



# Welcome



Dear Parents

We warmly welcome you to our Calmore Junior School family. We are delighted you are considering our school; we believe you will be impressed with what you see.

We pride ourselves on being a really caring, inclusive school where everyone is truly valued and works together to make it a fun but safe place to learn. Calmore Junior School is a happy school with a staff dedicated to bringing out the best in every child in our care and instilling in each and every child a sense of belonging. Our children receive an education that is an exciting journey, fostering a lifelong love of learning, a sense of wellbeing and a feeling of security.

Our school is characterised by the strong partnerships, which exist between the pupils, staff, parents and governors. We believe in being open, friendly and honest in our communications. Every week, we write and circulate a newsletter known as the Weekly Focus, which keeps all in our community up to date with news and events. We recognise that, through the hard work and commitment of all those in school, we are able to build upon and maintain our high standards.

The ethos of our school is to nurture and encourage the talents of our individual members for them to achieve their absolute best. We feel successful in having created an environment where all feel able to succeed and have the expectations of doing so. The school is one where we all feel positive, valued and successful. We will support your children in all aspects of their development, offering them exciting opportunities and experiences that will enable them to flourish as successful, sensitive people. We will celebrate their successes and help them to play a part in making Calmore Junior School a place that is both supportive and caring, yet strives to achieve high standards.

We believe that the successful education of your child depends upon an effective partnership between home and school, so please work together with us to support your child's learning.

You will find lots of extra information browsing through the different pages of our website, including our day to day activities and achievements and an insight into our ethos and culture.

Naturally, if you would like to find out more about us, please contact the office, so we can arrange to meet you and show you around the school.

**Cathy Ingram**  
**Headteacher**



## Current Staff List

### **Acting Head/SENCO** **Acting Deputy Head**

Miss C Ingram  
Mr N Darch

### **Teachers**

Miss H Saunders  
Mrs E Doll  
Miss L Dunbar  
Miss T Markham  
Mrs J Clayton  
Mr A Vaughan  
Miss C Ball  
Miss A Hayter  
Mrs M Crampton p/t

### **Learning Support Assistants**

Mrs J Barber  
Mrs H Billinge (HLTA)  
Mrs M Cole (ELSA)  
Mrs N Hayward  
Mrs H Green (HLTA)  
Mrs C Hayes  
Mrs J Northover (ELSA)  
Mrs H Spalding  
Miss R Hobbs  
Mrs K Betteridge (HLTA)  
Mrs W Watkins

### **School Business Manager** **Administration**

Mrs V Artingstall  
Mrs B Dibden  
Mrs R Rees

### **Caretaker** **Cleaners**

Mr D Sinden  
Mrs V Hoare  
Mrs M Hicks  
Mrs P Rayment  
Mr I Gregory

### **Senior Supervisory Assistant** **Supervisory Assistants**

Mrs P Rayment  
Mrs T Chance  
Mrs V Hoare  
Mr D Sinden  
Mrs E Evans  
Mrs R Fenney  
Mrs S Baxter  
Mrs M Hurst

### **Breakfast Club Assistants**

Mrs T Chance  
Mrs P Rayment

# Calmore's Vision

## *'Doing our best for success'*

Happiness and a sense of belonging are the keys to success, and at Calmore Junior School we hold this at the heart of all we do.

We are committed to providing a positive, safe and stimulating environment, that supports us in delivering memorable and purposeful experiences. By creating curious minds, we encourage a thirst for learning and a willingness to take risks.

We nurture children within our Calmore family to be respectful of themselves, each other and of our world, and be the best they can be: proud of who they are.



### Values

At the core of everything we do, we live and learn by these values:

**Respect   Honesty   Kindness   Responsibility**  
**Friendship   Ambition   Curiosity**

**Aims:** *We believe that the primary years at school are a vital part of the whole development of each child. In support of that belief we strive to:*

- Achieve high standards in learning and behaviour
- Provide a safe and supportive space to thrive
- Encourage a sense of self-worth as well as respect and tolerance for others
- Encourage children to develop positive attitudes to life and a sense of wellbeing
- Provide an exciting curriculum that is motivating, creative and fun
- Actively promote British Values - tolerance, rule of law, justice, respect and liberty
- Ensure that children flourish and achieve their full potential.
- Engage the support of parents and community in the process of learning.
- Encourage children to develop personal, spiritual and cultural values
- Our ultimate aim is to give all our children the confidence and enthusiasm to become lifelong learners.

## The School Building

- Bright and spacious classrooms well equipped with computer equipment including interactive whiteboards
- Small teaching rooms
- Shared areas
- Fully fitted kitchen for breakfast club & cooking
- Music room
- A dining hall
- A medical room
- A children's library

## The School Grounds

Extensive grounds including:

- 3 playgrounds/areas
- Adventure trail
- Quiet area & garden
- Large field
- Outdoor eating area



## The School Day

The school day starts at 8.30 a.m. and ends at 3.00 p.m., with an hour's break for lunch 12.00-1.00 p.m. All children have a 15minute break during the morning. This ensures that time spent in class exceeds the Government's recommended minimum.

In order that your child is fully supervised at all times we ask parents to ensure that children do not arrive in the school playground before 8.20 a.m. Supervision by members of staff will start at 8.25 a.m. Children may not play on the equipment before school.

Neither should children stay later on the school site than 3.10 p.m. unless special arrangements have been made with the Head Teacher, or your child is attending an extra curricular club or activity.

The school office is open from 8.15 a.m. to 3.30 p.m.

A team of Lunchtime Supervisors managed by the Deputy Head supervises lunchtime play. Most children have lunch at school either by bringing a packed lunch or paying for a school lunch. School meals are paid for daily using our online system Tucasi. Please contact the office for current prices, menus or further information.

The school actively promotes healthy eating.

All school meals are taken in our Dining Hall. In the summer months, children who bring a packed lunch have the option of having their sandwiches 'picnic style' on the benches provided.



Occasionally parents may choose for their child to go home at lunchtime. Written parental permission for this is always required and we strongly encourage parents to collect and deliver their child in person to and from the school.



### **BREAKFAST CLUB**

We run a 'Breakfast Club' which is open to our children and those at Calmore Infant School. This starts at 7.45 a.m. (term time only). Parents **MUST** book in advance for this.

Please ask at the school office if you are interested in this facility. This must be booked for in advance.

**How does the school care for your children?**

At all times we endeavour to maintain a safe and healthy environment for your child to play and learn in. We recognise the importance of good pastoral care. Our staff go the extra mile to ensure that we ensure that all children are mentally well, feel a sense of belonging and feel safe and happy at school. Sometimes a child may need some extra support with this and our ELSAs are there to help individual children.

### Encouraging good behaviour

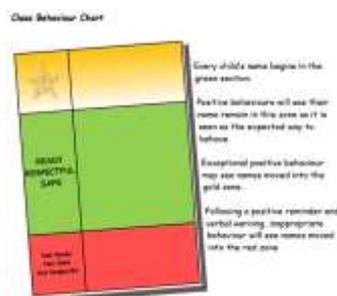
We set high expectations of pupils' behaviour towards others and towards property and belongings. In order that children develop a proper regard for other people and property, we have school rules and classroom codes of conduct as set out in our behaviour policy (see overleaf).

We have very high expectations of children's behaviour and aim to deal with disputes or problems which arise in a fair but firm manner, encouraging all involved to consider the cause and effect of what may have occurred. Any concerns parents have with behaviour or their child's involvement in an issue should be dealt with first through their child's class teacher. We aim to involve parents early on if there is any concern over the behaviour of their child in order that we may work as a team to resolve it effectively and quickly. In certain cases, privileges may be withdrawn if it is considered necessary. We have a policy of zero tolerance towards bullying and racism. If you have any suspicions that your child is being bullied, please discuss this with the class teacher.

We do all we can within our school to manage behaviour positively. However, there are times when we may need to use force to keep a child or children safe, or to maintain good order within the school. In such cases, we would always act within the principle of reasonable force. We have a policy which gives more detailed guidance on the use of restrictive physical intervention. This policy is available to parents on request.

We set high expectations in terms of the quality and quantity of work your child produces. We believe it is our responsibility, along with that of parents, to ensure that every child aspires to achieve well in order to fulfil their potential. We aim to keep parents and children informed of their progress in terms of both learning and attitude. The years preceding secondary school are a vital springboard to future success.

**We do request that parents coming into school speak to staff politely and respectfully. Aggressive or rude behaviour will not be tolerated at this school and may result in you being asked to leave the site.**



## How do we teach your children?

At Calmore Junior School, we believe that our curriculum should be broad, balanced, creative and relevant and meet the needs of all children, whatever their ability, race or ethnic origin, gender, religious beliefs or, where practicable, disability. Whilst focussing on high standards in English and Mathematics, our curriculum has been designed to reflect the needs of our children - to be fun, interesting, creative and thought provoking - thus combining excellence with enjoyment.

We have developed a creative curriculum which is based on units of work which are meaningful for the children. Each unit begins with a hook activity which inspires and motivates the children. The children work towards an exit point such as producing a book, an exhibition, display of work or an assembly that parents are invited to. We ensure the children have a range of learning experiences that challenge, stimulate and actively promote thinking and learning. The curriculum meets statutory national requirements, is planned effectively and provides continuity and progression across the primary age range. It promotes enjoyment of learning and a commitment to learning and achieving.

### Planning and Teaching

All staff plan and prepare in year teams in order to ensure consistency across both classes. This system also allows staff to share their particular skills with more than one class. We believe that wherever possible specialised teaching, e.g. in music, should be encouraged. Care is taken by staff when planning to ensure that previous skills and knowledge are built upon. Teachers and learning support assistants liaise regularly in order that continuity, progress and expectations are understood and discussed.



Through the provision of rich and varied activities we aim to:

- encourage the best possible progress and the highest attainment for all pupils
- enable pupils to make links across different areas of the curriculum
- help pupils to think creatively and solve problems
- develop pupils' capacity to learn to work independently and collaboratively
- enable pupils to respond positively to opportunities, challenge and responsibilities
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding
- foster Calmore's learning behaviours

## Learning Behaviours

Building Learning Power encourages "knowing what to do when you don't know what to do." It is about learning to learn and those with high levels of Learning Power can be said to be generally open to learning opportunities and find engaging with challenges a positive experience. There are 4 elements to Building Learning Power: Resilience, Resourcefulness, Reflectiveness, Reciprocity

At Calmore Junior, we have adopted our 4 Superheroes:

**B**rina, **E**dsel, **S**hea and **T**heora and these help us to...

Do our **BEST** for Success!



## **OUR CURRICULUM**

### **ENGLISH**

High quality speaking and listening experiences underpin any reading and writing opportunity across the school so children are immersed into quality opportunities to enable this. Children are encouraged to write as real writers. Children write for a range of real purposes while developing their ability in grammar and punctuation, spelling and handwriting. We actively encouraging a love of reading and promote reading at every opportunity especially with reading being the prior skill to writing. Individual reading, paired reading, shared and guided reading all seek to support a child developing as a fluent and confident reader. We aim to enable our children to communicate effectively and confidently both orally and in written form while being able to access the written word in all aspects of life. We teach writing through reading quality texts.



### **MATHEMATICS**

We plan to teach maths so children become fluent in the fundamentals of maths so that children develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately, especially in arithmetic. We plan to enable children to reason mathematically to develop logical thinking, problem and thinking skills. We support our children to solve problems by applying their understanding to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.



## **Computing**

We use a wireless network of laptops housed in mobile trolleys, allowing every child access to their own computer. In addition, we have purchased 30 I-Pads for use in the classrooms. All classrooms are equipped with touch screen active panels. This equipment supports all areas of the curriculum in an effective and engaging manner.

Internet access in school is filtered through our local authority (HCC) to ensure that children are protected. The school strongly encourages parents to exercise safe use of the internet at home when children are working on computers there. We regularly advise parents through communications about measures they can take to restrict children's access on home computers. Children are taught internet safety through assemblies, Computing lessons and Internet Safety Day.

We believe Computing is a tool for learning in the third millennium and its use enhances all areas of our curriculum.

## **SCIENCE**

We plan for science to stimulate and excite children's curiosity about phenomena and events in the world around them. Because science links direct practical experience with ideas, it can engage our children at many levels and we seek to promote to develop and evaluate explanations through experimental evidence. Our children learn to question and discuss science based issues that may affect their own lives, the direction of society and the future of the world.

## **DT**

Through our DT curriculum we aim to inspire a child's creativity and resourcefulness when designing and making products which have a real life purpose. This ability to identify the importance of different products and their uses will equip our children with an understanding of how the world works.

They will be encouraged to solve problems they come across in the making process independently and to be able to evaluate their work and that of others constructively. **Children now use CAD (computer aided design) software to draw their DT designs.**

## **ART AND DESIGN**

Our planned art curriculum engages and inspires pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. It is built upon promoting creativity, imagination and exploration of personal expression. Children are taught the development of art skills using a range of drawing, painting and sculpture materials alongside using works of great artists and craftspeople to celebrate the richness of the cultures and traditions of our global community.

We encourage our children to be creative and expressive, whilst developing their skills as they progress through the school. They will experience a wide range of techniques and media in art. They will be introduced to the work of other artists.

## **GEOGRAPHY**

Geography is about people, places and environments and the interactions between them. We plan geography to ensure children are actively engaged where they can experience skills, knowledge and understanding first hand. We aim to plan our curriculum to inspire in our children a curiosity and intrigue about the world in which they live

During their time at Calmore Junior School your child will develop geographical skills, which include the use of plans and maps. They will be able to use a variety of scale maps and secondary sources of information and ICT to gain access to data. They will also learn in detail about contrasting countries and cultures. We place great emphasis on children understanding the cultures and lifestyles of children and communities around the world.



## **HISTORY**

Children will learn much about some of the important events in Britain's past as well as some famous ancient civilisations. Children will learn about how people lived as well as the cause and effect of key events that occurred in the past. All through a six-step historical enquiry framework.



## **MUSIC**

We have a strong tradition of music at Calmore Junior. Visiting peripatetic teachers enable us to offer a wide range of instrumental music lessons at a very reasonable termly charge.

All children are given the opportunities and skills to enable them to compose and perform music. They listen to music with growing appreciation as they grow older. Each Christmas and Easter all our year groups combine to practise and perform a concert for parents at the Testwood Baptist Church. These concerts prove to be amazingly popular and well attended. At the end of the summer term Year 6 traditionally produce and perform an equally popular 'Leavers Production'. These productions illustrate the excellent quality of music and performance which exists at our school.



## **PSHE**

PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. (The PSHE Association, 2014) The National Curriculum states that all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. The key areas of PSHE education are covered throughout the primary phases and in preparation for secondary school. The children are taught about mental health and wellbeing within these units. We have made explicit links in our PSHE curriculum to British Values, RRR, Citizenship and Prevent Duty and Black Lives Matter.

## **PE**

We pride ourselves on the sports provision we are able to make for children here. Our PE curriculum is made up of games, athletics, dance, swimming and outdoor/adventure activity and aims to have a positive impact on the health and well-being of all our children. Teams represent the school at various seasonal sports in a variety of inter-school tournaments. Practises for these activities will take place during some lunch times or after school and during PE lessons.



We have strong links with Testwood Sports College enabling us to access expert coaches, resources, clubs and training for our staff. We are part of the New Forest Schools Sports Partnership and have gained the Silver Sportsmark

### **RE**

We follow Living Difference, Hampshire's Agreed RE Syllabus which follows a conceptual enquiry approach to RE enriched by the skills of philosophical enquiry that values religious and cultural difference. Our planning for RE seeks to empower our children, and address rights, respect and responsibilities within the communities we serve. It is planned to enhance understanding and collaboration across the diversity of belief and practice within our local communities and the wider world and upholding the Rights of the Child.

### **LANGUAGES**

We celebrate diversity and immerse our children in different cultural experiences which involve aspects of language. We teach French to all classes.

### **ENRICHMENT**

We pride ourselves on providing a broad and balanced curriculum that is enriched with memorable learning experiences. These might include:

- workshops
- visits
- visitors
- clubs
- puppet shows
- theatre companies
- dressing up
- working with the infants
- theme days
- sports events & visiting sports people





### **SCHOOL COUNCIL**

We have an outstanding school council which is made up of two elected members from each class from years 3-6. They have the responsibility of ensuring that all important issues concerning the school are discussed and reviewed following consultation with all pupils. Last year they were involved in improving lunchtimes and creating new rules for lunchtime, ordering play equipment and working on joint projects with the infant school.

### **LINKS WITH INFANTS**

We have very strong links with our infant school to ensure a smooth transition from year 2 to year 3. We regularly invite children from the infants to work with children from year 3-6. This could be paired reading, artwork, DT, problem solving and maths or singing. As well as this, infant children attend assemblies, productions and music events.

### **SPECIAL EDUCATIONAL NEEDS**

Children who find aspects of learning difficult may be said to have 'Special educational Needs'. We recognise that each child is different and is an individual, and when planning work our teachers take into consideration the different range of needs. Work is differentiated to allow children to proceed at their own pace, whilst others are able to work at a faster pace so that they can be both challenged and supported to achieve their potential and make progress. Every attempt is made to ensure that all pupils whatever their special needs are fully integrated in all the daily life and learning undertaken throughout the school day, and have every opportunity to participate in curriculum activities.

We have a Special Needs Co-ordinator (SENCo) – currently Miss Ingram, to further support the work of class teachers. Our SENCo will also assist class teachers to identify learning targets specific to individual children's needs. All liaisons with external agencies such as Child Psychologists and Speech Therapists are organised by the SENCo.

We endeavour to consult with parents on a regular basis, and involve them as much as possible in order that we work together to support each child as effectively as possible.

### **SEX AND RELATIONSHIPS EDUCATION**

An ongoing development programme is in place throughout school in PSHE. This includes Sex and Relationships Education. The children are gradually introduced to the life and reproductive cycle of the human species. All teaching is undertaken with the framework that recognises the importance of relationships and family life and encourages children to learn skills of assertion and respect both of themselves and of each other.

We would like to remind parents that they do have the right to withdraw their children from all or part of the sex and relationships education in school.

### **LIBRARY**

The school has a generously stocked library. Along with books purchased by the school, County non fiction books may be borrowed from the school library for study and for pleasure.

Each classroom contains its own varied and regularly rotated stock of fiction books. Children are similarly encouraged to choose and read books both at home and at school.



# Liaison with Parents

## PARENTS IN PARTNERSHIP

At Calmore, we hope you will participate in your child's education from the moment they start school. We aim to foster this respectful partnership to help our pupils achieve high standards in education and their personal best in all aspects of learning. We aim to achieve this through regular communication, which informs parents of the work that their child undertakes in school and explains how parents can help their children at home. All parents and children are asked to sign our Home School Agreement. Many parents' help regularly in school and others assist occasionally when needed, by working in classrooms alongside teachers, escorting children on educational visits etc. Children feel encouraged to learn when teachers and parents work in partnership. Through our Parent Forum, information evenings, exit points and parent consultations we aim to involve you actively in the process wherever possible.



## What should my child wear to school?

Children at Calmore Junior School wear their uniforms with pride. We believe strongly that our uniform helps our children to feel a sense of belonging and identity.

It consists of:

- Grey, or black trousers, skirt or pinafore dress (no leggings)
- Shorts that are just above the knee
- White or pale blue polo shirt or blouse (with school logo)
- Blue school sweatshirt or cardigan (with school logo) (not a fleece as this is considered outerwear)
- PE kit:
  - black shorts, plain, round-necked white T-shirt and a spare pair of socks.



### **In summer**

Girls may choose to wear pale blue/white checked dresses and school logo cardigans. Black/Grey shorts may be worn.

School uniform can be purchased from local suppliers; Skoolkit shop (Totton) or online from either: skoolkit.co.uk or schooltrendsonline.com

For PE, your child will also require some well-fitting trainers, and a dark coloured tracksuit (only in the winter) When swimming, your child will require a swimming costume and a named towel.

Jewellery is neither safe nor practical in school. The only jewellery permitted are stud earrings for pierced ear lobes (not ringed or looped) and a wristwatch (not a smart watch or fit watch). They will be asked to remove any other item for Health and Safety reasons eg during sport.

An old shirt, blouse or overall is required for art/craft lessons to protect uniform.

**Please label all clothing clearly with your child's name.**

If your child brings any personal items to school they are responsible for their safety, and we disclaim any liability.

### **Shoes**

Please note - it is our expectation and rule that all children will wear black school shoes to school. All shoes should be supportive and fit well, this avoids injury incurred from ill-fitting shoes. **Trainers are only permitted at break times and for games lessons.** High heels are not permitted for girls for safety reasons. We appreciate parental support on this matter.

### **Extreme haircuts**

The school does not permit children to have haircuts that could serve as a distraction to other children either because of the style or colouring. Hair should be kept clean and tidy and should not be brightly coloured, worn in any extreme style. Hair extensions are not permitted and colouring is only allowed if it appears natural. No patterns or tramlines should be shaved into the hair or eyebrows. Hair should not be shaved below a grade 2. Long hair should be fastened or tied back with neutral or school colours. Large hair accessories or bows should not be worn.

### **Make up/Nail varnish**

The school does not allow children to wear nail varnish, have fake nails or wear make-up.

### **Emergency contact number.**

Please ensure that we always have a current contact name and number to reach you on in times of emergency. Please inform the office in writing when these change in order that we can update your child's file. When children are ill, the person they most want to see is you.

## **Schoolcomms**

To help with communication, we use a service called Schoolcomms to communicate with parents by email and text message.

### **Payments**

We use Scopay (Tucasi) as our payment system. You can pay for school dinners, breakfast club and school trips.

# SIMS Parent Lite

To help keep the data we hold on you correct, you can download this App to update your personal information. Details can be obtained from the office.

## Absence from school

If a child is absent parents are asked to notify the school by telephone before the start of the school day and then in writing, stating the reason for the absence. If a child goes home for lunch and does not return, parents are asked to notify the school immediately. This provides a safeguard for both parents and the school.

## Collecting your child from school.

During the day your child can only be picked up by their parents or by an adult nominated and named by you in advance. This procedure is to ensure your child's safety. Please contact the office should there be any problems about collecting your child promptly at the end of the school day, or if there are changes to whoever will be collecting them. Children not collected for any reason should be encouraged by parents to wait in the school's foyer area where they can be supervised. Children arriving late after appointments or leaving early with a parent are required to 'sign in/out' in order that we know they have entered/left the building.

## School Grounds

Calmore Junior School has a non-smoking policy for the buildings and grounds. No dogs are permitted on the site. Cycling is prohibited inside the school gates.

## Holiday Application Forms

Amendments to the 2006 regulations have removed any references to family holiday and extended leave, as well as the statutory threshold of ten school days. (These should have only ever been granted for 'exceptional' circumstances).

The amendments make clear that Head teachers may **NOT** grant **ANY** leave of absence during term time unless there are 'exceptional circumstances'. Exceptional circumstances are at the discretion of the Headteacher who must be satisfied that the circumstances warrant granting of leave. **This will not include any request for holidays, regardless of how beneficial a parent may consider it to be.** Exceptions to this are for Service personnel. If a child has 5 unauthorised days absence in 50 days they will be subject to £60 fine per parent per child.

Children have 13 weeks of school holidays during the year and parents are advised that holidays must be taken during this time.

## **Medicines in school.**

When a child requires medication as part of a prescribed course, we are prepared to administer this on your behalf on receipt of a completed medication instruction form (available from the school office). All medicines must be handed into the school office and must be clearly labelled with the child's name and dosage. Non prescribed medicines can only be kept in school very short term. We cannot administer ibuprofen anymore unless this is accompanied by a prescription from a doctor for the child.

## **Fire Drill**

We have set procedures in place to ensure the safety of children in the event of fire or other threats to security. These drills are practised once a half term at different times of the day.

## **Entering the school**

We are constantly aiming to further improve the security systems within school. We ask **all** visitors who wish to enter the school beyond the foyer to sign in at the desk whereupon they will be given a "Visitors" badge. No visitor will be authorised to meet with staff, to walk around the building or enter through a children's year group door without having first 'signed in'.

## **Cars**

Car parking is restricted on site to staff cars only. If your child has a physical or medical problem that requires them to be transported to the school entrance, please contact the School Office. Parents delivering or collecting their children at the beginning or end of the school day are requested to park their car in the Community Centre Car Park. This is a safety requirement in the interests of the 400 plus children on site.

The school gates are closed between 8.15 am to 9.00 am and again between 2.45 pm to 3.15 pm to prevent cars entering the site thus increasing the safety of our pupils.

Please do not bring your car in to the school grounds to collect your child at the end of After School Clubs.

## **Cycling**

Children can only cycle to school if a parent cycles with them or they have passed Level 2 bikeability and have obtained a cycle permit from the school office. We do provide a few cycle racks but cycles are left at the owners' risk.

## **Medical checks**

We endeavour to work closely with parents and the school nurse in order to ensure that health issues do not in any way prevent your child from making the optimum amount of progress. We will contact you should we have any concerns and encourage you to do the same.

At regular periods the Schools Health Service carries out regular monitoring of various health issues, e.g. dental screening, auditory screening. We will keep you informed should such check-ups involve your child.

## **The safety and welfare of your child**

The safety and welfare of our children is at the centre of what we do. If you have any concerns at all please come in and see one of our Designated Safeguarding Lead (DSL): Cathy Ingram Deputy DSL or Nick Darch Deputy DSL.

The following policies are available for inspection in the school office: Acceptable Use of ICT, Accessibility Plan, Administration of Medicines; Attendance; Behaviour Management; Child Protection; Complaints; Curriculum; Cycling; Data Protection; Educational Visits; Engagement of External Visitors; Equality; Fire Safety; First Aid; Freedom of Information; Health & Safety; Internet Safety; Managing

Allegations against other pupils; Restrictive Physical Intervention; Safeguarding; SEND; Sex and Relationships; Supporting Pupils with Medical Needs; Whistle-blowing.

### **Parents Evenings**

During the school year there will be two formal occasions on which you will be invited into school to meet with your child's classteacher. These meetings will take place partway through the autumn and spring terms.

Parents' evenings are designed for parents and teachers to share how well the children are doing and the progress that they have made teachers will discuss ways in which you can further support the learning of your child at home. It is also another opportunity to look at children's books.

If there are any concerns arising between these meetings, please make an appointment to meet with your child's classteacher to discuss any identified difficulties. We will make the same promise to contact you should we have any concerns.

In July, you will receive an Annual Report which will indicate the progress that your child is making half way through the academic year. This will also set out new targets for the children to work on. Parents are welcome to discuss any issues arising from the report with the teacher before the end of term.

### **Year 3 Parents**

Future Year 3 parents will be invited to come in and meet with the Head Teacher, Deputy Head and Year 3 teachers in the summer term. At this meeting we will advise parents on procedures for the start of their child's time at Calmore. We will give you the opportunity to look around the school, ask questions, etc. The children themselves will spend time in the junior school throughout the year attending productions, assemblies, working with year 3 and taking part in joint projects. In the summer term they will come over once a week.

We aim to make the new Year 3 children's first experience of the school exciting, successful and positive.

## **Written Communications**

### **Weekly Focus**

The Weekly Focus is a newsletter sent out by us to every family in the school, every Wednesday via Schoolcomms. It contains all our news, views and celebrations. It has proved a very effective means of communication between home and school. We welcome items and events from the children and local community. The 'Focus' is also published each week on our website. It is really important that you take the time to read this as many events and important information regarding school and your child will be on there

### **Website**

The school website can be found at <http://www.calmorejunior.co.uk> . We update the website weekly and aim to make it an enjoyable visit for children and parents with photos, videos, news and views. There is a virtual tour and lots of information about the school on there.

### **Secondary Schools**

During the autumn term initial arrangements are made for Year 6 children's summer transfer to secondary school. Most of our children go on to Testwood Sports College, with one or two joining other secondary schools in the area. Whichever school your child moves onto from Calmore Junior School we aim to make that transfer as informed and efficient as possible.

### **Extra Curricular Activities**

Parents who wish their child to have extra curricular instrumental tuition are invited to apply in writing to the office, at the end of the summer term, in preparation for the forthcoming new school year. A peripatetic music teacher will assess children for aptitude for their chosen instrument. If selected the child will need parental encouragement in order to maintain the regular and ongoing practice required when learning a new instrument. We are able to offer paid tuition lessons in: violin, clarinet, flute, percussion, keyboard, guitar and singing.

Members of staff frequently give up their time to organise a variety of out of school clubs and activities. We also have clubs run by independent sports coaches. Clubs run by school staff are free, but other clubs incur a small charge. The activities vary according to the time of year and the expertise of staff. Typically, in the past, we have been able to offer: multi-sports, football, cross country, rounders, rugby, cricket, athletics, gym, dance, choir and art.

### **CALMORE JUNIOR SCHOOL ASSOCIATION (CJSA)**

CJSA organises a whole myriad of events throughout the school year. Some of which are designed to be chiefly fund-raising whilst others are purely designed for fun! The CJSA is run by staff and parents of the Junior School; this further helps to promote liaison, communication and interaction between all in our school community. We rely on new parents and staff coming in, to sustain and further promote their good cause. Events and fundraising have included the Christmas Fayre and Summer Fayre, selling ice creams, Cake Sales and Clothing Bag Collections. The CJSA is hugely beneficial to the school. Recent projects it has been involved in developing and funding include computer software, playground equipment and new reading books. The group have helped fund theme days and also contributed considerably annually, by giving each year group help with day trips to subsidise costs to parents.

A new committee is formed each September and new parents are encouraged to join. We would like to have a least two parents from each class on the committee. All parents are welcome and encouraged to help out at fundraising events.

### **Quotes from Parents and Other Visitors regarding our school**

*'There is such a strong sense of team and the care you all provide is second to none. The children are secure, proud of their school and keen to learn.'*

*'I am impressed at how quickly the children have fitted into the school. They have been made to feel so very welcome. The transition between infant and junior school has been amazing.'*

*'The children's behaviour is exemplary both in and around the school.'*

*'There are good opportunities provided for pupil's social and spiritual development. In assemblies they reflect and in art and music use their creativity.'*

*'The curriculum is well enhanced through sport and special events. The number of extra-curricular clubs is very good and attendance is high.'*

*'I love this school it's just like a big family.'*

*'My child is so happy at school, the teachers work so hard; it's a great school now!'*

## **PUPIL PREMIUM**

The Pupil Premium, introduced in April 2011, is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and the children of armed service personnel.

To register your child or to check your family's eligibility, please go to the online facility run by Hampshire County Council's Catering Services (HC3S) at [www3.hants.gov.uk/hc3s](http://www3.hants.gov.uk/hc3s)

## **Equal Opportunities**

Calmore Junior School aspires to be an inclusive school. We are committed to ensuring equal opportunities for all, and promoting good relations between all members of the school community, regardless of race, religion or belief, culture, gender, sexual orientation, disability or age. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. At Calmore we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We review our Single Equality Policy annually. It is available on the school website and on request from the school office.

We have set ourselves the following objective(s):

Objective 1: To raise the % of boys achieving ARE in writing & closing the gap further between girls and boys

Objective 2: To raise the points progress that girls make in maths so that girls achieve in line with boys

## **Complaints**

If you have any complaints about your child's work or behaviour, these should be discussed first with your child's class teacher. The Head teacher and Deputy Head are available should you require an appointment for any reason or for further information regarding either the school or the complaints procedure. Please do come and talk to us – we aim to be friendly, approachable and believe strongly in the power of parent/school teamwork! Our Complaints Policy can be found on our website.

**CALMORE JUNIOR SCHOOL  
SCHOOL ADMISSION POLICY FOR 2020/2021**

Admission Criteria

**The admission arrangements are determined by the Governing Body, after statutory consultations. The Governing Body continue to adopt Hampshire County Council's policy.**

**This policy will apply to all admissions from 1 September 2020, including in-year admissions. It will be used during 2019/2020 for allocating places for September 2020 as part of the main admission round for Year 3.**

**Outside, the normal admissions round, the authority's Fair Access protocol may be applied alongside the policy to secure the admission of vulnerable pupils from specific groups.**

The Governing Body will consider first all those applications received by the published deadline of midnight on Wednesday 15 January 2020. Notifications to parents offering a junior place will be sent by the County Council on 16 April 2020.

Late applications (i.e. those submitted after midnight 15 January 2020) will be considered after all on-time applications have been fully processed unless exceptional circumstances merit earlier consideration.

**The published admission number (PAN) is 60.**

For the normal admission round, all on time preferences will be considered simultaneously and ranked in accordance with the admission criteria. If more than one school can offer a place, the parent's highest stated preference will be allocated.

Pupils with an Education, Health and Care Plan

Any child with an Education, Health and Care Plan naming the school will be admitted. Where possible such children will be admitted within the PAN.

**Oversubscription criteria**

**If the school receives more applications than places available, after the admission of pupils with an Education, Health and care Plan naming the school, places will be offered up to the PAN in the following order**

1. Looked after children or children who were previously looked after. (see note i)
  
2. (For applications in the normal admission round only) Children or families with an exceptional medical and social need. Evidence must be provided in the form of a report from a medical specialist or social worker, of the child or family's need and why those needs make it essential that the child attends this school rather than any other. If evidence is not submitted by the application deadline, the application cannot be considered for priority under this criterion.
  
3. Children of staff (see note ii) who have, (1) been employed at the school for two or more years at the time at which the application for admission to the school is made, or (2) have been recruited to fill a vacant post for which there is a demonstrable skill shortage.

4. Children living **in** the catchment area of the school (see note iii) who at the time of application have a sibling (see note iv) on the roll of this school or linked infant school, Calmore Infant School, and who will still be on roll at the time of the sibling's admission. [See 8 for additional children who may be considered under this criterion.]
5. Children living **out** of the catchment who were allocated a place at a linked infant school in the normal admission round in a previous year because the child was displaced (see note vi) from the catchment school for their address, and they remain living in the catchment area.
6. Other children living **in** the catchment area of the school.
7. Children living **out** of the catchment area of the school who at the time of application have a sibling (see note iv) on the roll of this school or its linked infant school, Calmore Infant School, [Where a sibling was allocated a place at the school or linked infant school in the normal admission round in a previous year because the child was displaced (see note v) from the catchment school for their address, the application will be considered under 4, above, subject to the siblings still living in the catchment area for the school from which they were displaced. In future normal admissions rounds a younger sibling will be considered to have been displaced where they were allocated a place at the school or linked infant school under this criterion as a consequence of their 'elder sibling' displacement and they remain living in the catchment area for the school from which they were displaced)
8. Children living **out** of the catchment area of the school who at the time of application are on the roll of a linked infant school (Calmore Infants)
9. Other children.

## Notes

(i) A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989). Previously looked after children are those who were previously looked after but immediately after being looked after became subject to an adoption order, child arrangements order, or special guardianship order. An adoption order is an order under section 46 of the Adoption and Children Act 2002 or section 12 of the Adoption Act 1976. Child arrangement orders are defined in section 8 of the Children Act 1989, as amended by Section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians)

(ii) 'Staff' includes all those on the payroll of the school. 'Children of staff' refers to situations where the staff member is the natural parent, the legal guardian or a resident step parent.

(iii) A map of the school's catchment area can be viewed on the school's details page on the Hampshire County Council website [www.hants.gov.uk/educationandlearning/findaschool](http://www.hants.gov.uk/educationandlearning/findaschool)

(iv) Sibling refers to brother or sister, half brother or half sister, adoptive brother or adoptive sister, foster brother or sister step brother or step sister, living as one family unit at the same address. It will also be applied to situations where a full, half or adopted brother or sister are living at separate addresses. Criteria 3 & 7 include children who at the time of application have a sibling for whom the offer of a place at the preferred school has been accepted, even if the sibling is not yet attending.

(v) 'Displaced' refers to a child who was refused a place at the catchment school in the normal admissions round having named it in the application and was not offered a higher named preference school.

#### Tie Breaker

If the school is oversubscribed from **within** any of the above categories, straight line distance will be used to prioritise applications; applicants living nearer the school have priority. Distance will be measured from the Ordnance Survey home address point to the school reception using Hampshire County Council's Geographic Information Systems (GIS). Distances to multiple dwellings will give priority to the ground floor over the first floor and so on. On individual floors, distances will be measured to the stairs leading to the communal entrance. Where two or more applicants are equidistant, random allocation will be used to allocate a place. An explanation of the method of making random applications is on the council website. This method of prioritising admissions will also apply to any 'school specific' criterion unless otherwise stated in the school's prospectus.

### **Additional Information**

#### **Permanent address**

The child's permanent address is where they live, normally including weekends and during school holidays as well as during the week, and should be used for the application. The permanent address of children who spend part of their week with one parent and part with the other, at different addresses, will be the address at which they spend most of their time.

#### Multiple births

Where a twin or child from a multiple birth is admitted to school under this policy then any further twin or child of the same multiple birth will be admitted, if the parents so wish, even though this may raise the number in the year group above the school's PAN.

#### Fair Access placements by the local authority

Outside the normal admission round it may sometimes be necessary for a pupil to be placed by the local authority, or a local placement panel acting on behalf of the authority, in a particular school even if there is a waiting list for admission. Such placements will be made in accordance with Hampshire County Council's Fair Access Protocol. The Protocol is based on legislation and government guidance.

#### Waiting list

When all available places have been allocated, a waiting list will be operated by schools on behalf of the local authority. Any places that become available will be offered to the child at the top of the list at that time. The waiting list is ordered according to the criteria of the admission policy with no account being taken of the length of time the waiting list or any priority order expressed as part of the main admission round. Fair Access admissions and school closure arrangements will take priority over the waiting list.

The waiting list will be reviewed and revised –

- each time a child is added to, or removed from, the waiting list;
- when a child's changed circumstances will affect their priority;

At the time of receiving an application decision from the County Council or school, parents will be advised of the process for adding their child's name on a school's waiting list. Parents may keep their child's name on the waiting list of as many schools as they wish.

The waiting list will be maintained until 31 August 2020, at which point all names will be removed. Should parents wish their child to be considered for a place at the school in the following school year they should complete and submit a fresh in-year application in the August preceding the new school year. Schools will send a decision letter within the first 10 days of the new term.

#### **Admission of children outside their normal age group**

Parents may request that their child is admitted outside their normal age group. To do so, parents should include a request with their application, specifying why admission outside the normal age group is

being requested and which year group they wish their child to be admitted. Decisions will be made based on the circumstances of the case and in the best interests of the child.

### **School Closures**

In the event of a school closure, pupils from the closing school may be given priority for any school nominated as the receiving school. Specific arrangements will be determined by the Local Authority in accordance with the School Admissions Code and will be published at the time for the specific schools affected.

### **Legislation**

This policy takes account of all Equalities legislation, together with all relevant regulations and the Schools Admission Code (DfE 2014).



### ***The kinds of special educational needs for which provision is made at Calmore Junior School***

*Calmore Junior School is a mainstream school and our Inclusion aims are:*

- Children to be participants in a learning community where they are valued equally, treated with respect and provided with equal opportunities within school;
- To recognise that for inclusion to take place successfully, attitudes must be positive and appropriate resources, training and support must be accessible.

### ***How does the school know if children need extra help and what should I do if I think my child may have special educational needs?***

At Calmore Junior School children are identified as having SEND through a variety of ways including the following:-

- Liaison with Infant school/previous school
- Child performing below age expected levels
- Concerns raised by a parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. Educational Psychology service, speech and language therapy, occupational therapy service or CAMHS. ( Child and mental health service)
- Health diagnosis through paediatrician

### ***How will I raise concerns if I need to?***

Talk to us – firstly contact your child's class teacher who will help you. Then if you require further information, make an appointment with the SENCO or Deputy/ Head teacher.

- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

### ***How will school support my child?***

The SENCO oversees all support of any child requiring additional to or different support across the school.

- The class teacher is responsible for planning and working with each child with SEND in their class to ensure that progress in all subjects and other areas is made.
- There may be a Learning Support Assistant (LSA) also working with your child either individually or as part of a group as directed by the class teacher; if this is seen as necessary.

### ***How are the governors involved and what are their responsibilities?***

- The SENCO and the head teacher report to the Governors regularly to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets regularly with the SENCO. They also report to the Governors to keep all other Governors informed.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

### ***How will the curriculum be matched to my child's needs?***

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level and achieve.

### ***How will I know how my child is doing and how will you help me to support my child's learning?***

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEND register they may have an Individual Plan (IP) which will have individual / group targets.
- If your child has complex SEND, They might have had a TPA transfer partnership agreement or have an EHCP, which means that a formal meeting may take place to discuss your child's progress and a report may be written.

### ***How does the school know how well my child is doing?***

As a school, we measure children's progress in learning against National expectations and age related expectations

The class teacher continually assesses each child and notes areas where they are improving and where further support is

needed. As a school, we track children's progress from entry at Year 3 through to Year 6, using a variety of different methods including National Curriculum levels and Reading and Spelling ages.

- Children who are not making expected progress are picked up through Progress Review meetings with the Class teacher and Deputy / Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

***What support will there be for my child's overall wellbeing?***

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.
- The school also has ELSA support available if the school feels that this is appropriate.

***What support is there for behaviour, avoiding exclusions and increasing attendance?***

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has complex behavioural difficulties an Individual Behaviour Management Plan (IBMP) may be written alongside the child and Parents to identify the specific issues, and to put relevant support in place and set targets.
- After any behaviour incident, we expect the child to reflect on their behaviour with an adult, and may complete a reflection sheet. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the admin office. Lateness and absence are recorded and reported on to the Head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

***How will my child be able to contribute their views?***

- We are a school where we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children can discuss their targets/ next steps with their class teacher through verbal or written dialogue face to face or in their books. They can also share their achievements with the teacher.
- If your child has a TPA (Transfer Partnership Agreement) or EHCP their views may be sought before any review meetings.

***What specialist services and expertise are available at or are accessed by the school?***

- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, Early help hubs, social workers and Educational Psychologists.

***What training have the staff supporting children with SEND had or are currently having?***

We have members of staff trained as ELSAs (Emotional literacy support assistants) who receive regular support from the Educational Psychologist.

- Another member of staff has had training in delivering Speech & Language programmes from Speech & Language therapists.
- Our LSAs have had training in delivering reading and spelling / phonics programmes.

We may also seek specific training from external agencies to support children when needed.

Our staff adapt teaching to meet the needs of all children.

***How will my child be included in activities outside the classroom including school trips?***

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

***How accessible is the school environment?***

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level.

***How will the school prepare and support my child when joining the school and transferring to a new school?***

- We encourage all new children to visit the school prior to starting. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We may also visit them in their current school.
- We may write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we may arrange additional visits.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

**How are the schools resources allocated and matched to the children's SEN needs?**

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of LSAs who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis.

**How is the decision made about what type and how much support my child will receive?**

- The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate.
- Different children may require different levels of support in order to bridge the gap to achieve age expected levels.
- This will be through on-going discussions with the SENCO, teachers and sometimes other professionals.

**How do we know if the support has had an impact?**

- By reviewing children's targets/ next steps, book sampling, pupil progress meetings and pupil conferencing to ensure they are achieving.
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age related expectations.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress in their area of need. If the gap between them and their peers narrows, they may no longer meet the criteria for SEND....however teachers will still continue to monitor their progress.

**How can I get involved as a parent?**

- First point of call will always be the class teacher- Please come to the office and arrange a meeting.
- Attend regular parents meetings
- Meeting with the SENCo- Please come to the office and arrange a meeting.
- Supporting my child's learning at home- eg reading, practising number challenges, completing homework with them etc

**Who can I contact for further information?**

- Contact the school Admin office to arrange to meet the Head teacher or Deputy Head teacher / SENCo, who would willingly discuss how the school could meet your child's needs.
- Support for SEND an advice group for parents (formally the parent partnership) [www3.hants.gov.uk/support4send](http://www3.hants.gov.uk/support4send)
- IPSEA- (independent parental special needs advice service) [www.ipsea.org.uk](http://www.ipsea.org.uk)

## CHARGING POLICY

The Governing Body is required by law to publish a policy on charging for school activities. The Education Reform Act 1988 establishes the basic principle that the education provided by any maintained school for its registered pupils should be free of charge. This basic underlying principle requires that there should be no school admission charge and no charge for any related activity which takes place during school time. Exceptions to this general rule are as follows:

1. Individual tuition in playing a musical instrument may be charged for provided that it is not part of the National Curriculum or part of the syllabus for a prescribed public examination. Fees for music tuition will be reviewed annually by the Resources & Personnel Committee and ratified by the Full Governing Body.
2. Where individual craft items, e.g. pottery, needlework, cookery are to be taken home, a charge may be requested towards materials/ingredients.
3. For all residential trips deemed to be within school hours, or part of the National Curriculum or part of the syllabus for the prescribed public examination, a charge for board and lodging will be requested.
4. Optional visits/activities occurring outside school hours may be charged in full.

The value of a school visit which is integrated within the curriculum is accepted educationally as being sound and good practice, offering the children a variety of experiences. In recent years the school has organised many visits and will continue to do so in the future. However, financial educational resources available for such visits are very limited and therefore each visit must be cost effective. Within the Education Act it is possible for schools to ask for voluntary contributions from parents.

The Governing Body has therefore approved the following:

1. Voluntary contributions may be invited from parents towards the cost of school activities which are related to the life and work of the school. Such contributions will be genuinely voluntary and no child whose parents feel unable to contribute will be treated differently from the rest.
2. School visits and activities will be planned in advance and, if sought, voluntary contributions will usually be invited through individual letters to parents. The letter, asking for support, will outline the proposed visit, cost, educational value and its relationship to the school syllabus.
3. Parents not wishing to make a voluntary contribution in whole or part, but wishing their child to be included, must make the fact known directly to the Headteacher who will treat any such approach in the strictest confidence.
4. If insufficient voluntary contributions are received and the trip is considered by the Headteacher not to be financially viable, then it will be cancelled and any monies received will be refunded less charges incurred.
5. Parents who have contributed voluntarily may have a refund if their child is unable to take part in the trip through illness.
6. For residential visits, parents who receive state benefits can request financial assistance from the governors towards board and lodgings. It should be noted that the school cannot reclaim this amount from official sources.

## DAMAGE TO SCHOOL PROPERTY

Within the school's disciplinary code compulsory charges may be made by the school for replacement of broken windows or fittings, defaced or damaged text books or any other damage or loss occurring as a result of pupils' bad behaviour. The school is empowered to recover this loss and resultant costs as a civil debt. Unpaid charges legally recoverable will also be recouped, together with resultant costs, as a civil debt. Any amendments to this policy will be made if and when necessary.

#### LOST LIBRARY BOOKS

A charge will be made to cover the cost of replacing any lost library books

#### LETTINGS/RENTS

The Resource & Personnel Committee annually reviews and sets charges for the hire and rent of school premises.

#### BREAKFAST CLUB

The Resource & Personnel Committee annually reviews and sets the charges for sessions at the breakfast club.

This Policy will be reviewed every 3 years

Approved: November 2018

Review: November 2021

## **Attendance Policy**

### **Section 1**

#### **Rationale**

For a child to reach their full educational achievement a high level of school attendance is essential.

We are committed to providing an education of the highest quality for all our pupils/students and endeavour to provide an environment where all pupils feel valued and welcome. Parents and pupils play a part in making our school so successful. Every child has a right to access the education to which he/she is entitled. Parents and teachers share the responsibility for supporting and promoting excellent school attendance and punctuality for all.

It is our duty to consistently strive to achieve a goal of 100% attendance for all children. Every opportunity will be used to convey to pupils and their parents or carers the importance of regular and punctual attendance.

For our children to take full advantage of the educational opportunities offered it is vital your child is at school, on time, every day the school is open unless the reason for the absence is unavoidable. The routines children develop around attendance and punctuality at school are the same as the expectations of any future employer in the world of work. High attainment, confidence with peers and staff, and future aspirations depend on good attendance.

#### **Good attendance is important because:**

- statistics show a direct link between under-achievement and absence below 95%
- regular attenders make better progress, both socially and academically
- regular attenders find school routines, school work and friendships easier to cope with.
- regular attenders find learning more satisfying
- regular attenders are more successful in transferring between primary school, secondary school, and higher education, employment or training.

### **Section 2 – Operating the Policy**

#### **2.1 Promoting good attendance and punctuality**

The foundation for good attendance is a strong partnership between the school, parents and the child. The Home School Agreement will contain details of how we will work with parents and our expectations of what parents will need to do to ensure their child achieves good attendance.

To help us all to focus on this we will:

- provide information on all matters related to attendance in our weekly newsletter

- report to you on how your child is performing in school, what their attendance and punctuality rate is and how this relates to their attainments in our termly 'traffic light' letters, at parents evenings and in our formal report.
- celebrate good attendance by displaying individual and class achievements
- reward 100% with golden nuts and termly certificates and prizes.

## **2.2 Roles and responsibilities**

A member of the senior leadership team will oversee, direct and co-ordinate the school's work in promoting regular and improved attendance and will ensure the attendance policy is consistently applied throughout the school. This person will also ensure that attendance is both recorded accurately and analysed. (S)he will ensure that attendance issues are identified at an early stage and that support is put in place to deal with any difficulties.

If absence is frequent or continuous, except where a child is clearly unwell, staff will discuss with parents/carers the need and reasons for their child's absence and will encourage them to keep absences to a minimum. A note or explanation from a pupil's home does not mean an absence becomes authorised. The decision whether or not to authorise an absence **will always rest with the school.**

### **Responsibilities of classroom staff**

- Ensure that all students are registered accurately.
- Promote and reward good attendance with students at all appropriate opportunities.
- Liaise with the attendance leader on matters of attendance and punctuality.
- Communicate any concerns or underlying problems that may account for a child's absence.
- Support pupils with absence to engage with their learning once they are back in school.

### **Responsibilities of students**

- Attend every day unless they are ill or have an authorised absence.
- Arrive in school on time.
- Go to all their registrations on time.
- Take responsibility for registering at the office if they are late or are leaving the school site during school hours.

### **Responsibilities of parents/carers**

Ensuring your child's regular attendance at school is a parent/carer's legal responsibility (Section 444 of the 1996 Education Act) and permitting absence from school that is not authorised by the school creates an offence in law.

### **Parents will:**

- inform the school on the first day of absence before 8.45 am
- Take responsibility for registering at the office if their child is late or are leaving the school site during the school day.
- Notify the school of any planned absences well in advance
- support the school with their child in aiming for 100% attendance each year
- make sure that any absence is clearly accounted for by telephone on the first and subsequent days of absence, or by letter if a phone is unavailable.
- avoid taking their child out of school for non-urgent medical or dental appointments
- Only request leave of absence if it is for an exceptional circumstance.

## Section 3

### 3.1 Recording attendance

Legally the register must be marked twice daily. This is once at the start of the school day, 8.30am, and again for the afternoon session at 1.00 pm.

### 3.2 Lateness/punctuality

It is important to be on time at the start of the morning and afternoon school sessions. The start of school/lessons is used to give out instructions or organise work. If your child is late they can miss work time with their class teacher getting vital information, cause disruption to the lesson for others, and it can be embarrassing leading to possible further absence.

- The school day begins at 8.30 am and all **pupils are expected to be in school at this time**. Arrival after 8.30 am will be recorded as late.
- Morning registration is at 8.30am and it closes at 8.45 am.
- All lateness is recorded daily. This information will be required by the courts, should a prosecution for non-attendance or lateness be necessary.
- Arrival after the close of registration will be marked as unauthorised absence and coded *U* in line with Hampshire County Council and Department of Education guidance. This mark shows them to be on site, but is legally recorded as an absence.
- If a pupil is late due to a medical appointment, they will receive an authorised absence, coded *M*. Please be advised that, where possible, doctors and dentists appointments are to be made outside of school hours or during school holidays.

Pupils who are consistently late are disrupting not only their own education but also that of the other pupils. Ongoing and repeated lateness is considered as **unauthorised absence and will be subject to legal action** (see Section 6 for further detail).

Parents, guardians or carers of pupils who have patterns of lateness will be contacted to discuss the importance of good time keeping and how this might be achieved. If lateness persists parents, guardians or carers will be invited to attend the school and discuss the problem and support offered. If support is not appropriate or is declined and a child has 10 or more sessions of unauthorised absence due to lateness recorded in any 10 week period, the

school or Hampshire County Council will be required to issue parents with a Penalty Notice in accordance with

Hampshire County Council's *Code of conduct: issuing Penalty Notices for unauthorised absence from schools* (See Section 6 of this policy for further detail).

Parents are expected to collect their child promptly at the end of the school day. Where late collection is persistent and/or significantly late, the school is obliged to take any uncollected pupil to a place of safety and share concerns as necessary with other agencies.

### **3.3 What to do if my child is absent?**

#### **First day absence**

A child not attending school is considered a **safeguarding** matter. This is why information about the cause of any absence is always required.

If your child is absent you must:

- contact us by 8.45am on the first day of absence by phone (a message can be left on the answerphone)
- send a note in on the first day they return with an explanation of the absence – you must do this even if you have already telephoned us
- call in to the school office and let us know.

If your child is absent we will:

- telephone or text you on the first day of absence if we have not heard from you – *this is because we have a duty to ensure your child's safety as well as their regular school attendance*. We will call daily until we are able to make contact with you.
- invite you in to discuss the situation with Headteacher if absences persist
- refer the matter to the Hampshire County Council's Attendance Legal Panels if absence is unauthorised and falls below 90%.

#### **Third day absence**

**Please note:** If your child is not seen and contact has not been established with any of the named parents/carers, after three days of absence the school is required to start *child missing in education* procedures as set down by Hampshire County Council guidance. We will make all reasonable enquiries to establish contact with parents/carers and the child, including making enquiries to known friends, wider family. A visit to the home address may be made by the Headteacher/Deputy Headteacher.

#### **Ten days' absence**

We have a legal duty to report the absence of any pupil who is absent without an explanation for 10 consecutive days. If the child is not seen and contact has not been established with the named parent/carer then the local authority is notified that the child is *at risk of missing*. Children's Services staff will visit the last known address and alert key services to locate the child. So help us

to help you and your child by making sure we always have an up-to-date contact number. There will be regular checks on telephone numbers throughout the year.

### **Continued or ongoing absence**

If your child misses 10% (three weeks/sessions) or more schooling across the school year, for whatever reason, they are defined as *persistent absentees*.

Absence for whatever reason disadvantages a child by creating gaps in his or her learning. Research shows these gaps affect attainment when attendance falls below 95%. As such, we monitor all absence thoroughly and all attendance data is shared with the local authority and the Department for Education. If your child has had absence and their attendance level is falling towards 90% we will contact you and depending on the reasons for the absence will take further action as detailed in the policy. Where necessary the Headteacher will issue a penalty notice.

Children at this school are dependent on their parent/carers, who are responsible for their level of attendance and punctuality. It is vital that children enjoy coming to school, and whilst being encouraged to attend well and on time, will not carry blame and be made to feel unhappy if their parents are not supportive or effective in these areas.

## **Section 4**

### **Request for leave of absence**

Amendments to school attendance regulations were updated and enforced from September 2013: The Education (Pupil Registration) (England) Regulations state that headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. It is important to note that headteachers can determine the length of the authorised absence, as well as whether absence is authorised at all. The fundamental principles for defining *exceptional* are rare, significant, or unavoidable, which means the event could not reasonably be scheduled at another time. There are no rules on this as circumstances vary from school to school and family to family. There is, however, no legal entitlement for time off in school term time to go on holiday and in the majority of cases holiday will not be authorised. Parents/carers wishing to apply for leave of absence need to fill in an application form (available from the school office) in advance and before making any travel arrangements.

If term-time leave is taken without prior permission from the school, the absence will be **unauthorised** and if the number of sessions absent hits the thresholds set down in Hampshire County Council's *Code of conduct*, parents/carers will be issued with a fixed-penalty fine or other legal action in accordance with the code (see Section 6 for detail).

**Taking holidays in term time will affect your child's schooling as much as any other absence and we expect parents to help us by not taking children out during school time.**

## **Section 5**

### **Understanding types of absence**

Pupils are expected to attend school every day for the entire duration of the academic year, unless there is an **exceptional reason** for the absence. There are two main categories of absences:

- authorised absence: is when the school has accepted the explanation offered as satisfactory justification for the absence or given approval in advance for such an absence. If no explanation is received, absences cannot be authorised

- unauthorised absence: is when the school has not received a reason for absence or has not approved a child's leave absence from school after a parent's request. This includes:
  - ❖ parents giving their children permission to be off school unnecessarily, such as for shopping, birthdays, to look after siblings
  - ❖ truancy before or during the school day
  - ❖ Family holidays
  - ❖ absences which have not been explained.

A school can, if needed, change an authorised absence to an unauthorised absence and vice versa if new information is presented. Any changes will be communicated to parents/carers. An example of this would be where a parent states a child is unwell but on return to school there is evidence they have been on holiday. A penalty notice may then be issued.

## Section 6

### Penalty Notices for non-attendance and other legal measures

In education law, parents/carers are committing an offence if they fail to ensure the regular attendance of their child of compulsory school age at the school at which the child is registered, unless the absence has been authorised by the school.

### Legal measures for tackling persistent absence or lateness

Hampshire schools and Hampshire County Council will use the full range of legal measures to secure good attendance. Legal measures will only be considered through a referral to Hampshire's Attendance Legal Panels where:

1. **the child or family do not require the support from any agency to improve the attendance**
2. **the child has 10 or more sessions of unauthorised absence and parents are complicit in the child's absence.**

The following legal measures will be used for pupils of compulsory school age who are registered at a school:

- parenting contracts set at Education Planning Meetings
- parenting orders
- Penalty Notices
- Education Supervision Orders
- prosecution.

Where a child has **unauthorised absence** the school must enforce Hampshire County Council's *Code of conduct: issuing Penalty Notices for unauthorised absence from schools* or follow its guidance on other legal measures for non-attendance. The *Code of conduct* is a statutory document that ensures that powers for legal sanctions are applied consistently and fairly across

all schools and their families within the authority. A copy is available from:

[www.hants.gov.uk/education/hias/learning-behaviour-attendance/attendance-guidance-forparents/possible-penalties](http://www.hants.gov.uk/education/hias/learning-behaviour-attendance/attendance-guidance-forparents/possible-penalties).

The *Code of conduct* states that schools or Hampshire County Council will issue a Penalty Notice for any unauthorised absence where the pupil has been:

- absent for 10 or more half-day sessions (five school days) of unauthorised absence during any 100 possible school sessions – these do not need to be consecutive
- persistently late (coded *U*) for up to 10 sessions (five days) after the register has closed

- persistently late before the close of the register (coded L), but the school has met with parents and has clearly communicated that they will categorise as unauthorised any further lateness (code O), and where the threshold of 10 sessions (five days) has been met
- absent for any public examinations of which dates are published in advance
- absent for any formal school assessments, tests or examinations where the dates have been published in advance

unless the issuing of a Penalty Notice would conflict with other intervention strategies in place or other sanctions already being processed.

**If a child's unauthorised absence meets any of the above criteria and the family or child do not require any agency support to improve the attendance then a Penalty Notice is issued for either:**

- 1. 10 sessions of unauthorised absence or lateness in any 10 week school period**
- 2 . One or more sessions of unauthorised absence during a public exam, formal school assessment or testing where dates are published in advance.**

This includes where a pupil has unauthorised absence due to either:

- non-approval of a parent/carer's request for leave of absence, or
- a holiday that has been taken without permission.

Parents and carers will be warned of the likelihood of a Penalty Notice being issued for unauthorised absence via a letter, through the leave of absence request form, or through the school's attendance policy and website. The Penalty Notice is a fine that is issued to each parent/ carer who condoned (or was responsible for the child) during the period of unauthorised absence for which the fine has been issued. For each case of unauthorised absence the school or Hampshire County Council will decide whether a Penalty Notice is issued to **one or more parents/carers** for each child. **NB:** This could mean four Penalty Notices for a family with two siblings, both with unauthorised absence for holiday, ie one Penalty Notice for each child to each parent.

Each Penalty Notice carries a fine of £60 if paid within 21 days of the Penalty Notice being posted. If the fine is not paid within 21 days the penalty is automatically increased to £120 if paid within 28 days. If the fine remains unpaid Hampshire County Council will consider prosecution for the non-attendance. Payment methods are detailed on the Penalty Notices themselves. Penalties are to be paid to Hampshire County Council and revenue resulting from payment of penalties is used by the County Council to help cover the costs of issuing Penalty Notices and/or the cost of prosecuting recipients who do not pay.

**Please note:** If you pay the Penalty Notice and your child has further unauthorised absences additional legal action will be taken. For example, in the event that a Penalty Notice has previously been served to you due to unauthorised holiday, should your child have any future unauthorised leave this will result in further legal action for you, such as prosecution or an Education Supervision Order. For further information parents/carers can request a leaflet from their school and should visit Hampshire County Council's website at:

[www.hants.gov.uk/education/hias/learning-behaviour-attendance/attendance-guidance-forparents/possible-penalties](http://www.hants.gov.uk/education/hias/learning-behaviour-attendance/attendance-guidance-forparents/possible-penalties).

## Section 7

### 7.1 My child is trying to avoid coming to school. What should I do?

Children are sometimes reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents/carers and the child. If a child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and may make things worse.

Contact your child's classteacher immediately and openly discuss your worries. Your child could be avoiding school for a number of reasons – difficulties with school work, bullying, friendship problems, family difficulties. It is important that we identify the reason for your child's reluctance to attend school and work together to tackle the problem. In some cases you may find it helpful to discuss the circumstances of your child's difficulties with another professional.

### **What can I do to encourage my child to attend school?**

Make sure your child gets enough sleep and gets up in plenty of time each morning. Ensure that he/she leaves home in the correct clothes and properly equipped. Show your child, by your interest, that you value his/her education.

Be interested in what your child is doing in school, chat to them about the things they have learnt, what friends they have made and even what they had for lunch!

### **7.2 Leavers**

If your child is leaving our school (other than when transferring to the secondary school, parents are asked to:

1 Give the Headteacher comprehensive information about their plans, including any date of a move and your new address and telephone numbers, your child's new school and the start date when known. This should be submitted to our school in writing

2 If pupils leave and we do not have the above information, then your child is considered to be a *child missing in education*. This requires schools and local authorities to then carry out investigations to try and locate your child, which includes liaising with Children's Services, the Police and other agencies. By giving us the above information, these investigations can be avoided.

### **7.3 Absence through child participation in public performances, including theatre, film or television work and modelling**

Parents of a child performer can seek leave of absence from school for their child to take part in a performance. They must contact the headteacher to discuss the nature and frequency of the work, whether the child has a valid performance licence and whether education will be provided by the employer during any future leave of absence. It is, however, down to the headteacher's discretion as to whether to authorise this and they will wish to discuss with you the nature and frequency of

the absence and how learning will continue if absence occurs. Any absence recorded as part of a child's participation in a public performance is recorded as C, an authorised absence.

### **7.4 Absence through competing at regional, county or national level for sport**

Parents of able sportsmen and women can seek leave of absence from school for their child to take part in regional, county, national and international events and competitions. It is, however, down to the headteacher's discretion as to whether to authorise this and they will wish to

discuss with you the nature and frequency of the absence and how learning will continue if absence occurs. Permission for your child to leave early or arrive late to attend coaching and training sessions is also at the discretion of the headteacher and is not likely to be approved if it is a regular event, unless the sports club or association is providing an education tutor as part of their coaching.

## **7.5 Gypsy, Roma, Traveller and Showman families**

Absence of a child from a Traveller family that has left the area may be authorised if the absence is for work purposes only and it is believed that the family intends to return. To ensure the continuity of learning for Traveller children, dual registration is allowed. That means that a school cannot remove a Traveller child from the school roll while they are travelling. When the Traveller is away, the home school holds the place open and records the absence as authorised through the *T* code. Distance learning packs for Traveller children are not an alternative to attendance at school.

## **Section 8**

### **Record Preservation**

School registers are legal documents. We will ensure compliance with attendance regulations by keeping attendance records for at least 3 years. Computer registers will be preserved as electronic back ups.

## **Section 9**

### **Monitoring and Review**

This policy will be monitored by the Headteacher and the Governing Body. It will be reviewed every two years.

## Privacy Notice (How we use pupil, children in need and children looked after information)

*We collect, process and hold personal information relating to our pupils, children in our care and children to whom we provide services and may also receive information about them from their previous school, local authority and/or the Department for Education (DfE).*

### ***The categories of pupil information that we collect, hold and share include:***

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information (such as exam results, termly assessments)
- Special Educational Needs details
- Educational Health Care Plans
- Medical Information (includes administration of medicines records)
- Exclusion details
- Child Protection records
- Photographs
- information relating to episodes of being a child in need (such as referral information, assessment information, Section 47 information, Initial Child Protection information and Child Protection Plan information)
- episodes of being looked after (such as important dates, information on placements)
- outcomes for looked after children (such as whether health and dental assessments are up to date, strengths and difficulties questionnaire scores and offending)
- adoptions (such as dates of key court orders and decisions)
- care leavers (such as their activity and what type of accommodation they have)

### ***Why we collect and use this information***

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care and welfare
- to assess the quality of our services
- to comply with the law regarding data sharing
- to provide identification, displays and publications
- evaluate and improve our policies on children's social care

- to comply with the law regarding data sharing

### ***The lawful basis on which we use this information***

We collect and use pupil information under:

- **Legal obligation:** the processing is necessary for us to comply with the law (not including contractual obligations).
- **Public task:** the processing is necessary for us to perform a task in the public interest or for our official functions, and the task or function has a clear basis in law.
- **Consent:** the individual has given clear consent for us to process their personal data for a specific purpose.
- **Vital Interests:** processing is necessary to protect the vital interests of the data subject or of another natural person where the data subject is physically or legally incapable of giving consent;

## Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

## Storing pupil data

We hold pupil, children in need and looked after children data in accordance with HCC retention schedule

## Who we share pupil information with

We routinely share pupil information with:

- schools that the pupil's attend after leaving us
- relevant school personnel
- our local authority
- the Department for Education (DfE)
- school photographer
- free milk provider
- school communications system provider
- multi agencies e.g. speech and language, support workers, nursing service
- curriculum system providers e.g. Reading Wise, Reading Plus, Junior Librarian, My Maths, Tables Rockstars, Language nut.

## Why we share pupil information

We do not share information about our pupils, children in need or looked after children with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the **Department for Education (DfE)** on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with our **local authority (LA)** and the **Department for Education (DfE)** under section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013.

**Department for Education (DfE)** - We share children in need and children looked after data with the Department on a statutory basis, under Section 83 of 1989 Children's Act, Section 7 of the Young People's Act 2008 and also under section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013.

This data sharing helps to develop national policies, manage local authority performance, administer and allocate funding and identify and encourage good practice.

**Relevant School Personnel** We share information with staff to support the children, monitor their progress and provide pastoral care.

**Multi – agencies** We share information with multi agencies to support the children

We share information with **schools that the children attend after leaving us** to support their learning and provide appropriate pastoral care.

We share information with **curriculum service providers** to support pupil learning.

We share information with our **school communications** provider, **free milk provider** and **school photographer** to provide identification and support children and parents.

## Department for Education

The Department for Education (DfE) collects personal data from educational settings and local authorities via various statutory data collections. We are required to share information about our pupils with the Department for Education (DfE) either directly or via our local authority for the purpose of those data collections, under:

Section 3 of the Education (Information About Individual Pupils) (England) Regulations 2013  
All data is transferred securely and held by DfE under a combination of software and hardware controls, which meet the current government security policy framework.  
For more information, please see 'How Government uses your data' section.

### ***Requesting access to your personal data***

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact the School Business Manager in the school office or by telephone on 023 80865354.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

### **Withdrawal of consent and the right to lodge a complaint.**

Where we are processing your personal data with your consent, you have the right to withdraw that consent. If you change your mind, or you are unhappy with our use of your personal data, please let us know by contacting the School Business Manager, details below.

### **Last Updated**

We may need to update this privacy notice periodically so we recommend that you revisit this information from time to time. This version was last updated **May 19**.

### **Contact**

If you would like to discuss anything in this privacy notice, please contact:

The School Business Manager, Calmore Junior School, Calmore Drive, Calmore, Southampton. SO40 2ZZ. 02380 865354

## **CONTACT INFORMATION**

Calmore Junior School is a non-denominational Foundation Junior School for boys and girls from seven to eleven years of age. Finance is devolved from the LEA. Responsibility and management of the school is undertaken by the Governing Body and the Head Teacher.

The name and address of the school is:

Calmore Junior School  
Calmore Drive  
Calmore  
Southampton  
Hampshire SO40 2ZZ

Telephone: 023 8086 5354

Fax: 023 8087 2946

E-mail: [adminoffice@calmore-jun.hants.sch.uk](mailto:adminoffice@calmore-jun.hants.sch.uk)

Website: [www.calmorejunior.co.uk](http://www.calmorejunior.co.uk)

The Department for Children, Schools and Families can be contacted at the following address:

Department for Education  
Sanctuary Buildings  
Great Smith Street  
Westminster  
London SW1P 3BT                      Tel: 0870 000 2288

## **Governors**

We are lucky to have a committed and enthusiastic Governing Body who support the school in all we do. From time to time we look out for parent governors. Anyone who is interested may contact the Chair of the Governing Body. The Governing Body can be contacted as follows:

Mr A Skeels  
Chairman, Calmore Junior School Governing Body  
c/o Calmore Junior School  
Calmore Drive  
Calmore  
Southampton  
Hampshire SO40 2ZZ

## **Term Dates**

We adopt Hampshire school holidays.

