ project – which the school ran for many years in association with DAAC and local secondary colleges and academies – to promote positive academic and emotional outcomes for young people at KS3 and 4. Since Summer 2019, this space has been returned for the sole use of the Academy.

*Security considerations have been met both in the design and operation of the school. All external doors have security locks that allow exit in case of fire but access only through an electronic key-fob system. The main door requires visitors to be granted access and visitors are required to sign in. The school areas of the building have security access to prevent non-school visitors entering without permission. CCTV monitors key areas of the site. Main external doors are **camera monitored** and electronically opened from Reception.*

There are many extra-curricular activities on offer, ranging from sporting activities to crafts, music and film clubs. Our educational provision is broadened and enhanced by planned external visits and cultural individuals and groups performing for the children in school.

The whole school is extremely well maintained by a dedicated site supervisor and a team of cleaning staff who ensure the building is a pleasing environment for all to work in.

Accessibility

Our school has an Accessibility Plan and Policy, which ensures that all our users – regardless of any disability – have equal access to our school building and its associated facilities. Refer to school website for details.

Who's Who

Mrs A. Pybus-Coates	Head Teacher / Safeguarding Lead / SENDCo	Mrs J. White	HLTA (KS1 and 2)
Mrs A. Caine	Deputy Head Teacher / Lead SENDCo / Curriculum Lead	Mrs E. Patterson	HLTA (KS1 and 2)
Mr M. Roberts	Assistant Head Teacher / KS1 leader / Y2 teacher	Mrs A. Richards	Teaching Assistant (Lower KS1)
Mrs S. Dickenson	KS2 Leader / Y4 teacher	Mrs T. Murray	Teaching Assistant (Upper KS2)
Mrs V. Cornwell	Early Years Leader / Reception teacher / SENDCo	Mrs M. Bedford	Teaching Assistant (KS1)
Ms. S. Harrap	Nursery teacher (0.6)	Ms L. Robson	Teaching Assistant (KS1)
Mrs S. Cavey	Nursery teacher (0.6)	Mrs D. Lamb	Key Worker (EYFS)
Mrs C. Richards	Reception teacher	Mrs A. Hutchinson	Key Worker (EYFS)
Mrs K. Dunn	Y1 teacher	Mrs J. Waters	Key Worker (EYFS)
Ms. K. Young	Y2 teacher		
Mr. L. Sheard	Y3 teacher		
Mrs. V. Jones	Y3/4 teacher		
Mr J. McGrath	Y5 teacher		
Mrs F. Hardy	Y5/6 teacher / NCETM Maths Specialist		
Miss Y. Jivraj	Y6 teacher		

Our SEND Leads - Mrs Caine and Mrs. Cornwell - can give advice and help to staff and parents. They work across the school to help specific programmes of work for children with particular needs. We have a school counsellor and trained staff to support children who have a range of emotional and social difficulties. We have a team of well-qualified, dedicated assistants who are skilled in working alongside the teachers to benefit the children:

Non-teaching staff:

Mrs C. Samways	School Business Manager		
Mrs C. Fitzgerald	School Secretary	Mrs J. Weldon	Lead Lunchtime Supervisor
Vacant	Site Supervisor	Mrs P. Britton	Lunchtime supervisor
Mrs A. Tate	Cleaner (Lead)	Mrs S. Otterwell	Lunchtime supervisor
Mrs L. Bradley	Cleaner	Mrs D. Hall	Lunchtime supervisor
Mrs K. Hudson	Cleaner	Mrs K. Hudson	Lunchtime supervisor
Mrs E. Robinson	Cleaner	Mrs A. Tate	Lunchtime supervisor
Miss K. Atkinson	Cleaner	Mrs L. Bradley	Lunchtime supervisor /Breakfast Club Supervisor
Mrs. V. Foster	Cleaner	Mrs E Robinson	Lunchtime Supervisor/Breakfast Club Supervisor
Ms. C. Borrowdale	Cleaner		

Additional School information

Uniform

Chilton Academy is justifiably proud of its reputation within the community. Within our school there exists an atmosphere which encourages effort and a celebration of achievements of our school and its children. These high standards can also be reflected in the pride we take in our school uniform. In order to maintain a sense of identity and belonging within our school, it is our school policy that children wear school uniform when attending school, representing our school or participating in a school organised event outside of our school.

Our school uniform policy is based on the belief that school uniform:

- Promotes a sense of pride in our school*
- Engenders a sense of community and belonging towards our school*
- Is both practical and smart*
- Identifies the children of our school*
- Provides equality in terms of appearance*
- Is regarded as suitable for school and provides value for money*
- Is designed with health and safety in mind*

Our school encourages all our children to grow into healthy adults. Our school believes it is dangerous for children to wear shoes that have platform soles or high heels, so we discourage children from wearing such shoes.

Chilton Academy School Uniform

*All Years Groups – Navy/**Black trousers** / Navy/Black skirt / Navy Check Pinafore dress / Navy or Grey tights*

FSU (Nursery / Reception) and KS1 (Years 1 and 2) –

*White polo shirt with badge/Navy Crew Neck Sweatshirt with badge/Navy V-neck Cardigan with badge
Navy / Grey tights or socks - Sensible footwear – shoes or trainers (solid black)*

KS2 (Years 3, 4, 5 and 6) –

*White shirt with clip-on tie - Navy V-neck Sweatshirt with badge/Navy V-neck Cardigan with badge
Sensible footwear – shoes or trainers (solid black)*

Chilton Academy School PE Uniform

***Green**/Navy T Shirt with school logo (child initials can be added) Navy shorts Training shoes/plimsolls*

School does expect all children to be correctly dressed for PE. During the winter months, children are permitted to wear tracksuits when taking part in outdoor PE activities. School does not permit the wearing of leisurewear - which may be considered revealing or displays inappropriate wording.

From Year 3 onwards, children attend swimming lessons throughout the school year. During these lessons, school expects our children to have the appropriate swimwear. This consists of swimming trunks/bathing costume, a bathing cap and towel. Bathing caps can be purchased from the swimming baths on your child's first visit. Swimming goggles are optional. Our school uniform can be ordered by calling in to our school office. We stock a small selection of uniform for children to try for size and purchase. Orders are placed with our supplier once a month (15th of the month) for delivery at the end of the month.

Jewellery

The wearing of jewellery is allowed only on the understanding that parents accept full responsibility in the event of loss, damage, or an accident.

Jewellery should be kept to a minimum e.g. stud earrings.

*The school indemnity form **must** be signed.*

No jewellery should be worn for PE or swimming and must be removed prior to the session commencing.

Lost property

Items marked with the child's name will be returned to the owner. Lost property is held within school and is managed by staff. Items unclaimed at the end of the school year will be disposed of.

Attendance/Absences

Schools are required to monitor and report on both punctuality and absence from school.

It is your duty in law to ensure that your child attends regularly.

In the event of an absence school should be notified as soon as possible – in advance through a letter or phone call for forthcoming appointments; by telephone or message at the start of an illness or other absence. If a child is not in school and there has been no message by 9:20am, school will contact home to determine the reason for absence. Absences without notifying the school with a valid reason for absence are treated as unauthorised and can be deemed as truancy. The school follows strict guidelines and protocols regarding attendance issues and will contact the County Durham Attendance Improvement Team in supporting parents with their child/children's attendance when required.

Children can be collected from school for medical appointments but will not be allowed to leave school unaccompanied by a parent or other known adult.

In case of a communicable disease or ailment, school should be notified and advice should be sought from a doctor as to when it is safe for your child to return to school.

Health/Medical Matters

A child's progress in school can be affected by health or social problems, whether on-going or temporary. These should be shared with school staff so that appropriate action can be taken to benefit the child. The school nurse can be contacted for advice at the Ferryhill Hub 03000 269036 / 07392 194045.

Medicines in school

School will administer prescribed medication on receipt of a written request from parents. Medicines should be brought to the office where they are kept in a secure cabinet. Asthma inhalers may in exceptional circumstances be supervised by the class teacher but wherever possible should be stored securely in the office.

First Aiders

There are several trained First Aiders on the school staff. In case of accidents in school, children are always attended to by a First Aider. Should further help be necessary, school will contact parents as quickly as possible - but in an emergency will take the child to the Health centre or hospital immediately, or ring an ambulance. Children who bump their head will receive a text and given a card to notify parents.

Head Lice

Children with head lice should not be brought to school until they have been treated. Staff who notice the presence of head lice will inform parents privately as soon as possible so that the child can be treated. The school nurse no longer carries out head inspections, but is available for advice on treatment.

Illness - *Children who become unwell whilst in school will be brought to the office and looked after until a parent or adult can be contacted to collect them.*

Emergency Contact

It is vitally important that school has up to date details of contact telephone numbers for home/work in case of emergency. Please ensure that changes of address/telephone/ other contact adults are notified immediately. We also regularly contact parents with information via our Parents Texting Service/Parentpay.

Child Protection- *School is bound by child protection procedures. Concerns will be documented with the Head Teacher, Deputy Head, Assistant Head or Foundation Stage/KS2 leader who will follow the requirements of the procedure.*

Holidays

The law says that parents do not have the right to take their child out of school for holidays during term-time. In exceptional circumstances, however, schools will consider a request from parents to take their child out of school on an individual basis. Parents who request permission for term-time holiday leave should complete a holiday form. Consideration will be given to each request, bearing in mind a child's attendance and educational needs – however, it is the policy of the head teacher to only authorise where there are strong mitigating circumstances (this is in-line with national guidelines from the DfE statutory guidance first published Sept 2013).

Parents will be notified in writing of the decision.

If your child is absent due to unauthorised holidays for a period of 6 days or less, they will be referred to the Attendance Improvement Team – wherein an official warning may be issued. Unauthorised holiday absences in excess of 7 days or more, will be referred to the Pupil Casework Office for consideration of a fine. School term dates are available from the school website.

If you take a holiday without the school's permission or if the child fails to return on the agreed date this will be recorded as an unauthorised absence. The school is then entitled to remove the child from the school roll.

Punctuality

Punctuality is very important. Late arrivals may miss the start of lessons and disrupt classes. Children arriving after 8.55 am will be given a late mark and after 9:20am will be given an unauthorised absence mark. Persistent lateness will be reported to the Attendance Improvement Team who will take appropriate action.

Holiday	School closes at 3.15pm on:	Date re-open to teaching purposes
Summer 2018	Friday 20 July 2018	Tuesday 4 September 2018
October half term 2018	Friday 19 October 2018	Monday 29 October 2018
Christmas 2018	Friday 21 December 2018	Tuesday 8 January 2019
Spring half term 2019	Friday 15 February 2019	Monday 25 February 2019
Easter 2019	Friday 5 April 2019	Wednesday 24 April 2019
May Day 2019	Friday 3 May 2019	Tuesday 7 May 2019
Summer half term 2019	Friday 24 May 2019	Monday 3 June 2019
Summer 2019	Friday 19 July 2019	To be confirmed

Money Matters

From September 2016, we introduced 'Parent Pay' – which gave parents/carers the opportunity to make instant, secure on-line cashless payments to school.

School Lunch

From September 2018 school lunches are chargeable at a cost of £2.20 per day – however, they are free to children in Reception and KS1 (Y1 / Y2). The school meals are provided by Taylor Shaw and meet the nutritional standards as set out by the government. Your child may also bring a packed lunch - but please provide a healthy lunch that meets our Healthy Lunch Policy. School operates a pre-ordering system, whereby children can choose the main meal they would like - and this has proven to be very successful with pupils and has reduced food waste. Due to school meals being pre-ordered, if your child is absent from school for any reason, parents MUST telephone school by 10am to cancel the meal. Failure to do this, will unfortunately result in the pre-ordered meal still being charged to the parent account.

Educational visits/events

Educational visits and events to support the curriculum are organised across the school year. School will request voluntary contributions towards the cost of these trips. These payments will be made via Parentpay.

Due to Government legislation (Sept 2011) annual consent forms are required to be completed at the beginning of the year which cover indemnity for the majority of school trips – including walks to the local parks, church, library etc. Residential visits - and those which may involve high levels of physical activity - will require a specific form. Please note that your child will not be allowed to go on visits unless the indemnity form is signed and returned to school. This is in line with Local Education Authority policy.

Snack / Milk

Children in the Foundation Stage have a drink and a piece of fruit each day. KS1 children also receive a free piece of fruit daily. In line with Government Policy, we also provide milk daily through our school provider – 'Cool Milk'.

Breakfast Club

Breakfast club is open to all school children at a cost of £1.50 per day or £7.50 per week. Children receive a varied menu, including toast, cereal, yoghurt and a drink of juice. Once a week a hot breakfast is also provided. The club begins at 8am; children are supervised with games and activities being available until the start of the school day. Payment should be made via ParentPay.

Behaviour

School has a Positive Relationships Policy with regard to managing behaviour - which, in school, is very good. The whole-school approach is based around Unicef's Rights Respecting framework. Pupils identify their rights – such as the Right to Play and the Right to Learn - and then the behaviours, which they all need to demonstrate in order to ensure that all pupils can successfully enjoy their rights. These behaviours are encapsulated in the Class Charter, which pupils create in each class and sign up to, at the beginning of the academic year. These are then displayed on the classroom wall for the entire school year.

Positive behaviour and successful learning is rewarded sessionally across the day – and parents are instantly informed through the 'Dojo' System. A number of awards are given to children in each class from Foundation Stage through to Y6 (1 per group) chosen by the class teacher. These children will have been chosen for a specific piece of successful learning / having a positive attitude towards learning. Citizen of the Week is given to one child in each class from Foundation Stage through to Y6 (1 per group) who has shown kindness and consideration towards others- this award is chosen by the pupils. Classes are awarded for weekly attendance winners and this is displayed within school.

Academic achievement, good behaviour, good citizenship and good attendance are all recognised, praised and rewarded weekly, termly and annually through Celebration Assemblies. The Head Teacher Award can be given at any time for any positive behaviour or successful learning seen in school.

Inappropriate behaviour is dealt with quickly. There are clear sanctions for poor behaviour, which become progressively more severe if the child continues to misbehave. When deemed necessary, parents are informed by telephone/letter will be sent home describing the behaviour. Parents and school working closely together ensures a united response - which is most likely to be successful. Very serious incidents may unfortunately result in the child being excluded from school.

Bullying

Any reported incidents of bullying are taken seriously and they are investigated immediately by a senior member of staff who takes action in line with County Durham guidelines. We work with the Anti-Bullying Service to promote positive self-image and strategies to deal with challenging social situations.

Parental Involvement

We believe that the links between home and school are of tremendous importance and we are committed to a partnership approach.

There are several parent volunteers who help in school on a regular basis. Many of our parent helpers go on to take qualifications in education. You will be very welcome in school and can help in lots of ways:

- *Hearing readers, working with small groups on a range of activities, playing board games, helping a child on the computer etc*
- *Baking*
- *Gardening*
- *Helping to mount and display work*
- *Artwork*
- *Preparing resources*
- *Helping with concerts and parties*
- *Helping with after school clubs and educational trips*

We can always find a job to do!

If you are interested please speak to your child's classteacher or contact the main school office. School has produced a set of booklets to support parents in helping their child to learn in Literacy and Maths; these are available from the office.



Transition post-11 Years

There is a carefully structured programme in place for children moving onto the next step in their education. More information is given to parents in the year their child is moving to a new key stage. Our children typically transfer to schools to the south in Newton Aycliffe or to the north in Ferryhill.

SEND

School has a team of dedicated SEND staff who co-ordinate programmes of work for children with particular needs. These children are identified by their teachers in partnership with parents. The SEND leads are available by appointment if you should wish to speak to them about your child.

Further details are available in our 'Local Offer' – which is published on the school website.

Communication

*We believe that a child's education can only be a truly successful one if there are good communication links between home and school.
We have an 'open-door' policy; parents are encouraged to talk to Mrs Pybus-Coates and/or Mrs Caine - without an appointment, if feasible.
We welcome full and open communication between home and school.*

Changes in routine

It is very important that changes in routine - such as your child being collected by a different adult - are communicated to school.

Home-school booklet

All Key Stage 1 and 2 children will have available upon request a booklet in which information about homework, behaviour matters or items needed will be recorded. It is also for parents to send messages to school such as medical appointments.

School DoJo System

Every parent can register for the DoJo App which provides a one to one communication between parents and staff. We use this to share positive behaviour awards and successful personal work with a parent/carer. Your child's teacher will provide parents with a password to log into this system.

Twitter

From September 2018, all work in school will be shared on Twitter. We hope to develop an active account which showcases our school and shares all the exciting things children are learning about in school.

Website / Newsletter

School news is regularly updated on the school website. Our front page has a Twitter feed which contains our most recent news.

<http://www.chilton.durham.sch.uk/homepage/>

*A half-termly class newsletter (**paper copy**) is issued by class teachers to outline the timetable and curriculum being covered by your child for your information.*

Family matters

Any change in home circumstances or upsets at home can affect children and may hinder educational progress. May we ask that any such occurrences are communicated, in confidence, to the Head Teacher. Information will be treated in a confidential manner so that the child's needs - if any - can be addressed.

Parent meetings

Meetings with teachers are arranged throughout the year to which parents are invited. They explain intake procedures, curriculum matters, arrangements for residential visits, SAT procedures, etc.

Parents are also very welcome to attend Family Assemblies and enjoy refreshments with their children after the performance. Notification of these can be found on the school website and via ParentPay.

Open days/Reports

You will have the opportunity each term to meet with your child's teachers on a formal appointment basis to discuss your child's work and progress. A full written report of your child's progress in all aspects of school is given as a basis for a private discussion between you and the class teacher in early July each year; a bi-annual progress report is provided during February. Discussions about your child at other times can be made on an informal basis but you may need to make an appointment.

Each year a booklet explaining your child's assessments levels and targets will be issued.

Complaints

Any complaints should be directed to the Head Teacher or Deputy Head teacher rather than the class teachers. It is the policy of the Head Teacher to see parents as soon as possible; making an appointment ensures a mutually convenient time can be arranged.

Most difficulties affecting your child's progress can be solved informally by yourself and the school working in partnership; we want to work with you to resolve any problems should they arise. If an informal discussion does not resolve the problem, we have adopted the LEA policy regarding complaints:-

'Many complaints or potential complaints can best be resolved locally in discussion with the Head Teacher. This is where the process should start and unless there are exceptional circumstances, there should be a full discussion at the informal stage as the first step. Similarly, in respect of complaints or potential complaints about actions of the LEA, the informal stage would involve discussion with appropriate officers of the LEA.

If attempts to settle the complaints informally have failed, the complainant will be supplied with the name of the Assistant Education Officer (schools) in the LEA and with copies of documents explaining the arrangements for considering complaints.'

Partnership

A partnership approach is a key to successful education in which all participants recognise that they have rights and responsibilities. If each member of the partnership respects the rights of others and accepts their own responsibilities the individuals will benefit and the partnership will be effective.

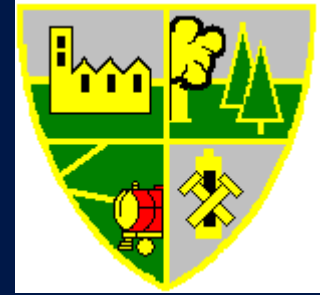
The following are expectations:

Children Have the right to: <ul style="list-style-type: none">• <i>A high standard of Education</i>• <i>Encouragement and support</i>• <i>Respect from other adults and other children</i>• <i>Achieve their full potential</i>• <i>An uninterrupted education</i>• <i>Work in peace</i>• <i>Be made aware of school rules, rewards and consequences</i>• <i>A safe and secure environment</i>	Have the responsibility to: <ul style="list-style-type: none">• <i>Co-operate in the learning process</i>• <i>Always do their best</i>• <i>Respect the feelings and property of others</i>• <i>Allow others to work in peace</i>• <i>Learn the school rules and follow them</i>• <i>Behave in an acceptable manner</i>• <i>Accept the consequences of their actions</i>
Family members Have the right to: <ul style="list-style-type: none">• <i>Be included and involved in their child's education</i>• <i>Be informed about child's progress</i>• <i>Be informed about successes or difficulties with work or behaviour</i>• <i>Feel confident that their child is safe and happy in school</i>• <i>Have views and concerns listened to</i>	Have the responsibility to: <ul style="list-style-type: none">• <i>Ensure child attends school</i>• <i>Co-operate in the learning process</i>• <i>Inform school of any matter which might affect child's education</i>• <i>Support the work of the school</i>• <i>Encourage acceptable behaviour</i>• <i>Help the child develop an attitude of respect for people and property</i>
Staff Have the right to: <ul style="list-style-type: none">• <i>Respect and good manners</i>• <i>Expect family support in the education process</i>• <i>Have children in class on time</i>• <i>Acceptable levels of behaviour</i>	Have the responsibility to: <ul style="list-style-type: none">• <i>Help each child achieve success</i>• <i>Have clear expectations of behaviour and work</i>• <i>Create a purposeful learning environment</i>• <i>Provide a positive role model promoting responsible behaviour</i>• <i>Teach acceptable behaviour</i>• <i>Keep family informed</i>• <i>Maintain a safe and secure environment</i>• <i>Implement rewards and consequences fairly and consistently</i>

And finally....

Everyone at Chilton Academy is committed to making your child's time in school as enjoyable and productive as possible. This is best achieved when school and home communicate with each other. If this booklet has not answered a question which you may have, please contact school directly and we will try to help.

We look forward to working successfully with you.



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website: www.chilton.durham.sch.uk

