



Parents' Handbook

2018-2019



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Dear Parents

Please find enclosed the Parents Handbook for 2018 – 2019.

Please take the time to read the entire booklet. It has been designed with you in mind and should provide you with the information to enable you to get the most out of Lark Hall Primary School (including the Lark Hall Centre for Autism).

I do want to point out some of the important pieces of information for 2018 - 2019. These are in bullet point below:

- Homework (they are in response to parental feedback)
- Term dates (please be aware of these dates; all term time holidays are prohibited)
- Communication (please make yourself aware of the usual communication channels)
- Safeguarding to ensure children's safety
- Pastoral expectations to enable families to be aware of behavioural expectations.
- Home-school expectations to enable transparent expectations
- Learning at Lark Hall and the Lark Hall Curriculum

Importantly, with regard the expectations for attendance, punctuality and uniform we operate a zero tolerance approach. Further details can be found within each of these sections.

It is almost impossible to include every piece of information in a booklet, so if there is anything you do not see or you have any questions, please ask a member of staff who will find out the information for you.

I hope to see as many of you as possible in the very near future.

Best wishes

Gary Nichol
Head Teacher

Lark Hall Vision

We all agree the success of a child's education is a direct result of home and school both working together in mutual respect; the teaching staff as the professionals and parents as first educators.

We are a Building Learning Power (BLP) School as we believe passionately in educating children who will be able to adapt to an uncertain future and become a lifelong learner. Our creative topic-based curriculum allows them to become divergent thinkers, skilling them with the tools in order to excel in all they do.

We create a culture in our classrooms that systematically cultivates children's learning, allowing them to grow in their confidence, enabling them to face difficulty and uncertainty calmly. Children who are more confident of their own learning ability find learning much more enjoyable and achieve much more.

SCHOOL VALUES

EQUALITY • CARING • ENJOYMENT • HONESTY • RESPECT

These 5 values are embedded in our school culture and are upheld by all members of our school community.

CURRICULUM DRIVERS

COMMUNICATION • ASPIRATION • KNOWLEDGE OF THE WORLD • ENQUIRY

These 4 key principles are the bedrock of our school curriculum and are engrained throughout all aspects of our teaching and learning.

PERSONAL SOCIAL CHARACTER DEVELOPMENT

MORALITY • SELF-AWARENESS • SOCIAL AWARENESS

We believe character development to be of the utmost importance in ensuring our children grown up to be well rounded individuals who leave us ready for the next stage in their lives.

SCERTS®

SOCIAL COMMUNICATION • EMOTIONAL REGULATION • TRANSACTIONAL SUPPORT

These are the key areas used in the Centre for Autism which we address in order to ensure pupils with autism are able to be successful.

RIGHTS RESPECTING SCHOOL

We take part in the Rights Respecting School project, an initiative run by Unicef to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive.

Term Dates 2018-2019

School finishes at 3.00pm at the end of Term 1, 3 and 5.

School finishes at 2.00pm at the end of Term 2, 4 and 6.

AUTUMN TERM 1 2018	SPRING TERM 3 2019	SUMMER TERM 5 2019
Wednesday 5 September to Friday 19 October	Tuesday 8 January to Friday 15 February	Tuesday 23 April to Friday 24 May
HALF TERM HOLIDAY Monday 22 October to Friday 26 October	HALF TERM HOLIDAY Monday 18 February to Friday 22 February	HALF TERM HOLIDAY Monday 27 May to Friday 31 May
AUTUMN TERM 2 2018	SPRING TERM 4 2019	SUMMER TERM 6 2019
Monday 29 October to Friday 21 December	Monday 25 February to Friday 5 April	Monday 27 May to Friday 19 July
CHRISTMAS HOLIDAY Monday 24 December to Friday 4 January	EASTER HOLIDAY Monday 8 April to Monday 22 April	INSET DAYS <ul style="list-style-type: none"> Monday 3 September Tuesday 4 September Monday 7 January Monday 22 July Tuesday 23 July



Timings of the Day

The school operates a zero-tolerance approach to punctuality.

It is imperative that children arrive on time to school each day to ensure they have the best possible start to their learning. All children at Lark Hall have a fruit and water break, morning play, lunch time play and assembly as part of their daily routine. The timings of these sessions vary for different year groups.

MAIN SCHOOL

The school gates open at 8.15am and children come straight into school. If you arrive early with your child then it is the parent's responsibility to wait with them until 8.15am as they will not be let into the school building before 8.15am. **Children must be in school by 8.30am.**

Lark Hall provides parents with a window of 15 minutes to arrive for school. Punctuality is a life skill. We will not tolerate parents who bring their child late to school. Children who are arriving late for school have their education disrupted and being late affects their day. Parent should always expect to account for the reason why their child arrives late for school and this must give reasons to a member of the School Leadership Team.

At 8.35am the school gates will close and registration will be completed. After 8.35am adults must sign for their children as registration will have closed. If children arrive at 9.00am or later their attendance will be recorded as an unauthorised absence. **School finishes at 3.00pm.**

DAILY TIMINGS – MAIN SCHOOL

EYFS		Year 1, 2 and 3		Year 4, 5 and 6	
8.15 – 8.45	Soft Start Early Morning Work AM REGISTER 8.36	8.15 – 8.45	Soft Start Early Morning Work AM REGISTER 8.36	8.15 – 8.45	Soft Start Early Morning Work AM REGISTER 8.36
Morning Play is built into the children's free flow during the morning		10.00 – 10.15	Morning Play	11.00 – 11.15	Morning Play
11.45 – 12.15	Lunch in dining hall	11.45 – 12.15	Assembly	12.15 – 12.45	Assembly
12.15 – 1.00	Lunchtime Play	12.15 – 12.45	Lunch in dining hall	12.45 – 1.15	Lunch in dining hall
1.00 – 1.15	PM REGISTER	12.45 – 1.15	Lunchtime Play PM REGISTER	1.15 – 1.45	Lunchtime Play PM REGISTER

Children also receive a fruit and water break during the morning. This is scheduled by teachers in each year group.

On Friday, there are Celebration Assemblies. For Early Years Foundation Stage it takes place at 2.30pm; for Year 1 – Year 6 it takes place at 8.45am; for the Centre for Autism is 9.30am. Also on Friday Year 1 – Year 6 children have their lunchtime between 12.15pm and 1.15pm

DAILY TIMINGS – CENTRE FOR AUTISM

8.30 – 9.00	Children with sibling in the mainstream arrive at the Centre & Early morning club	10.45 – 11.00	Break
9.00	Children travelling on Lambeth school transport	12.00 – 12.30	Lunch in dining hall
9.10	All other children arrive	12.30 – 1.00	Break
9.15 – 9.30	Register	1.00 – 1.30	Reading and relaxation
10.30 – 10.45	Drink and fruit	2.30 – 2.45	Afternoon play

Attendance

The school operates a zero-tolerance approach to attendance.

CHILDREN MUST BE IN SCHOOL EVERY DAY.

Parents should expect the school to scrutinise closely children who miss a day off school. The following procedures must be followed.

- If children are absent for any reason it is the parent's responsibility to ring the office in the morning.
- Absence for medical appointments will only be authorised with an appointment letter.
- When bringing your child to school, you must accompany them to the school gates. This is to ensure your child arrives safely at school where they can go straight into class.
- An unauthorised absence will be recorded when there is no reason given for absence.
- Absence due to illness or medical appointments must be reported on the same day as the absence.
- At the end of the school day children must be collected on time at 3.00pm.

Holidays during term time will not be authorised by the Head Teacher.

For those children who attend school every day for the autumn, spring or summer term, there will be a reward in our celebration assemblies. If your child attends school every day for the whole year they will attend a special attendance reward trip.

In order to prepare Year 6 children for secondary school we allow them to go home by themselves in the Summer term. Parents need to give written permission for their child to go home alone and children will be given a badge. If children lose this badge they will not be allowed to leave school by themselves.

CENTRE FOR AUTISM

Children who attend the Centre for Autism must be accompanied to school by an adult and taken to the decking area where they will be met by Centre staff. Children should be supervised in the playground until they are collected by staff.

Children arriving by school transport will be met by Centre staff and escorted safely into school.

Assemblies

All our parents/carers are welcome to join the Friday Celebration assemblies that take place to share in the success and achievements of their children.

MONDAY	Main School	Leadership Assembly	
		First Floor Hall 11.45 – 12.15 Yrs 1-3	Second Floor Hall 12.15 – 12.45 Yrs 4-6
	EYFS	Music and Singing	
CFA	Lower School Hall 2.30 – 2.45 with CFA children to join where possible		
TUESDAY	Main School	PSCD/Seasonal	
		Lower School Hall 9.30 – 9.45	
	CFA	PSCD Assembly	
EYFS	First Floor Hall 11.45 – 12.15 Yrs 1-3	Second Floor Hall 12.15 – 12.45 Yrs 4-6	
CFA	Seasonal Themes and Social Stories		
CFA	Lower School Hall 9.30 – 9.45		
WEDNESDAY	Main School	Music Assembly	
		First Floor Hall 11.45 – 12.15 Yrs 1-3	Second Floor Hall 12.15 – 12.45 Yrs 4-6
	EYFS	PSED (Character Focus)	
EYFS	Lower School Hall 9.00 – 9.15		
THURSDAY	Main School	Religious Festival Assembly	
		First Floor Hall 11.45 – 12.15 Yrs 1-3	Second Floor Hall 12.15 – 12.45 Yrs 4-6
	EYFS and Main School	Celebration Assembly 8.45 – 9.15	
EYFS and Main School	First Floor Hall Year 1, Blackfriars, Southwark, London, Wandsworth, Albert	Second Floor Hall Waterloo, Millennium, Tower, Putney, Battersea, Chelsea	
CFA	Celebration Assembly		
CFA	Lower School Hall 9.30 – 9.45		
FRIDAY	EYFS	Celebration Assembly	
		Lower School Hall 2.30 – 2.45 Reception and Nursery	

Uniform

The school operates a zero-tolerance approach to uniform.

If children arrive for school wearing the wrong uniform, their parents will be asked to return home and bring in the correct uniform for their child. Failure to do this will result in their child being provided with a new item of uniform and the parent will be charged for this.

The same process will be followed for P.E. Furthermore, if any child is not wearing the correct P.E. uniform they will not take part in the lesson.

SCHOOL UNIFORM MUST BE WORN EVERY DAY:

Correct uniform consists of:

- > Blue, yellow, red or green Lark Hall jumper
- > White polo top (plain or with school logo)
- > Navy blue or black jogging bottoms or shorts
- > Black trainers
- > Lark Hall bag
- > Summer dress/shorts during warmer weather
- > Centre for Autism children will wear red sweatshirt

Prices are as follows:

- > Jumpers £10.00
- > Polo Top with school logo £8.00 (please note, these will be ordered once paid for and can take up to 3 weeks)
- > Lark Hall Book Bag £7.50 (EYFS and KS1 children)
- > Lark Hall Rucksack £9.00 (KS2 children)
- > PE Kit £10.00
- > Lark Hall Cap £4.50

A Lark Hall bag will be given free of charge to children in EYFS who start with us in September 2018. Children in Year 3 and Year 5 will be given a free bag. The school bags are designed to last for 2 years.

PE Kit

P.E. kit should be brought into school on a Monday and taken home on a Friday to be washed.

Correct PE Kit consists of:

- > A white t-shirt (no sports/football jerseys)
- > Dark coloured trousers or shorts
- > Trainers or plimsolls – plain black or white



Uniforms can be purchased using two methods

1) Sims Agora: School online payment System

We are pleased to let you know that we have moved to an online payments system.

You can make your payments from your PC or you may use the spare PC in the School.

How to access SIMs Agora online payments;

- 1 Please log in to www.simsagora.co.uk
 - 2 Have your child's class name to hand
 - 3 Option – (1. Meals and 2. Uniform)
 - 4 Make your payment.
 - 5 Once you make your payment a reference number will be issued. You will need to bring that reference number to a member of the Administration Team.
- 2) Uniform can also be pre-bought at the main school office.

Your child must always be suitably prepared for the correct time of year. During the winter months children need to have a coat, gloves, hats and scarves. It is only during extreme wet weather that we keep the children indoors. During the summer months children should wear Lark Hall school caps. No other caps are allowed. When the weather is really hot, please make sure that sun cream is applied to your children before coming to school.

PROHIBITED ITEMS

- > Jewellery (except small studded earrings)
- > Make up
- > Nail varnish or acrylic nails
- > Temporary tattoos
- > Coloured hair extensions or hair dye
- > Shaved motifs in hair
- > Toys
- > Football boots/trainers (except to wear at playtime)
- > Umbrellas
- > Sunglasses
- > Baseball caps

All prohibited items on this list will be confiscated and only returned at the end of a term. It is parent's responsibility to come in and sign for items in order to collect them.

Nail varnish will be removed by the child on the day they are wearing it.

Health and Nutrition

A healthy diet improves concentration and learning.

BREAKFAST

Please make sure your child arrives at school having had healthy nutritional breakfast including a drink of water.

LUNCH

We provide children with a healthy balanced lunch meal. Children are offered a choice of 3 main courses. We serve vegetables and a choice of desert including fruit. We do not serve pork. Fresh water is provided. We recommend that your child has a school dinner every day. All Reception, Year 1 and Year 2 children are entitled to a [free school meal](#).

For children in Nursery and Key Stage 2, school dinners are charged at £1.80 per day or £9.00 per week. Some families may be eligible for free school meals.

If payment is not received for your child's school lunch children will no longer be able to receive a hot meal but instead will be given a school packed lunch until the balance is cleared.

If you decide to make your child a packed lunch, please follow these guidelines:

- One portion of fruit and one portion of vegetable or salad
- A starchy food such as bread or pasta, rice, couscous, noodles, potatoes, crackers or breadsticks
- Meat, fish, lentils, kidney beans, chickpeas, hummus, peanut butter or falafel
- A dairy food like cheese or yoghurt.
- Drinks: water only please
- A snack item such as crisps or a biscuit



Not allowed: chocolate bars, chocolate-coated biscuits and sweets

We are a NUT-FREE school.

If a child's packed lunch is not healthy, your child will be given a school meal and you will be charged for it.

Children who attend the Centre for Autism are offered a high level of support at lunchtimes. Centre teachers will work closely with parents of autistic children to address any issues relating to diet and to promote healthy eating.

Please encourage your child to drink plenty of water and eat a healthy balanced diet at home.

The school operates a zero-tolerance approach to unpaid lunch money.

If parents do not pay for their child's school lunch, their child will start to receive a packed lunch and the school may activate a debt collection agency to recoup the payments.

Roles within the School

Below is some information about the roles of staff who work with your children.

SENIOR LEADERSHIP TEAM

*Head Teacher
Deputy Head Teacher
Assistant Head Teachers (Main School and CFA)
Special Educational Needs Coordinator*

TEACHERS

We typically have 3 teachers who work across 2 classes within a year group in the main school. This may vary from year to year dependant on numbers of children in each year group. Your child will be allocated a key worker at the start of the year who will ensure they have regular contact with each parent/carer. In the Centre for Autism there is an allocated teacher for each class.

MIDDLE LEADERS

These are teachers who have an extra responsibility for teaching and learning for a specific area of the curriculum or part of the school, for example, Year Group Leaders and Subject Leaders.

INTERVENTION COORDINATORS

We have Intervention Coordinators working across the school, who will lead small group work to support teaching and learning.

TEACHING ASSISTANTS

These staff members work with specific children who require additional support both in class and in the playground.

LEARNING MENTOR

Our learning mentor works with individual children who require extra support to achieve their full potential with their learning. This could be linked to low self-esteem or confidence, social skills or emotional and behavioural difficulties.

BUSINESS TEAM

These are our admin staff who work in the office. The team is led by our School Business Manager.

Communication

The Lark Hall staff team operate an open door policy when it comes to communication. At the end of each day there will be teachers on the playground with the children. This is a good opportunity to ask to speak with a teacher who will be more than happy to talk to you. Should you require a longer or private conversation please do make an appointment. Class teachers are not available at the start of the day, unless by prior appointment.

Class teachers will always be happy to meet with you and if you have any queries we advise you to raise them with your child's class teacher first and foremost. However, if they are not available the next point of call would be the Year Group Leader.

If you have a more serious concern that you would like to discuss please approach the main school office and ask for an appointment with a member of the Senior Leadership Team.

Complaints should be made following the complaints procedure which can be found on our website or a copy can be requested from the main school office.

If you have a concern or question speak to your child's teacher who will be happy to meet with you. If a longer conversation is required please make an appointment. This can be done by writing a note in the home school diary or speaking with the teacher direct.



If query is answered no further action.

If your query has not been answered ask for a meeting with the Year Group Leader for further clarification.



If query is answered no further action.

If query has still not been resolved then you may ask for an appointment to speak with a member of the Senior Leadership Team.

Please note that the Home School Diary should also be used to ensure an open communication channel between home and school is upheld. If you cannot speak with a teacher then please do write a note asking for a meeting in the diary and the teacher will respond to give you an appointment to meet with them.

Class Names

MAIN SCHOOL

Each year group has 2 classes which are named after a bridge on the River Thames. The children keep the same class name as they move up through the school. The class names for this year are:

Reception	Vauxhall and Chelsea
Year 1	Lambeth and Westminster
Year 2	Waterloo and Blackfriars
Year 3	Millennium and Southwark
Year 4	Tower and London
Year 5	Putney and Wandsworth
Year 6	Albert and Battersea

CENTRE FOR AUTISM

There are typically 8 children in each class and the classes are based on the ages and need of the children. The class names for this year are:

Reception & KS1	Coral
Year 2 & 3	Amber
Mixed KS2 class	Onyx
Mixed KS2 class	Opal



Safeguarding

Safeguarding & promoting the welfare of children is everyone's responsibility.

Lark Hall is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others.

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes (Working Together to Safeguard Children March 2015).

We have a Child Protection Policy and procedures in place which can be viewed on our school website. If you would like a paper copy please ask at the main school office. All staff, including supply staff, volunteers and governors, must ensure that they have a full understanding of these procedures. All adults who may have unsupervised access to children in school will undergo the relevant Disclosure and Barring Service checks to ensure their suitability to work with children.

Sometimes we may need to share information, and work in partnership with other agencies, when there are concerns about a child's welfare. We will ensure that our concerns about our children are discussed with his/her parents or carers first, unless we have reason to believe that such a move would be contrary to the child's welfare. Our **Lead Designated Safeguarding Leader (DSL) is Victoria Bassett**. The **Deputy Safeguarding Leaders are Ceinwen Adeusi, Ross Mears and Tom Foster**. However, the following people are also trained Designated Safeguarding Officers (DSO):



Victoria Bassett
Deputy Headteacher



Gary Nichol
Headteacher



Ceinwen Hywel
SENCO



Tom Foster
Assistant Headteacher



Paula Gordon
Learning Mentor



Ross Mears
SENCO



Sam Witchalls
Assistant Headteacher



Clare Fleming
Year 1 Leader

If you are concerned about a child's welfare, please report your concern and any observations or conversations heard to a DSO as soon as possible on the same day. If your concerns relate to the actions or behaviour of a member of staff then you should report this to the Headteacher, Gary Nichol (or the Chair of Governors, **Ms Yvonne Steel**, if the concern relates to the Headteacher) who will consider the appropriate course of action.

Extra Curricular Learning

EXTRA CURRICULAR CLUBS

We offer a wide range of lunchtime and after school clubs for your children to take part in. These will be run by a member of staff or an outside professional invited in to share their expertise. Please see the office or website for an up to date timetable of clubs provision, as it may vary over the course of the year. We will be offering clubs to suit a range of interests for our children such as arts and crafts, sports, music and other areas of the curriculum. As well as this, after school clubs are offered which are geared to meet the needs of children with Autism. Letters are sent at the end of each big term offering opportunities to sign up for these clubs for the following term. All clubs run from 3.00 – 4.15pm.

FRIDAY CLUBS

Every Friday afternoon children take part in clubs for an hour. All the clubs are led by a member of staff at the school. There is a wide variety of clubs available for the children to choose such as art, sport, music, languages and outside learning. The clubs run for approximately 10 weeks and after this time, children can choose a new club to be part of. Children from the Centre for Autism are supported by Centre staff during clubs.

Club aims:

- To develop the children's interests in a range of creative activities.
- To improve speaking and listening skills.
- To develop the children's confidence and enjoyment which will benefit them in other parts of the curriculum.
- To develop the social skills of the children by working with different children & adults.
- To allow Gifted and Talented children to develop their skills.
- To develop the sense of community in Lark Hall Town.
- To allow staff to develop their skills and interests.
- To give teachers better insight into children's extra-curricular skills & interests.

EXTENDED SERVICES

We offer an after school club from 3.15- 5.45 run by Let Me Play for parents who need extended care for their child. The cost is £8 per day. All bookings are made online at the following website: www.letmeplay.co.uk

E Safety

At Lark Hall we follow the borough policy for E-Safety. If you wish to see a copy please contact the office or check our website for further details.

At our school we use a range of technology and online programmes to support learning including Mathletics and Bug Club. Our school website and blogs have lots of links to learning sites which we expect children to use at home regularly, however it is vital that children abide by the rules of e-safety.

We teach children the importance of using computers and the internet safely as well as the risks of cyber bullying. If you have internet access at home, including on smart phones, please make sure that access is filtered and supervised. **Children at primary school are not old enough to have Facebook accounts!**

E-safety is also a key part of our home-school expectations which we expect parents and carers to uphold. We hold parents meetings throughout the year to promote E-Safety at home.

TOP TIPS FOR USING THE INTERNET SAFELY

- **Always ensure children ask a grown up before you use the internet. They can help you find the best thing to do.**
- **Don't give out personal details such as your address, phone number or school name over the internet, even if you think you know who you are talking to.**
- **Don't send pictures of your child over the internet.**
- **Advise your child to tell a grown up if you feel scared, worried or unhappy about anything.**

You can also call 'Childline' on 0800 1111 to talk to someone who can help.

You can also visit www.thinkyouknow.co.uk for more information and tips about e-safety.

New GDPR Regulations

Changes to data protection regulations came into effect on 25th May 2018. This is known as the EU's General Data Protection Regulation (GDPR). These are new data protection regulations building upon the Data Protection Act of 1998. The legislation is designed to "harmonise" data privacy laws across Europe as well as give greater protection and rights to individuals. These changes will affect everyone, and every organisation, in some way.

Like all schools, we take data protection very seriously at Lark Hall Primary School. In line with GDPR requirements to appoint a Data Protection Officer (DPO), we have appointed Judicium Education as our DPO.

The Data Protection Officer states how and why personal data is processed and ensures Lark Hall Primary School abide by data protection laws. The DPO must also ensure personal data is processed lawfully, transparently and for a specific purpose.

It will be necessary to make further changes to policies and procedures and we will use the website to post updates, and will correspond directly with you with more specific information. To learn more about the General Data Protection Regulations, please visit the Information Commissioner's Office website on <http://ico.org.uk>

Pastoral

HOUSE SYSTEM

All children at Lark Hall are divided into 4 houses; Fenchurch Street, Liverpool Street, Marylebone and Kings Cross. Children earn house points that can then be spent in the Lark Hall Town Shop. Children's House Points are collated on a laminated record sheet in each classroom. Each week house points are be totalled up in each class. Children will keep a running record of their house points in their bank books, which they will take with them when they visit the shop. House Points are also a good way to teach the children real world skills relating to saving money.

Examples of great behaviour: developing BLP muscles, using ZOR strategies, great learning, being a great role model, positive playtimes	1 house point
Star of the day (record in child's diary)	
1st yellow card	2 house points
Star of the week award Visiting Phase/Year Group Leader	3 house points
Being sent to Senior Leadership	5 house points

LARK HALL TOWN

Lark Hall Primary School is a community which values the voice of our pupils and aims to provide a forum for our pupils to contribute to decision making and day to day running of the school in addition to classroom monitors organised within classrooms.

Lark Hall Town Shop

The Lark Hall Town Shop is open once a week for children in Years 1-6 and the CFA. Children from winning house each week can bring their completed Bank Books to the shop and spend their House Points on a wide range of merchandise. The Lark Hall Town Shop is run with the support of children in Key Stage 2.

Head Girl and Head Boy

Year 6 pupils can apply for the role of Head Girl and Boy at the beginning of the academic year and are asked to give a speech to pupils in Years 3-6 who then have the opportunity to vote for their preferred candidate.

Roles and responsibilities include:

- To uphold the school values at all times
- To work with the Head Teacher and Leadership Team to help improve the school
- To complete the role for an academic year
- To report to and update leadership team
- Be a role model to all children in the school
- To be able to present information coherently to a group
- To listen to pupil voice around the school and report to leadership team
- Be able to communicate effectively
- To represent the school to outside visitors

PSCD Ambassadors

Pupils in years 3-6 have the opportunity to take on responsibilities across the school in areas such as Playground, Office, Library, CFA, Premises (Green Team) and EYFS.

School Council

Pupils in Years 1-6 have the opportunity to represent their peers at the Lark Hall School. Pupils are asked to give a speech to their class who then have the opportunity to vote for their preferred candidate.

Roles and responsibilities include:

- To hold class council sessions and record views of class
- To reflect and represent class views at school council meetings
- To ensure all counsellors have their say
- To feedback to classmates

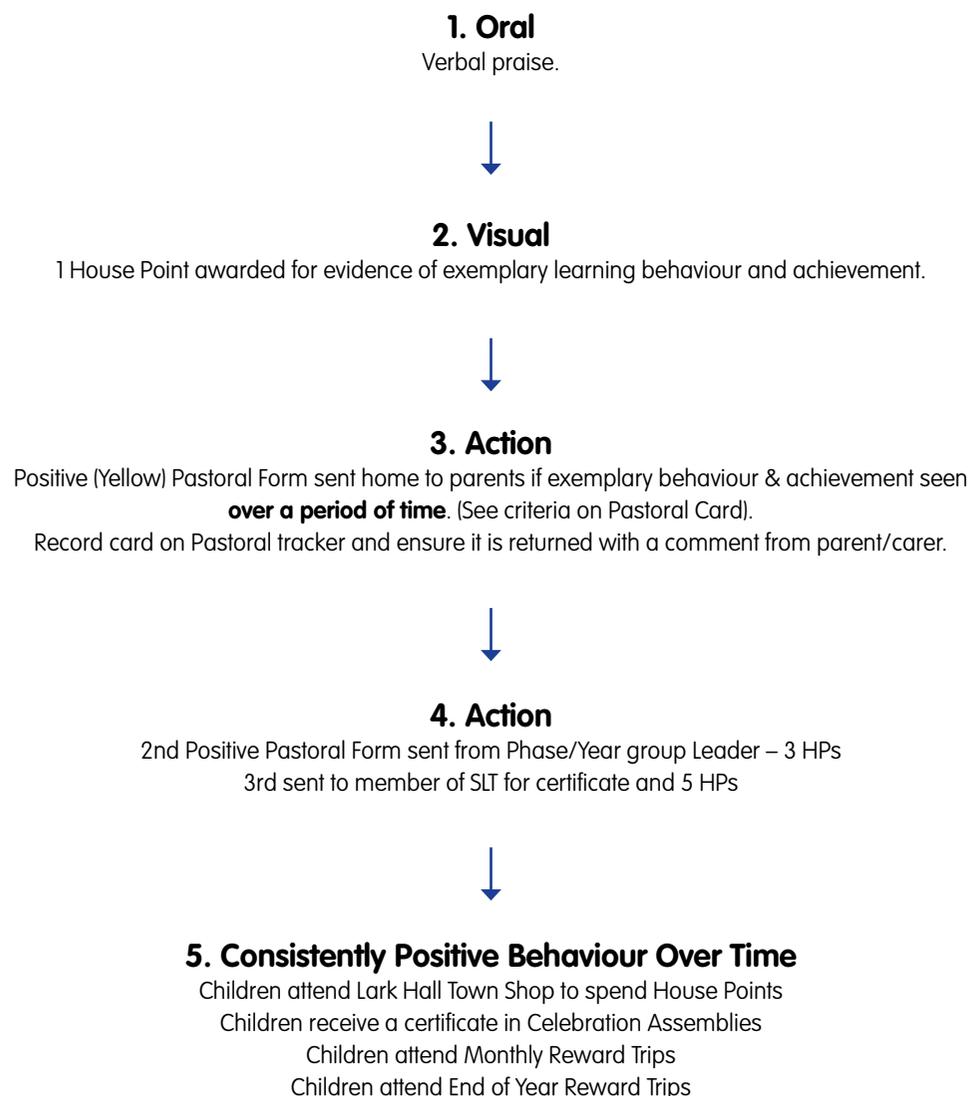
PASTORAL SYSTEMS

Rewards & Sanctions

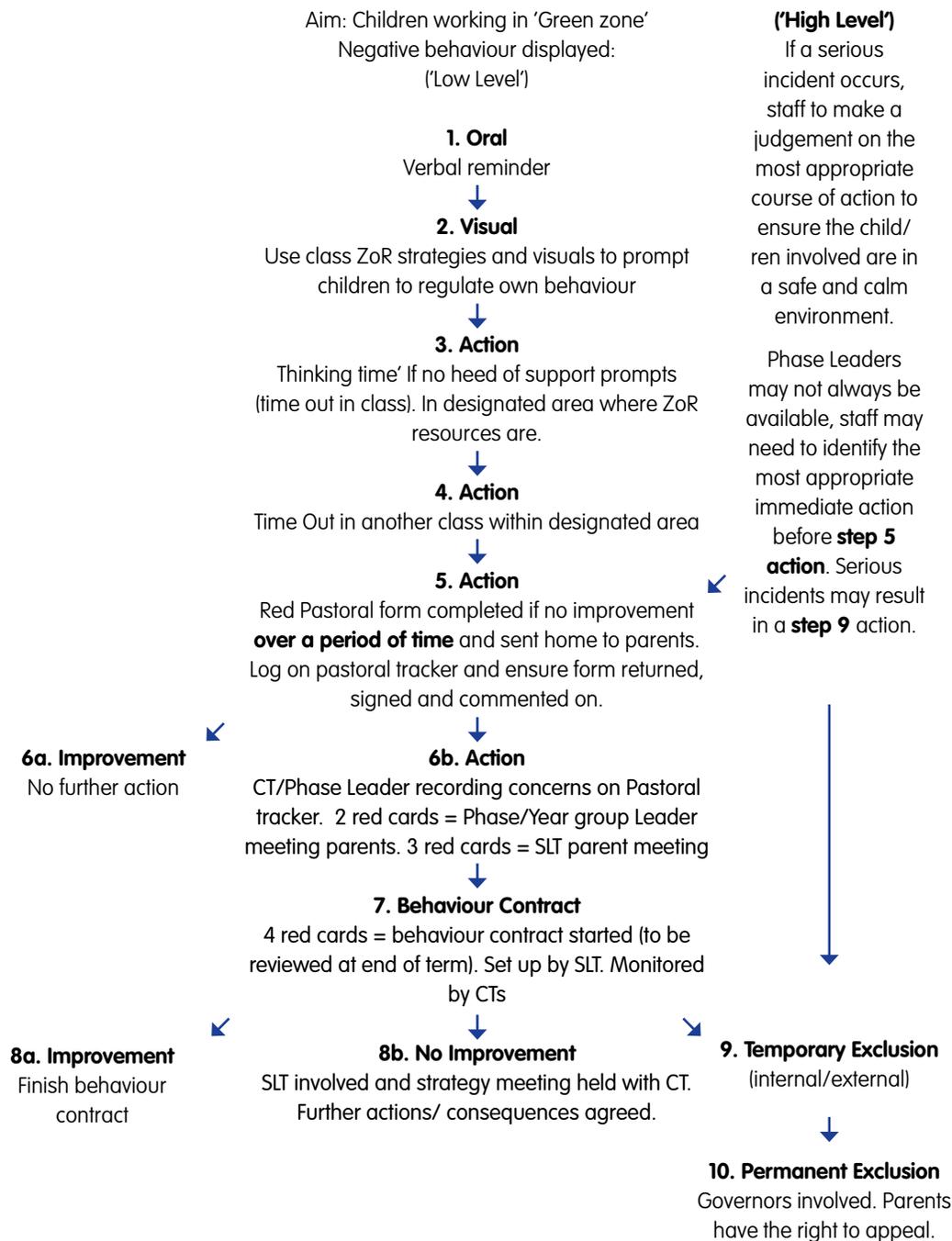
At Lark Hall we believe passionately that self-regulation and positive reinforcement is the most effective way of encouraging students to behave appropriately. At times, however, sanctions play an important role in school as they can stop inappropriate behaviour. The CFA operates their own in-class rewards systems which are tailored to the needs of each child.

The following charts explain the process for rewarding and sanctioning behaviour. The focal point of the pastoral system are the Zones of Regulation, which teach children how to self-regulate their behaviour. This is used in all areas of the main school.

Behaviour Rewards Hierarchy – Main School



Behaviour Sanctions Hierarchy – Main School



Centre for Autism

Children in the Centre for Autism are expected to follow school rules to ensure their safety and the safety of others and to ensure that teaching and learning is not disrupted. Clear, rules and boundaries are set and staff are consistent in their approach in dealing with behaviour issues. Rules are explained in a way that is accessible to each child. Positive behaviour is acknowledged through praise and rewarded by using the behaviour chart and motivators.

However, there many situations where children with autism are not able to control their responses to situations and this can result in challenging behaviour.

Some reasons for heightened anxiety may be due to :-

- > difficulty with communication and understanding
- > not being able to predict what will happen in a new or changing situation
- > sensory sensitivities e.g. noise, texture, smells, lighting
- > desire to engage in favoured, repetitive or restricted activity
- > transitions from one activity or place to another

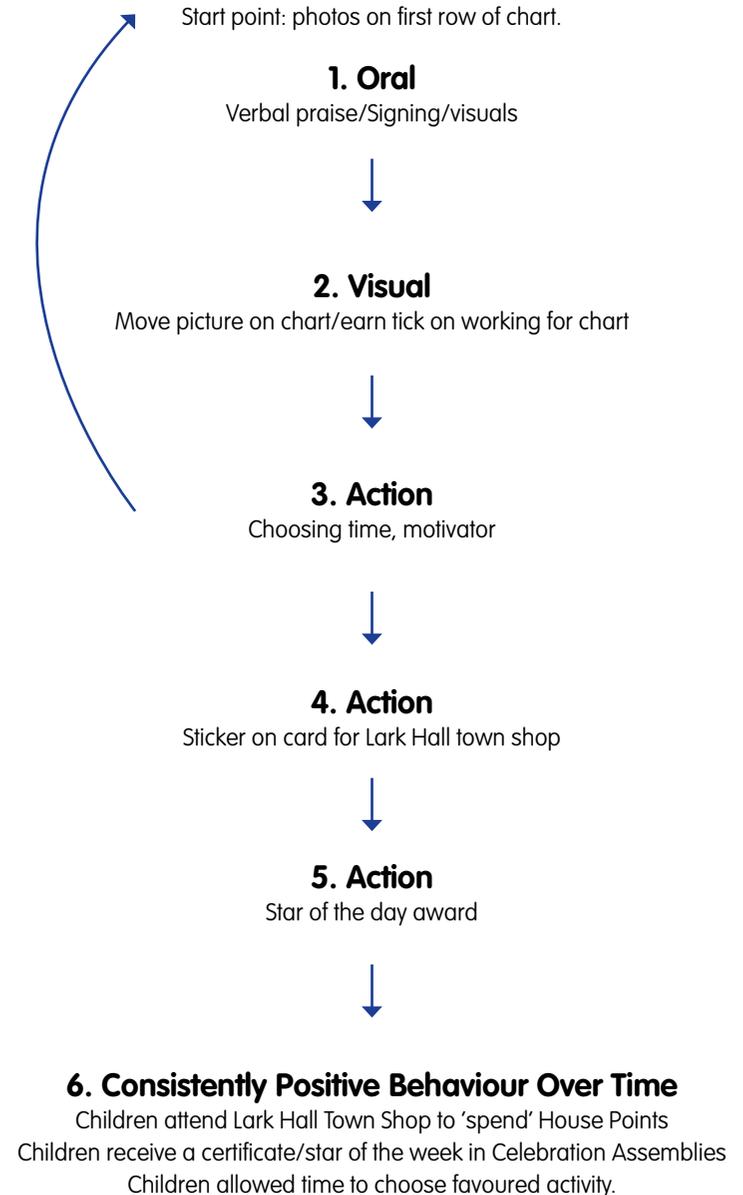
After carrying out a functional behaviour analysis we are able to put strategies in place to alleviate stress for the child and thereby reduce incidents of challenging behaviour.

Our aim is to anticipate situations that may be challenging.

If a child regularly displays challenging behaviour a personal support plan (PSP) is put in place. This gives information about the child's likes and dislikes, mode of communication and triggers for behaviour. It also outlines procedures and strategies for managing the behaviour. This will be shared with parents and we will work closely with you to ensure a consistent approach is used at home and school where possible. It may also be necessary to carry out an individual risk assessment.



Behaviour Rewards Hierarchy – Centre for Autism



CFA Behaviour Procedures

Start point: Children on first row of Class chart

1. Oral

Verbal reminder/signing/symbols



2. Visual

Symbol of expected behaviour e.g. sitting



3. Action

Focus on positive role models, reminder of motivator



4. Action

Calming time using timer and visuals



5. Action

If behaviour disruptive or dangerous call for assistance from Centre SLT
Use Team Teach holds, always record



6b. No improvement over time

CT/Assistant Head recording concerns
Carry out a functional behaviour analysis



7. Personal Support Plan

Set up by Assistant Head/CT and agreed with parent. Monitored by CT



8b. No Improvement

Continuous dangerous behaviour
Assistant Head makes referral to agencies e.g. CAMHS, EP
Carry out individual risk assessment

(High Level)

If a serious incident occurs, staff to make a judgement on the most appropriate course of action to ensure the child/ren involved are in a safe and calm environment.

Phase Leaders may not always be available, staff may need to identify the most appropriate immediate action before **step 5 action**. Serious incidents may result in a **step 9** action.

6a. Improvement

Continue to monitor



8a. Improvement

Continue to monitor and use PSP strategies.



9. Temporary Exclusion



10. Permanent Exclusion
Governors involved. Parents have the right to appeal.

Pastoral Cards (Main School Years 1-6)

POSITIVE PASTORAL REPORT

Child's name: _____ Class: _____ Date: _____

Dear Parents/carers,

When children visit the Phase/ Year group Leader or member of the Senior Leadership Team they will be sent by their teacher with a Pastoral Card which states the reason for the visit.

The Phase / Year group Leader or member of the Senior Leadership Team will complete the follow up box stating the reward or consequence and the Pastoral Card will be sent home with the child at the end of the day.

Positive Statements	✓
I have shown excellent focus in developing my learning with my learning muscles.	
I have contributed significantly to the school community.	
I consistently use my strategies to stay in the green zone and focus on my learning.	
I have been helpful and mature when resolving problems.	

Details and actions so far		
Class Teacher	Year Group Leader	Senior Leader
Parent Comment		

1st Yellow Card = 2HP	2nd Yellow Card = 3HP See your Year Group Leader!	3rd Yellow Card = 5HP See SLT!
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Pastoral Cards (Main School Years 1-6)

NEGATIVE PASTORAL REPORT

Child's name: _____ Class: _____ Date: _____

Dear Parents/carers,

This card is for teachers, phase leaders and the Senior Leadership Team to record any incidents of concerning behaviour. Please read the comments below and follow the matter up with your child at home. Do come and speak to your child's class teacher, phase leader, or a member of the Senior Leadership Team if you would like to discuss the incident.

Negative Statements	✓
I have not used my strategies to move back to the Green Zone and regulate my behaviour for learning.	
I have not been focussed on my learning, I have not been making an effort to develop my learning muscles.	
I have not shown respect towards adults and peers.	
I have reacted to a problem with violence or inappropriate language.	

Details and actions so far		
Class Teacher	Year Group Leader	Senior Leader
Parent Comment		

1st Red Card = Parent Meeting	2nd Red Card = YGL Parent Meeting	3rd Red Card = SLT Parent Meeting
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Home School Expectations

SCHOOL COMMITMENTS

We all agree the success of a child's education is a direct result of home and school both working together in mutual respect; the teaching staff as the professionals and parents as first educators.

We are a Building Learning Power (BLP) School as we believe passionately in educating children who will be able to adapt to an uncertain future and become a lifelong learner. Our creative topic-based curriculum allows them to become divergent thinkers, skilling them with the tools in order to excel in all they do.

We create a culture in our classrooms that systematically cultivates children's learning, enabling them to become better learners. This culture also allows them to grow in their confidence, enabling them to face difficulty and uncertainty calmly. Children who are more confident of their own learning ability find learning much more enjoyable and achieve much greater levels.

We take part in the Rights Respecting School project, an initiative run by Unicef to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive.

Underpinning the Lark Hall Curriculum are 4 key Drivers:

Communication Aspiration Knowledge of the World Enquiry

CHILDREN'S COMMITMENTS

- > I will develop my learning muscles.
- > I will show that I understand my rights and the rights of others.
- > I will always work collaboratively with other children in a positive manner.
- > I will respect the property of the school, myself and others.
- > I will demonstrate the Lark Hall PSCD traits when I'm in class and around school.
- > I will always accept the consequence for my actions when I make mistakes.
- > I will always follow the expectations of all adults.
- > I will always try to manage my emotions to make positive behaviour choices both inside and outside of the classroom.
- > I will not bring in prohibited items.

Home School Expectations

PARENT COMMITMENTS

As a parent I agree to do the following:

Readiness for School:

- I will make sure my child attends school each and every day, from 8.15am - 3:00pm
- I will make sure my child is always on time for school each day
- I will inform the school of my child's absence before 8.30am
- I will ensure my child has a suitable night's sleep ready for each school day.
- I will ensure my child eats a healthy breakfast and lunch.
- I will ensure my child follows the school uniform policy and has their school bag and home-school diary everyday.

Communication between home and school:

- I will attend all meetings about my child, at the agreed times with the school.
- I will immediately inform the school if my contact details change.
- I will immediately attend the school in the event an emergency.
- I will ensure I read my child's diary sign it each week.
- I will read all letters sent out by the school and reply when appropriate.
- I will always treat everyone in the school community with respect.

Parents As First Educators:

- I will support the school's decisions about my child's behavioural expectations.
- I will check and know that I am responsible for my child's internet use, TV, gaming and social network use.
- I will ensure my child reads every day and completes all homework.
- I will attempt to take my child on as many cultural visits as possible.
- I will support my child in working towards achieving their academic and social targets.

A signed copy of these commitments is in the home school diary.

Learning

At Lark Hall, we are a Building Learning Power (BLP) School. Through all of our teaching and learning, the BLP philosophy of growing our learning muscles of thinking, feeling, relating and managing should be part of the school day for all children. As a school we will develop a shared language through different activities to support BLP and this will support our children on their journey to becoming accomplished learners.

CURRICULUM

At Lark Hall we acknowledge and celebrate the uniqueness of every child. During **the Early Years Foundation Stage (EYFS)**, we look to identify and use these differences, strengths and enthusiasms to promote and progress learning, not only in those areas which the child enjoys and excels in but also in those which they turn to less readily, by finding fun links to personal preferences and looking closely at and exploiting the learning style(s) of your child.

In this way we aim to make development and learning in all areas, social as well as academic, something your child wants to do naturally with growing enthusiasm and independence. Children actively reach out to interact with other people and the world around them and we aim to provide a safe, stimulating and enabling environment in which they can interact and form positive relationships. By actively learning through play and exploration, creating and thinking critically, our children will become effective and motivated learners.

In the EYFS there are 7 areas of the curriculum. By offering a full and diverse curriculum we start to give our children the tools they need to succeed and participate successfully in society throughout their lives.

There are 3 PRIME areas of learning which run throughout and underpin learning in all other areas:

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

We then introduce 4 SPECIFIC areas developing essential skills and knowledge:

- Literacy – reading and writing
- Maths
- Understanding the World
- Expressive and Artistic Development

In Key Stage 1 and 2 (KS1 &2) we plan a creative theme-based curriculum and our teachers plan effectively for the needs of all children using skills from the National Curriculum to track coverage. Links are made across areas of learning within a session and ample opportunity provided for independent learning linked to children's targets. The children's interests are used to inform the chosen themes and teachers then work together across a cohort to plan ideas to cover all 7 areas of the curriculum:

- > Mathematical Understanding
- > Communication, Language and Literacy
- > Scientific and Technological Understanding
- > Historical, Geographical and Social Understanding
- > Understanding the Arts
- > Understanding Physical Health and Well Being
- > Personal & Social Character Development

In addition to topic-based learning, there are some bespoke sessions where children learn core skills. These are: **Maths, Guided Reading, Phonics (KS1), Spelling (KS2), Grammar, Handwriting, Modern Foreign Languages, Computing, PE, Music.**

FOREST SCHOOL

At Lark Hall, we believe in the importance of outdoor learning and understanding of the world. Children visit the local parks and outdoor areas to explore the environment. Children will require waterproof clothes and wellies for Forest School.

TARGETS

All children have targets appropriate to their age in these areas: Maths, Reading and Writing. Your child's targets will be shared with you during parent's evenings. Children are required to use their targets regularly so that they know how to improve their learning.

REPORTING TO PARENTS

Every term you will receive information about how your child is progressing at school. You will also receive information about whether your child is working at age related expectations or whether they are above or below the expectations for their age. This is done through Parents Meetings in Terms 1 and 3 and through written reports in Terms 2, 4 and 6.

SUPPORTING ADDITIONAL NEEDS

Some children may be working below their age related expectations and will need additional help with their learning. We hold intervention sessions to support children with: reading, writing, speech and language, maths, fine motor skills and learning behaviour. These sessions are run by trained support staff or class teachers and are monitored and organised by the school Special Needs Coordinator (SENCO).

If your child is working below their year group expectations, they will be part of an intervention group and will have additional targets. Some children with significant needs may be levelled on the P-scale (P Levels). These are the levels used before your child reaches Phase 1.

Children who are classified as Gifted and Talented for their learning or skills are also supported and given extension activities. We also encourage children to develop their talents by taking part in our school clubs.

SCHOOL HOLIDAY EXPECTATIONS

Children need to be engaged in learning regularly to help progress their learning. During the school holidays this is especially important so that children do not return to school and forget what they know! As well as the set homework, there are many fun (and free!) things you can do with your child so that they are engaging in learning during the holidays:

- > visiting the local library
- > visiting museums and galleries, e.g. the Science Museum or the Natural History Museum
- > cooking
- > playing sports
- > researching about their next topic

TESTING

Some Year Groups have statutory tests or assessments that children are required to do.

Year 1	Phonics Screening Test
Year 2	SATs for English and Maths
Year 6	SATs for English and Maths

CELEBRATIONS OF ACHIEVEMENTS

Each class will have 2 Stars of the Week and their achievements are celebrated in Friday Assembly. The Star of the Week for each class also gets presented with a special lanyard to wear at school.

All parents are welcome to join us for our celebration assembly at 8:45am each Friday. If your child is going to be Star of the Week you will be told on the Wednesday before. The Centre for Autism classes have individual reward charts which offer motivating activities or objects. The children can earn stickers on a reward card which can be exchanged for items at the Lark Hall Town Shop.

Centre for Autism Learning

CURRICULUM

In the centre we follow a topic based curriculum. Teachers plan for the needs of all Centre children using skills from the National Curriculum where appropriate. We also use a modified curriculum which is based on the National Curriculum but specific to the needs of children with SEND.

We place great importance in teaching life skills, which will help your child to develop independence.

TARGETS

Each term you will receive an evaluation of targets for reading writing and number and new targets will be set. Your child's Individual Education Plan will be reviewed twice a year and new targets set. You will be invited to attend an annual review meeting where you will have an opportunity to feedback your views on your child's progress as well as hear feedback from the professionals working with your child. It is also an opportunity to update your child's Education Health Care Plan (EHCP).

ADDITIONAL SUPPORT

All children in the Centre for Autism have a diagnosis of ASD and an Education Health Care Plan. The Centre provides an autism friendly environment. Staff are trained in a range of strategies and interventions which address difficulties experienced by children with autism. We work closely with the Speech and Language Therapist, Occupational Therapist and other professionals to provide specific programs to meet the children's needs.

SCHOOL HOLIDAY EXPECTATIONS

At the end of each term we will send information about holiday events or activities available for children with Autism.

Homework

In the centre we follow a topic based curriculum. Teachers plan for th.

Reading	Reading Books
Writing	Spelling and Handwriting
Writing	Website Blogs
Maths	Rockstars (online)

If parents require more Homework for their children, then Lark Hall can also provide a Homework Book that will cover the English and Maths targets for their abilities.

If you do not have access to the internet at home, please contact the school and we will do everything we can to provide support.

Every term you will receive a newsletter from your child's class which outlines the term's topic and what the learning will be. Do read this for ideas on how to support your child's learning.

CENTRE FOR AUTISM

Children will be given homework where appropriate.

Trips

At Lark Hall we believe every child should experience a wide range of opportunities to learn about the world around them and the roles people play in both the local community and wider world. Each half term teachers will plan for at least one trip or visitor for the children both in the main school and Centre for Autism. This may be linked to their topic or be a special event, such as a sports competition. All parents will be asked to make individual contributions for each trip their child goes on.

Children in the EYFS will experience going on a trip or meeting a visitor linked to their learning every 2 terms and will make the most of exploring the local area when out on a trip.

LOCAL AREA TRIPS

In the home school diary is a permission form for parents to sign to cover local areas trips for the whole year. This will cover trips within the local area that only involve walking and not the use of any public transport. Example of these trips will be to the local library, cinema, sports day, local shops, Lark Hall Park or Clapham Common and the Connected Learning Centre (CLC). This is also the permission for for children in Year 3 who will go swimming each week.

RELIGIOUS EDUCATION TRIPS

Throughout their time at Lark Hall all children will have the opportunity to visit 6 different places of worship as part of the curriculum.

Year 1 – Christianity	Year 4 – Hinduism
Year 2 – Islam	Year 5 – Sikhism
Year 3 – Judaism	Year 6 – Buddhism

RESIDENTIAL TRIPS

Residential trips provide the opportunity to experience being away from home and develop independence. Our Year 6 children will experience spending a week at Sayers Croft outdoor activity centre. Centre for autism year 6 pupils also take part but stay for a shorter period.

REWARD TRIPS

Each term children can be selected to take part in a special reward trip. Children can be chosen for a number of reasons by any member of staff. Examples of why children are chosen may include:

- Being a fantastic role model to others and upholding learning values
- Excellent attendance and punctuality
- Always being organised such as having correct PE Kit every week
- Making great progress with their learning
- Always showing their best effort with their learning

The reward trips vary as to where they take place. We try to build in opportunities to cater for all areas of the curriculum.

Home School Diaries

Children in Year 1-6 have a home school diary.

It must be brought into school EVERYDAY.

Class teachers will update these with key information throughout the week and sign it on a Friday afternoon at the end of the week.

The home school diary forms important links between home and school. Please check it every day to see if there are messages from teachers.

If your child is awarded 'star of the day' they will have a gold star sticker in their diary to show you this.

You should use the home school diary to communicate with your child's teachers. You can use it to request a meeting with a teacher or comment on anything that may have happened at home that you would like to share with us. Remember it is not possible for parents to speak with teachers in the morning, however, teachers will check the home school diaries for messages.

Parents are expected to sign it each week to show they are reading the comments in it.

Children in Y1-6 will be expected to reflect at the end of each week and record their reflections in their diary, so do make sure you talk with your child about how their week has been and what they have been successful at or what they would like to improve on.

Please look in your child's home school diary for learning resources for you to use to help your child with their learning.

CENTRE FOR AUTISM

Communication between home and school is especially important in ensuring your child's needs are met.

Staff working with your child will write in the diary each day and photos will be sent home on a Friday. Please add a comment about your child's weekend or any important information that may be useful for staff to know. It is helpful for us to hear about successes as well as difficulties.



The Playground

The playground is an important part of the school day where parents drop off and collect their children. The following code of conduct must always happen to ensure it is a safe, secure and happy environment:

- Always speak in a positive manner
- Swearing and shouting will not be tolerated, resulting in an immediate ban from the premises
- If you require a private conversation, ask to make an appointment at the end of the day

The wooden gates into the playground will open at 3.00PM where parents will be able to collect their children from their lines.

Please note that during wet weather the gates will not be opened early and they will only open once children are safely out the building in the playground. This is to ensure all our children are collected safely.

PLAYTIME

At Lark Hall we have wonderful grounds for our children to play in and are very proud of how we have utilised the large space we have. Playtime forms an important part of children's learning experiences when at school as they are outside playing with their peers twice a day. Children will develop a vast range of skills during their playtimes linked to speaking and listening, social and communication skills, physical development and team work.

All children will have a morning playtime and a lunchtime play. For morning playtime there will be a mixture of adults supporting the children including teachers and support staff. During lunchtime play the children's teachers will be out with your children supporting them to have successful and happy lunchtimes. Any children who receive bespoke support linked to a special need from a teaching assistant will have their adult out on the playground with them (main school and Centre for Autism).

We will endeavour to always take the children outside and will only keep them inside in very heavy rain. It is parent's responsibility to ensure children come to school with appropriate outdoor clothing.

First Aid

If your child has an accident at playtime they will be given first aid by a trained member of staff. When first aid is given your child will bring home an envelope with a red cross on it to indicate the letter is for first aid. Inside will be a copy of the blue first aid form we use to record an accidents and injuries. If your child receives a bump to the head you will receive a phone call during the day to inform you of this.

A blue accident report form titled "ACCIDENT REPORT - LARK HALL PRIMARY SCHOOL". It includes fields for "Name of Child", "Class", "Date", and "Time". Below these are two human figures, one labeled "Front" and one labeled "Back", for marking injuries. There are also sections for "Details of Accident", "Signed" (with a line for a signature), and "Print Name". At the bottom, it says "To record further information, please write on the reverse of this form."

Lark Hall Parents' Committee

The Mission of the Lark Hall Parents Committee (LHPC) is to be a strong voice for the parents of the school, encouraging their input and participation, and facilitating dialogue between them and the school; to be an umbrella that connects the parents' initiatives and to manage school social events. We will serve as the ears and voice of Lark Hall School parents with the goal of strengthening our school and community, so our school can more joyfully support and enrich the lives of our children and parents.

The members of the LHPC also have a role to play in ensuring all our parents/carers follow the expectations within the school. We are happy to support parents/ carers in any way we can, however, we will also challenge those who do not follow the school expectations.

If you would like to contact the LHPC you can do so by sending an email at the following address:

parentcontact@larkhall.lambeth.sch.uk



How to Contact Us

Telephone: **020 7622 3820**

School Office	admin@larkhall.lambeth.sch.uk
Headteacher Gary Nichol	head@larkhall.lambeth.sch.uk
Deputy Headteacher Victoria Bassett	vbassett@larkhall.lambeth.sch.uk
Assistant Headteachers Ola Watson Jon Powles Tom Foster	owatson@larkhall.lambeth.sch.uk jpowles@larkhall.lambeth.sch.uk tfoster@larkhall.lambeth.sch.uk
Assistant Headteacher with responsibility for Special Needs Ceinwen Adeusi Acting SENCO Ross Bilimoria-Mears	cadeusi@larkhall.lambeth.sch.uk
Assistant Headteacher for Centre for Autism Sam Witchalls	switchalls@larkhall.lambeth.sch.uk
Email contact details for all other teachers can be found on our website: www.larkhall.lambeth.sch.uk	

THE SCHOOL WEBSITE

Please visit our school website regularly for updates on what is happening. There are also links to Maths Rockstars and the year group blogs for children to use.
www.larkhall.lambeth.sch.uk

GOVERNOR INFORMATION

The Governing Body consists of elected members including parents, teachers and members of the public. The Governing body meet every term to discuss key areas of the school: achievement, quality of teaching, behavior and safety.

Glossary of Terms

Phase	The school is split into phases. Each phase has 2 year groups. EYFS – Nursery and Reception Phase 1 – Year 1 and 2 Phase 2 – Year 3 and 4 Phase 3 – Year 5 and 6
EYFS	Early Years Foundation Stage (Reception and Nursery)
KS1	Key Stage 1 (Year 1 and 2)
KS2	Key Stage 2 (Years 3-6)
SEND	Special Educational Needs and Disability
CFA	Centre for Autism
SLT	Senior Leadership Team
Top 100/300 high frequency words	The most common first words children will read and write.
Phonics	The understanding of sounds that letters make and how to put them together to read words.
Number bonds	Pairs of numbers that make a total
Guided Reading	Daily group work with a teacher to develop reading.
PSCD	Personal, Social Character Development
Pastoral	This refers to children's personal and social development including their behaviour.
CC	Children's Centre
LHPC	Lark Hall Parent Committee



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