

Mission Statement



We work together to provide **high quality education** that develops all children as lifelong learners and good citizens whilst equipping them for life in the wider world.

"I am still learning"

Michelangelo

School Ethos

Copthorne Primary is a caring, friendly school which welcomes children and their families of all faiths and cultures. We recognise that every child is special and has individual needs. Our dedicated staff team works together with parents, governors and the community to ensure that each child develops the skills and knowledge to achieve, believing that there are **no limits to what our children can learn**. We believe that every child has **a right to the very best possible learning experiences** and that **everyone can succeed**. Our ethos is one of **no excuses, high expectations, challenge** and **hard work** resulting in the provision of learning experiences and opportunities which challenge, support and meet the academic, personal, social and spiritual needs of every child.

Core Principles

Our Values

- We are committed to achieving and strive for the highest possible standards.
- We know and value every child and look for the best in them.
- We provide a welcoming, safe, happy and stimulating environment conducive to the best possible learning outcomes
- We provide high quality teaching based on the high expectations of the whole school and wider community
- We value and promote independent learning
- We value and involve families and the community in our children's learning and in the life of the school
- We ensure that our school has an atmosphere of openness, providing clear and easy channels of communication
- We value and respect every member of the school.
- The school will be at the heart of the local community
- We have the highest expectations of every member of our school community and encourage everyone to:
 - * take responsibility for themselves and their learning
 - * make a contribution to the success of the school
 - * reach for the stars

"The important thing is not so much that every child should be taught, as that every child should be given the wish to learn." John Lubbock



School Information



Headteacher: Stephanie Ngenda

Interim Headteacher: Salma Rahman

School Address: Copthorne Primary School
All Saint's Road
Bradford
BD7 3AY

Telephone: (01274) 501460

Fax: (01274) 574354

E Mail: office@copthorneacademy.co.uk

Website: www.copthorneacademy.co.uk

Copthorne is a two-form entry primary school. It caters for 420 pupils of 5–11 years and in addition has an 80 place part-time Nursery for 3 year olds and a 48 place Nursery (Saplings) for 2 year olds. Entry to the Nursery is by waiting list. Entry to Saplings is by waiting list according to eligibility.

The school is part of the Exceed Multi Academy Trust.



Staff List



Headteacher:

Stephanie Ngenda

Interim Headteacher:

Salma Rahman

Assistant Heads:

Mrs H Bradley

Mrs E Kneeshaw

Mrs S Wood

SENDco:

Mrs S Wood

Foundation Stage 1

Mrs E Kneeshaw (Foundation Stage Leader)

Mrs N Rainbank (Saplings Room Manger)

Mrs N Beaumont (Saplings Deputy Room Manger)

Miss Z Nawaz (Apprentice Early Years Worker) (Saplings)

Mrs E Farnell—Teaching Assistant (Saplings)

Miss K Mateen (Apprentice Early Years Worker) (Saplings)

Miss S Bibi (Teaching Assistant)

Miss S Rehman (Teaching Assistant)

Mrs Z Gulzar (Early Years Practitioner)

Mrs Tracey Thompson (Early Years Practitioner)

Miss H Birchall (Teacher) Nursery

Miss M Younis (Apprentice Early Years Worker)

Foundation Stage 2:

Mr A Johnston(Teacher) Hazel

Miss S Haleem (Teacher) Nutmeg

Miss S Frazer (Nursery Nurse)

Mrs S Fuller (Early Years Practitioner)

Mrs A Parveen (Nursery Nurse)

Miss L Ali (Teaching Assistant)

Key Stage 1:

Mrs V Tordoff/Miss E Kneeshaw (Teacher) 1 Ash

Miss P Lumley (Teacher) 1 Oak

Miss A Clayton (Teacher) 2 Elm

Miss E Heaton (Teacher) 2 Holly

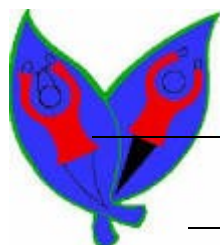
Miss S Shafiq (Cover Supervisor)

Miss C Butler Teaching Assistant)

Miss L Brown (SCITT Trainee Teacher)

Mrs R Ljimini (Nursery Nurse)

Miss F Ahmed (Teaching Assistant)



Staff List



Lower Key Stage 2:

Miss I Saghir (Teacher) 3 Larch
Mrs J McMillan (Teacher) 3 Alder
Miss A Doogan (Teaching Assistant)
Mrs R Bhatti (Nursery Nurse)
Mrs S Bhatti (Teaching Assistant)
Mrs N Hussain (Teaching Assistant)
Mr J Darr (Teacher) 4 Beech
Mrs A Akram (Teaching Assistant)
Mrs S Shah (Teacher) 4 Poplar
Miss M Shah (Teaching Assistant)
Mrs P Akhtar (SEN Teaching Assistant)
Mrs S Akhtar (Cover supervisor)

Upper Key Stage 2:

Mrs A Munir (Teacher PPA)
Miss C Owen (Teacher) 5 Cedar
Miss G Townend (Teacher) 5 Willow
Mrs C Patterson (Teacher PPA)
Mrs S Wood/Mrs H Bradley (Teacher) 6 Chestnut
Miss K Bray (Teacher) 6 Sycamore
Mrs A Butt (Cover Supervisor)
Miss A Ahmed (Teaching Assistant)
Mrs S Bibi (Teaching Assistant)
Miss N Saleem (Teaching Assistant)
Ms A Hussain (Teaching Assistant)
Mrs S Hanif (Teaching Assistant)

Learning Mentors:

Mr A Khan
Mr H Khan
Mrs B Kelly

HLTAS:

Mrs F Akhtar & Mrs S Shafiq

Office Manager:

Miss N Ali

Office Administrators:

Mrs S Khan and Miss E Duggan

Home School Liaison Officer:

Mrs H Nisar

Admin/Classroom Assistants:

Mrs N Akhtar
Mrs R Kosar



The School Day



SAPLINGS & NURSERY HOURS:

Morning Session	8:30am - 11:30am
Doors close at	8:45am
Afternoon Session	12:15pm – 3:15pm
Doors close at	12:30pm

RECEPTION HOURS:

Morning Session	8:40am – 11:30am
Afternoon Session	12:30pm – 3:00pm

YEAR 1 HOURS:

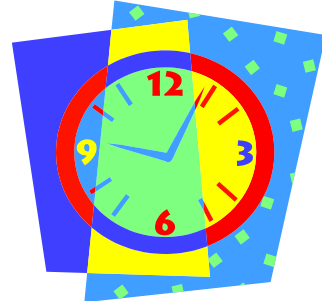
Morning Session	8:45am – 11:40am
Afternoon Session	12:40pm – 3:00pm

YEAR 2 HOURS:

Morning Session	8:45am – 11.55am
Afternoon Session	12.45pm – 3:00pm

Year 3—6 HOURS:

Morning session	8.45am —12.05pm
Afternoon session	12.55pm —3.00pm



It is important for children to arrive at school in time for each session. Children who are late for school miss valuable learning time and often start school distressed. If, like us, you expect your child to achieve high standards in the National Curriculum you must ensure that he/she attends every day and arrives in school by 8:40am. If there is an unavoidable reason for your child being late to school please telephone the office and let them know what time the child will arrive and order a school lunch if required. Persistent late-comers will be reported to the Head of School who will see the parents, and if necessary, report the situation to the Education Welfare Officer. We encourage and promote daily attendance unless a child is ill or there is a good reason for absence.

Registration

The registers are marked at the beginning of each morning and afternoon session. Children from Years 1 to 6 line up in their respective playground at 8:40am. Teachers bring them into the cloakroom. Any child who arrives after 8:45am should go to the main entrance and his/her name will be entered in the Late Book. We take responsibility for the children from 8:40am until 3:00pm. If they wish, children may come to Breakfast Club from 8:00 to 8:30am. In addition, children may come into school from 8:30 to 8:40am to read quietly and/or change reading books as part of our 'Raving Readers' scheme. We do not take responsibility for children who go home for dinners and they should not return to school until 5 minutes before their registration time. Young children often feel worried if a parent or other adult is not on time to collect them. Please telephone school if you are unable to collect your child on time.

Collection of children at lunchtime/the end of school day

Children in Foundation stage (Nursery & Reception) and KS1 must be collected by an adult. Children in lower KS2 may be collected by an older brother or sister in Years 5/6 providing **written permission** has been provided by parents. Children in upper KS2 are allowed to go home on their own if parents so wish and have provided written permission. Children who are to be collected by an adult are expected to wait in school until they arrive.



Governing Body



Chair:

Mr P Gerrard

Vice-Chair:

Nabbil Khan (Parent governor)

Simon Fidded (Co opted governor)

Majid Siddique (Parent governor)

Kathryn Sullivan (Co-opted governor)

Miss S Ngenda (Staff governor)

Mr A Khan (Staff governor)

Mr D Jacques (CEO)

All Governors serve a four-year term of office from date of appointment.

The CEO or Head Teacher will, where requested, make arrangements for anyone to contact the Governors, and any correspondence should be addressed to The Chair of Governing Body at the school address.

The Governing Body meets twice a term. Parents can contact the Parent Governors (or any other Governor) if they want anything discussed at these meetings. Parents are welcome to attend these meetings but they cannot take part in any decision making of the Governing Body - this must be done through their representatives.



Class Organisation



Early Years	Saplings	2-3 yrs. old	}	Foundation Stage
Nursery	Acorns & Conkers	3-4 yrs. Old		
Reception	Hazel & Nutmeg	4-5 yrs. old		
Year 1	1 Oak & 1 Ash	5-6 yrs. old	}	Key Stage 1
Year 2	2 Elm & 2 Holly	6-7 yrs. old		
Year 3	3 Alder & 3 Larch	7-8 yrs. old	}	Lower Key Stage 2
Year 4	4 Beech & 4 Poplar	8-9 yrs. old		
Year 5	5 Cedar & 5 Willow	9-10 yrs. old	}	Upper Key Stage 2
Year 6	6 Chestnut & 6 Sycamore	10-11 yrs. old		



Starting School

Entry into Saplings



Children mainly enter Saplings in the September after their 2nd birthday. After September, and where there are places, they can usually enter Saplings as soon as they become 2 years old.

In order for children to be eligible for a place parent/carers must be in receipt of one of the following:

- Income Support
- income-based Jobseeker's Allowance (JSA)
- income-related Employment and Support Allowance (ESA)
- Universal Credit - if you and your partner have a combined income from work of £15,400 or less a year, after tax
- tax credits and you have an income of £16,190 or less a year, before tax
- the guaranteed element of State Pension Credit
- support through part 6 of the Immigration and Asylum Act
- the Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)

Entry into Nursery

Children mainly enter the nursery in September if their 3rd birthday falls on or before 31st August. After September they can usually enter nursery as soon as they become 3 years old. Where possible it is the policy of the school to keep the age of the new entrant below 4 years.

The intake to the nursery is staggered over several days, and in the half term before the child is admitted we hope each parent and child will visit the nursery, get to know the staff and become conversant with the nursery arrangements.

When your child eventually begins part-time in the nursery it is extremely important that you always accompany him/her and you always make sure that there is someone to collect him/her when the nursery finishes. It is also most helpful in the early stages for a parent to stay with the child for the first part of the session to give reassurance and help during the settling-in period.

Entry into Full-Time School

Children will be admitted to Reception in September 2022.

Copthorne Primary School has an admission number of 60. Places are allocated by the LA as we are usually oversubscribed and demand for places is high. **Mid-year admissions are now controlled by the School Admissions Team at Education Bradford. The school does not keep waiting lists for full time school places.**

Parents who would like to see the school at work are asked to telephone the Headteacher: Miss S Ngenda who will be pleased to make an appointment to show you round the school and answer any questions you may have.

TRANSFER TO UPPER SCHOOL

Year 6 children transfer to a Secondary School in the area.

Details of schools' open days and forms will be sent to parents in the Autumn Term of 2022.

Parents and the School



Parent and Teacher Consultation Evenings

Parents are formally invited into school at least twice each year to discuss their child's progress. Both teachers and parents can learn a good deal from such meetings. If you wish to talk to your child's teacher at any other time, you can contact teachers at 8:30am and 3:00pm to arrange a suitable time. Progress reports are given to parents in July. These will contain details of test results at the end of Key Stage 1 and Key Stage 2, as well as general progress through the National Curriculum.

Teachers are available for consultation between 3:00pm and 3:15pm every day.

All the staff at Cophorne Primary School work very hard to help your child make exceptional progress and attain very high standards in their learning. We welcome and encourage parents'/carers' help, both in school and at home. We hope you will come as often as you can to see your child's work and discuss his/her progress with the teacher. If you wish to discuss any matter with the Head of School she will see you at any time provided she has no prior commitments. It is always advisable to make an appointment if possible. We are grateful for your support with any assemblies to which you are invited during the school year and any fund-raising activities we may hold.

Please inform us of anything that happens at home which may affect your child's learning or behaviour.

Statutory Information

- Parents have a right to see a variety of documents referring to the school's policy and performance. These include:-

1. Administration of Medication Policy
2. Admissions Policy
3. Anti-Bullying Policy
4. Asthma Policy
5. Behaviour Policy
6. Complaints and Grievance Policy
7. Charging Policy
8. E-Safety Policy
9. SEND Policy
10. Safeguarding and Child Protection Policy
11. Equality Policy
12. Equality Diversity Cohesion Policy

We also provide additional policies on our website, for example the policy for More Able and Talented Pupils, in order to give parents/carers with a clear understanding of the work we do.

Anyone wishing to see these documents should log on to the school website: www.cophorneacademy.co.uk where they are available under the parents' tab.

Parents and the School



Parking

Please do not drive your car into the car park at any time – this puts children at risk.

The school has a barrier situated at the school gates to ensure the safety of our pupils. **PLEASE DO NOT PARK IN FRONT OF IT.**

The yellow lines outside school on All Saints Road mean you must keep that area clear of parked cars to enable children to cross All Saints Road safely.

The main entrance gate should be used by children and parents.

PLEASE DO NOT ALLOW CHILDREN TO COME INTO SCHOOL THROUGH THE CAR PARK.

Changes of address, telephone number or parents' place of employment

Please let the school office know **immediately** of any changes. It is very important that we have up-to-date information in case of illness, accident or emergency.

Class Dojo

The school uses a messaging service called Class Dojo where teachers can communicate with parents directly about their progress and achievements throughout the year.

Website

The School's website contains a wealth of information for parents, carers, governors, pupils and visitors. Urgent reminders and important news such as sudden school closure due to snow, are displayed on the website's home page. The website address is: www.cophthorneacademy.co.uk .



The National Curriculum



Foundation Subjects:

These are taught in an integrated way through our Copthorne Curriculum lessons.

Design Technology - This includes the development of skills in using equipment in order to communicate, measure, explore and record when designing, making and evaluating projects for specific purposes.

History - This includes various units covering history from the Romans up to the children's grandparents' time. Children develop an understanding of the passage of time and acquire the skills needed for research using historical evidence.

Geography - Children explore various themes through a study of places far and near, covering both physical and human geography.

Music - Children explore the various elements of music through first-hand experience. They also learn to develop an appreciation of different types of music by listening to and discussing a wide variety of styles in music. In Year 4 all children learn to play a musical instrument.

Physical Education - Children develop skills and fitness through gymnastics, dance and games.

Art & Design - Children explore art using a wide variety of materials and media. They are introduced to the art of many artists and cultures.

Religious Education - The aims of the new syllabus are to help all pupils to learn about, and respect, their own and other's beliefs and values; to develop a positive attitude of respect towards other people; to form, maintain and deepen their own beliefs and come to appreciate the beliefs, values and practices of others. Parents have the right to withdraw their children from RE if they wish. Please discuss your concerns with the Head Teacher before making a decision regarding withdrawal.

Personal, Social and Health Education - We teach the children to care for their bodies as they grow and to look after their teeth. We also teach them how to stay safe and to recognise and deal with the dangers.

Sex and relationship - There will be no formal sex education in this school. However, general health education is taught through the Personal and Social Education Policy, and the National Curriculum will be taught, and reference to animal reproduction and to life cycles will be made at the appropriate time.



The National Curriculum Cont.



Core Subjects:

English - This includes speaking and listening, reading, writing, handwriting and spelling.

The Literacy Hour is intended to bring literacy teaching into focus in every classroom. This has a positive impact on the pace and focus of teaching and brings a constructive sense of urgency to much of the work. The Reception Year objectives will be taught systematically from the outset, though not necessarily through a formal Literacy Hour.

Maths - This includes investigation and problem solving, number, data handling, measures and shape and space. The structure is more or less the same as the Literacy Hour. There is also more focus on mental arithmetic for ten minutes every day.

Science - This includes investigation and exploration of science, living things, materials and the environment, forces, energy and electricity.

Computing - At Copthorne Primary School, Computing is taught both as a separate subject and as an integral part of the curriculum. It is our aim that when pupils use IT they will obtain a set of skills that will, undoubtedly, be required throughout life, for pleasure and for creativity.



Assessment of Learning



All teachers assess each child's progress continually in order to plan each stage of work to support any learning difficulties and ensure that children are challenged in their learning.

Teachers contact parents immediately if they have any concerns over learning or behaviour.

Records are kept of children's progress in the core curriculum areas and in their personal, social and emotional development in school. Ongoing curriculum assessment is called Teacher Assessment.

The teachers in Reception continue to assess the children throughout the year and complete the Foundation Stage Profile. This is shared with parents at the end of the year.

Years 1 and 2 are called Key Stage 1. At the end of Key Stage 1 children are formally assessed by their teachers. The results of the tests are considered alongside the less formal teacher assessment which takes place all the time and a result for English, Maths and Science is arrived at. These results are included in the end of the year report given to parents in July.

Children in primary school continue to be assessed by teachers throughout Key Stage 2.

In Year 6 all children are formally assessed again in the Key Stage 2 Tests. These are tests in English and Mathematics and are sent away to be marked. The results are received in July when parents are informed of the attainment achieved by their children in both the tests and teacher assessments.

At Copthorne we use the Depth of Learning Index or DOL to assess children's attainment and progress from Year 1 onwards. See Depth of Learning booklet.



Homework



We believe homework:

- consolidates and extends basic knowledge and skills especially in English and Maths;
- Provides opportunities to further challenge and deepen children's thinking
- ensures consistency and progression of work through school;
- improves and enriches the quality of the pupils' learning experience;
- provides opportunities for families and pupils to work together to enjoy learning experiences;
- encourages children to take responsibility for their own learning.

Recommended time allocation for homework set by Government:

Years 1 & 2	1 hour each week	Reading, spellings, other English, and Topic work. Children are also encouraged to access Mathletics at home for at least 30 minutes per week.
Years 3 & 4	1.5 hours each week	Reading, tables, spelling, English, Maths and topic work. Children are also encouraged to access Mathletics, Timestables Rockstars and SPAG.com at home for at least 30 minutes per week.
Years 5 & 6	30 minutes each day	Reading, tables, spelling, English and Maths. (Plus assignments from other areas of the curriculum) Children are also encouraged to access Mathletics at home for at least 1 hour per week and SPAG.com for at least 30mins per





Arrangements for Children with Special Educational Needs

Children with special educational needs and disabilities are taught alongside other children. We have a policy for children with special educational needs and/or disabilities and we follow the procedures very carefully. If we feel your child has special educational needs, you will be invited into school to discuss his/her requirements. Along with the school's SENDCo (Special Educational Needs & Disabilities Coordinator) and where appropriate, external specialists (such as the Educational Psychologist or School Nurse), we will work out a programme suitable for your child's needs.

More Able and Talented Learners

Likewise, more able and talented children are identified by class teachers. More able and talented learners are defined as those who have one or more abilities significantly ahead of their year group. More able describes learners who have the ability to excel academically. Talented describes learners who have the ability to excel in practical skills such as sports or arts. Once identified, children are placed on a More Able and Talented Register which includes details of their abilities and/or talents alongside the provision which is in place to meet their needs.

- Some children are identified as Exceptionally Able. In general terms, these children are those who are in the top 2% of pupils nationally as regards academic ability. As with our other learners a personalised approach will be adopted in order to effectively meet the academic, social and emotional needs of these children. We do this by working in partnership with parents, external organisations who may well take a significant role in provision. Where possible and appropriate we will pay close attention to the views of the child him/herself. All our teachers plan learning experiences which will challenge, deepen and enrich **all** our children's understanding.



Worship



At Copthorne Primary School assemblies are held daily. In assemblies the emphasis is on caring and sharing using relevant examples where possible, then gradually widening the children's knowledge and experience to embrace different viewpoints.

The children reflect or worship at the end of the assembly according to their own religion or belief. We do not offer solely Christian worship as our school has legal permission not to (SACRE Determination) If you want to talk to us about this please come into school.



Welfare



Pastoral Care

The general welfare and progress of each pupil is the responsibility of every adult within school and particularly the responsibility of the class teacher. Any problems, which cannot be resolved, are brought to the attention of the Head Teacher. A Home School Liaison Officer is available to follow up any worrying problem which may arise and the children's health is monitored by a doctor, nurse and dentist. In addition we employ two Learning Mentors who provide additional bespoke support for vulnerable children.

When a child is receiving medicine prescribed by the doctor and is unwell, she/he should stay at home until recovered. Only in very exceptional circumstances should medicine be brought to school - please see the Lead First Aider: Miss Kelly to arrange this and also to complete a special consent form for medicine to be administered at school.

We cannot take responsibility for administering eye or eardrops.

Accidents & First Aid

We have a number of qualified First Aiders in school who deal with any accidents. We always contact parents in case of emergencies or illness as soon as possible. Where minor accidents have happened at school an accident slip is issued for your child to take home.

Equal Opportunities

In accordance with Bradford's guidelines our emphasis is on the importance of multi-cultural education and equality of opportunity for everybody, irrespective of their age, culture, race and gender. We make sure that we include all children in all activities and we value all pupils equally. We welcome the cultural diversity and different backgrounds of our children and their families.

School Fund and Fund Raising

Money is raised for our fund in a variety of ways throughout the school year with the help of all our parents and friends. This money goes towards providing services and items which are not normally provided by the school's budget but which the Governors and staff feel would benefit all our children.

From time to time, events are held to raise money for school funds. Children sometimes organise enterprise events such as car washing to subsidise their trips. We hope that all parents will join in the fun and support our events.



Charging and Remissions Policy



The school asks for a donation or a contribution from the parents to enable their child to go on a school visit or take part in a special activity. This will be to cover the cost of an activity which is unable to be wholly covered from capitation or the school fund, but is necessary to meet the needs of the National Curriculum. Parents will be consulted in plenty of time when the planning of the school activities takes place.

The school will continue to subsidise a reasonable number of children whose parents have not donated any money **but** all curriculum activities of this type will be cancelled if the level of donation is less than the school fund can afford, i.e. we will always try to help parents who are having particular difficulty in raising money. Do not hesitate to contact the school if you are having any problems.

Donations will have to be received before the activity is booked and should it have to be cancelled through lack of support all the donations received will be returned to the parents who have contributed.

School Minibus

- Copthorne has 2 minibuses, each with 17 seats which are used for class trips wherever possible. This use of the minibuses is funded by the school and this means that there are no transport charges passed onto parents.
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School Meals



All children from Reception to the end of Year 2 are entitled to receive a free school meal daily. Children need to inform their teacher on Monday morning about what they are doing during lunchtime for the whole week, e.g. if they are having school dinners then they should stay for dinners all week, if they are bringing packed lunches to school they need to bring one every day for that week. We strongly advise against children going home for dinners as it can negatively impact their personal and social development.

Dinner money, for the full week, should be paid via parent pay on or before **Monday**. If a child is away from school the dinner amount is held over to the following week.

Our schools are provided by Mellor's caterers. These meals include a variety of Halal meat, vegetarian and fish dishes. Special diets are catered for and parents are asked to discuss these with the Headteacher. Packed lunches should consist of a sensible amount of cold food e.g. a sandwich, piece of fruit and a yoghurt. **Children are not allowed to bring sweets, chocolate or crisps. No bottles or cans of drink should be brought to school as we provide a drink of water for every child.** Children can keep a bottle of water in the classroom to drink during the day. Plastic bottles can be brought from home, or purchased at the school office for 40p.

Please note: If you are sending your child with a packed lunch, please **do not** send any food which may contain nuts or nut products as some of our children are severely allergic to such foods and even to the oils from nuts which can be airborne. Thank you for your co-operation.

Children who stay for dinner may not leave the school grounds during the dinner time period without permission from the Head Teacher.

During lunch time, the lunch time supervisors have responsibility for the children. We expect our children to behave positively and to co-operate with the supervisors.

Where there are any incidences of inappropriate behaviour we contact parents to discuss this. If inappropriate behaviour persists the child will be sent home for dinners.

Free school meals

We strongly advise and will support all parents to apply for free school meals. If you feel you are entitled to these you can apply online at www.bradford.gov.uk/schoolmeals and follow the link 'free school meals'.

School does not make decisions about free meals. We are notified by the Benefits Office of those children who are entitled to free school meals. We follow their instructions so if you have any queries please contact the Benefits Office. If you require help with your application please come into school where our staff will be able to help you to use the on-line application system.

Milk


Milk is provided for children in Key Stage 1 and 2 at a cost set by the school each half term. Nursery and Reception children receive milk free or up until the child reaches the age of 5 years.



Out of School Hours Learning



We offer our children many clubs and activities outside normal school hours. We have 'Breakfast Club' in the morning. Your child will bring home a newsletter with further details of the clubs available. Below is a selection of clubs which run in school. The choice of clubs changes each term.

 Cophorne Primary School Extended Provision January 2023 - April 2023				
Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast Club (8:00 – 8:30 Open to all) Mr H Khan - Hall	Breakfast Club (8:00 – 8:30 Open to all) Mr H Khan - Hall	Breakfast Club (8:00 – 8:30 Open to all) Mr H Khan- Hall	Breakfast Club (8:00 – 8:30 Open to all) Mr H Khan - Hall	Breakfast Club (8:00 – 8:30 Open to all) Mr H Khan - Hall
Maths Club (8:00 – 8:30 Year 6) Miss Asma – ITC Suite	Maths Club (8:00 – 8:30 Year 6) Miss Asma – ITC Suite	Maths Club (8:00 – 8:30 Year 6) Miss Asma – ITC Suite	Maths Club (8:00 – 8:30 Year 6) Miss Asma – ITC Suite	Maths Club (8:00 – 8:30 Year 6) Miss Asma – ITC Suite
Fitness Club (3:00 – 4:00 Year 3/4) Mr A Khan - Hall	ICT Club (3:00 – 4:00 Year 2) Miss Fozia - ICT Suite	Arabic Club (8:00 – 8:30 Year 4) Mrs Teizini—Group Room	Arabic Club (8:00 – 8:30 Year 5) Mrs Teizini—Group Room	Badminton Club (3:00 – 4:00 Year 5) Mr H Khan - Hall
Gardening Club (3:00 – 4:00 Year 1 and 6) Miss Kelly - KS1 Area	Knitting Club (3:00 – 4:00 Year 4,5,6) Mrs Ljmani/ Mrs R Bhatti - KS1	Bike Club (3:00 – 4:00 Year 4) Mr H Khan/ Miss Asma	Homework Club (3:00 – 4:00 Year 5/6) Miss Asma – ICT Suite	Cooking Club (3:00 – 4:00 Year 3/4) Miss Kelly / Miss Brown DT Room
	Archery Club (3:00 – 4:00 Year 5/6) Mr A Khan - Big Hall	Dance Club (3:00 – 4:00 Year 3,4,5 and 6) Mrs Turner, Miss Owen and Miss Clayton - Hall	Table Tennis Club (3:00 – 4:00 Year 4/5) Mr H Khan - Hall	
	Cricket Club (3:00 – 4:00 Year 4,5/6) Miss Asma / Mrs Parveen Mrs M Shah - Small Hall	Junior Librarian Club (3:00 – 4:00 Year 5/6) Mrs Zaman - Library	Football Club (3:00 – 4:00 Year 3/4) Mr A Khan - MUGA	
	RSBP/Recycling Club (3:00 – 4:00 Year 1 and 5) Miss Kelly - KS1 Area			



School Uniform



Reception to Year 4:

Royal blue round neck jumper or cardigan.

Red polo shirt.

Grey skirt, grey pinafore, grey trousers.

grey kameez and grey pyjama or shalwar.

Plain black, low-heeled **shoes (no trainers)**.

Blue/white checked summer dress.

Optional: Short, plain grey, white or blue scarf (available from uniform shops).

Scarves **must not** include any decoration



Years 5 and 6:

Royal blue V-neck jumper, or cardigan.

White blouse/shirt.

School tie.

Grey skirt or grey pinafore or grey trousers.

Grey kameez and grey pyjama or shalwar.

Plain black, low-heeled shoes.

Blue/white checked summer dress.

Optional: Short, plain grey, white or blue scarf (available from uniform shops).

Scarfs **must not** include any decoration



Please make sure all items of clothing, including coats and pumps, are clearly labelled with your child's name.

Sweatshirts (round neck and V-neck), sweatshirt cardigans and red polo shirts with embroidered school logo are available to purchase from uniform shops. Ties are available to purchase from the school office (subject to availability).



School Uniform Continued



PE

All children must come to school in their PE costume on the days of their PE lessons:

Black jogging bottoms or shorts.

White polo shirt.

Trainers – for outdoor PE

Swimming

Swimming trunks, swimsuit or swimming costume and footless leggings.

Swimming cap.

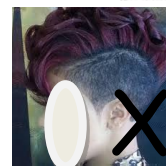
Towel.

Waterproof bag.

Haircuts

The length at which children's hair is cut is not an issue, however the same blade should be used for the whole cut. Tram lines and styles such as 'The Mohican' are **not** acceptable in school as these can distract children from learning.

Children who come to school with unacceptable haircuts will be sent home until the hair is cut in an acceptable style.



General Information



Valuables

Jewellery should not be worn as the school cannot accept responsibility for loss or damage and for the safety of the children.

However, children may wear:

- plain metal stud ear-rings (these must be removed or covered with a plaster for PE lessons). No jewelled studs.
- the Muslim Tawiz (this must be tucked under shirts)
- the Christian St. Christopher/or a Cross. (this must be tucked under shirts)

Damaged/Lost and Stolen Property

Any personal property or clothing such as coats are brought to school at the child's/parents' own risk, and the school or Local Authority accepts no responsibility for their loss or damage.

Articles of clothing should be clearly marked with your child's name.

We have a lost property box in school where people can put or find lost property. The staff will make every effort to find lost property.

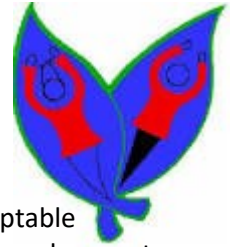
Outdoor Trim Trail Equipment

We have outdoor play equipment in both the rear and front playgrounds. For the health and safety of Children, we ask that parents supervise their children before and after school when using this equipment.

No child should use this equipment unsupervised.



Behaviour Policy



We want to encourage individuals and groups to understand what is commonly agreed as acceptable behaviour, to develop into trustworthy, reliable and honest individuals who show consideration and respect for others. Any school rules should be clearly understood and ownership of them given to all concerned via consultation and positive implementation/attitudes.

Aims:

1. To enable teaching and learning to take place in a calm, orderly atmosphere and promote good relationships between all.
2. To create an ethos in which individuals feel valued; where personal endeavour is encouraged and to ensure the promotion of high morale.
3. To stress the importance of being positive in our attitudes, to reward rather than chastise, to praise rather than reprimand.
4. To ensure that all pupils and staff are clearly aware of what we, as a school, consider to be acceptable behaviour in any given situation.
5. To state and promote the strategies necessary for ensuring a high standard of behaviour: to adopt a 'prevention rather than cure' approach whilst being aware of more formally recognised channels for dealing with discipline problems.
6. To involve parents in recognising and celebrating positive behaviour as well as keeping them informed of inappropriate behaviour.
7. To help and encourage all pupils, staff, parents and governors in their development of personal awareness and attitude to school life in general.

NB For some children the whole school behaviour system is inappropriate and alternative strategies will be employed. These will be discussed between the SENDCO, class teacher and parents.

Copthorne Rules

1. Be kind to everyone.
2. Be polite at all times.
3. Listen to adults in school the first time.
4. Always walk inside school.
5. Use a quiet voice inside school.
6. Look after school and school equipment.
7. Always do your best.



Behaviour Policy Cont.

Foundation Stage Rewards and Consequences



Nursery Rewards:

1. Praise
2. Stickers

Nursery Consequences:

1. Verbal warning.
2. Removed to a different area.
3. Sit quietly on a chair.
4. Remove to reception class.
5. Meet with parents.

Reception Rewards:

1. Stamps and stars.
2. 5 star rewards and special stickers.
3. Head teacher's special reward.
4. 5x5 stars parents invited to the presentation.
5. Star of the week.

Reception Consequences:

1. Child talked to about inappropriate behaviour and reminded of school rules.
2. Removed to sit in another area for five minutes.
3. Sent to another class in foundation stage.
4. Sent to a member of SLT.
5. Meet with parents.

Severe Behaviour:

At staff's discretion -

1. Miss playtime.
2. See headteacher.
3. Parents will be seen for a child's persistent bad behaviour.

Key Stage 1 Rewards and Consequences

Rewards:

1. Name on the happy side—linked to class dojo.
2. Every 50 class dojos a prize is rewarded.

Consequences:

1. Name on sad side.
2. Name 2 times = 5 minutes time away from rest of the group.
3. Name 3 times = 5 minutes in another class.
4. Name 4 times = sent to Base Manager and name in Behaviour Book.
5. If anyone is sent to Base Manager x3 in a week, child is taken to SLT.



Behaviour Policy Part 2



Key Stage 2 Rewards and Consequences

Rewards:

Children will be awarded **Dojo points** for good conduct and positive attitudes to learning. A tally of these can be kept on the 'happy side' of the Rewards/Consequences boards in the classrooms but they can also be recorded straight away on Class Dojo when not in the classroom i.e. during assemblies. Staff are expected to take their I pads with them to assemblies etc. so that children can see points being awarded at those times. Each time a name appears on the happy side that will be worth 1 Dojo point. Multiple points should **not** be awarded for one example of positive behaviour e.g. 5 points for cooperating well.

Once a child has achieved **20 points** in a day that **equates to 1 stamp**. Pupils can only be awarded a **maximum of 20 dojo points in a day** in order that the rewards are meaningful. Dojo points must be left open until the end of the week. At this point they should be transferred to stamps with **every multiple of 20 being worth 1 stamp**. I.e. if a child has achieved 97 Dojo points this will mean that he/she is awarded 4 stamps for that week.

Dojo of the week will be awarded to the child who has achieved the highest number of Dojo points in that class that week. Teachers are responsible for passing these names/certificates to the member of staff leading Celebration Assembly. Dojo of the Week winners should be logged on to the Positive Behaviour section of CPOMS. At the end of each week, points are erased and the system then starts again the following week.

Rewards for stamps (these are collected from the Learning Mentors)

1. 20 stamps = reward
2. 40 stamps = reward
3. 60 stamps = reward
4. 80 stamps = reward
5. 100 stamps = reward
6. 120 stamps = reward
7. 140 stamps = reward
8. Year 6 = 30 minutes Golden Time Friday PM.

Key Stage 2 Consequences:

1. Name on the board
2. Name on the board with rule number which has been broken
3. Name on the board x3 = 10 mins in the next class
4. Name on the board x4 = sent to the Base Manager / SLT
5. Any major incidences, child sent to SMT immediately

Outside Rules:

1. Listen to adults in school the first time.
2. Keep your hands, feet and objects to yourself.
3. Be polite at all times.
4. Play in the front or back play areas.
5. Always stay inside the school gates.

Consequences:

1. Sit on the bench for 5 minutes.
2. Hold the teacher's hand for 5 minutes.
3. Remain inside with SLT.



Behaviour Policy Part 3



Reasonable force

On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school. (see pupil restraint policy) All staff have been trained by Team Teach to handle and, as necessary, restrain pupil safely.

Powers of search

Again, on extremely rare occasions it may be necessary to search for, and confiscate, inappropriate items which are brought into school, or for any stolen property. These will be retained and returned to parents or pupils as appropriate. This is related to the principle of the safety of all members of the school community.

Allegations of abuse

Allegations of abuse will be taken seriously, and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality. Serious action will be taken against pupils who are found to have made malicious accusations against school staff including exclusion.

Exclusions

Where a child persistently misbehaves, the Head Teacher or a member of the SLT will be informed. Parents will also be informed of the behaviour. In some cases, the Head of School may choose to exclude the pupil. This may include internal exclusion, lunch time exclusion or exclusion at home. Parents will be informed of the decision.



COMPLAINTS PROCEDURE

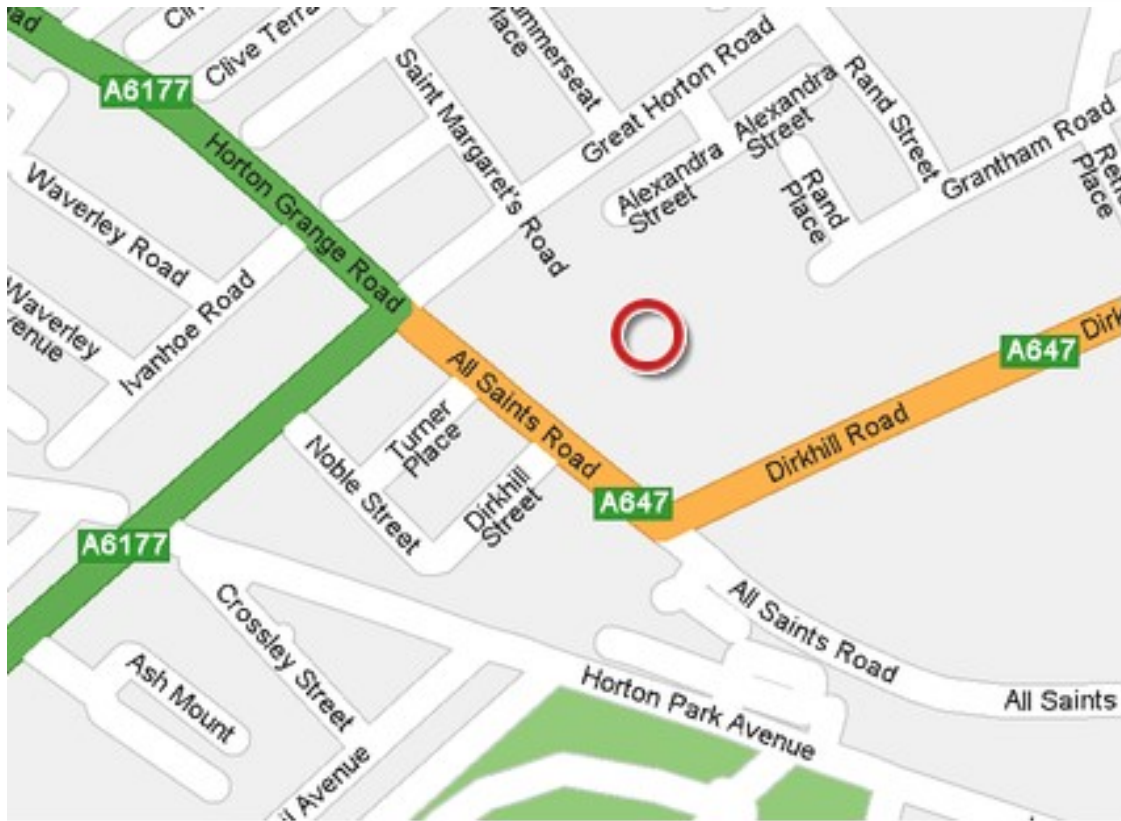


Our aim is to develop and maintain understanding between the school and all our parents. Whilst we aim to provide a high quality service to children and parents, we acknowledge that there may be times when you may wish to register a complaint.

- In the first instance parents are encouraged to speak to their child's class teacher with any issues or concerns they may have as soon as they arise, in order that they can be dealt with quickly and efficiently.
- If you are not satisfied with the outcome of this discussion you should contact the Head Teacher who will strive to resolve the matter.
- If you feel that the matter has still not been resolved to your satisfaction, please write to the Governing Body of Copthorne Primary School giving full details of the complaint. The Governing Body will then appoint a Complaints Sub-committee to discuss the complaint and respond in writing.



Directions



DISCLAIMER

The information contained in this prospectus is correct at the time of publication. It should not be assumed that there will not be changes affecting the information before, or during the next school year.

