

Exceptional thanks from Southwark Officers for parent/carers feedback re amalgamation plans for Camelot & Cobourg Schools

Thank you to everyone attending and feeding their comments into the consultation process regarding our schools' future at this stage.

All parents/carers are reminded about the text from the school's letter of 22.03.23 regarding providing on the Stage One consultation:

This feedback will go into a dedicated email address and considered after the six-week period has ended: governor.services@southwark.gov.uk

Heads up on swimming plans

Teaching our children to swim was made a priority in the school plans for this year and particularly after the impact of the recent pandemic.

We hope that many of your children have loved this increased priority of this essential life skill.

Heads up for next term is increasing our swimming offer to children in both Year 2 and Year 6 and for which your support is appreciated in ensuring their children have appropriate swimwear ready.

The important school dates for your attention

1. **Monday 3rd to Thursday 6th April**—Spring CHAMPS at Camelot .
2. Easter Sunday—**Sunday 9th April**—Happy Easter to all our Christian families
3. **Monday 17th April**—Summer Term restarts
4. School to acknowledge Stephen Lawrence Day—**Friday 21st April**
5. Eid al Fitr—predicted to be **Saturday 22nd April**—Happy Eid to all our Muslim families
6. Bank Holidays in May 2023—**Monday 1st May & Monday 8th May** - no school
7. Week commencing **Tuesday 9th May**—Yr 6 Assessments Week—no absences please



Knights of the term – Academic Year 2022-2023

Year Group and Class	Term Two Knights
Nursery Sugar Loaf	Liseth and Aanu
Reception Snowdon	Destiny and Anas
Reception Nevis	Mohammed Jamiu and Nandy
Year One Mont Blanc	Kairone and Wendy
Year One Elbrus	Johnny and Jafar
Year Two Himalayas	Alexander and Balqees
Year Two Karakoram	Dorema and Adrianna
Year Three Shimbiris	Ruby and Aminah
Year Three Waddi	Ayodele and Matilda
Year Four Chimborazo	Hing Ying and Majid
Year Four Huila	Kabeer and Eniola

No.1 We have a whole-school approach to behaviour

15. Schools should ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents. The school's approach to behaviour should be easily apparent to anyone joining or visiting the school. Everyone should treat one another with dignity, kindness and respect.

16. The consistent and fair implementation of the measures outlined in the behaviour policy is central to an effective whole-school approach to behaviour. Consistent implementation helps to create a predictable environment. Some pupils may require additional support to meet a school's behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary.

17. By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training on the needs of the pupils at the school, behaviour can be managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

No.2 The role of parents/carers

32. The role of parents/carers is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. **Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate.** Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

33. Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents, e.g. by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

No.3 Responding to behaviour

To use kindness, patience and commitment in dealing with any problems
To show nothing less than our best to all and in all situations
To be compassionate and to show a sense of humour to all

School Values

Aspiration
Courage
Dedication
Integrity
Resilience



1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences

The Parents'/Carers' Responsibilities

For pupils to achieve to their full potential it is essential that there are links and clear communications between home and school. Central to this is the understanding that teachers, parents/carers *all* want their children to succeed and be safe and happy within school.

Please note: During the school day all parents/carers must report to the school office before contacting a member of staff. It is not acceptable for parents/carers to approach staff without an appointment. Equally, we ask parents/carers not to approach support staff directly about their child's behaviour without first consulting the class teacher, or senior leaders.

Parents/Carers can support their child to adhere to the expectations of the school community by:

Explaining to their child what school is for: a place for learning living alongside other people and that means sharing – books/equipment; adult attention and co-operating with others.

Supporting the school. Any worries or concerns should be shared first with the school's Inclusion Team (Miss Eastwood or Miss Wilkinson in the first instance). It is not always appropriate to voice ones concerns in front of ones child in a public place. Make an appointment. School staff are always willing to listen and come to a shared understanding.

Acting on messages from the school. This may mean praising their child at home for actions at school or discussion and discussing any consequences at home.

Camelot and Cobourg School

Term and Holiday dates

Academic year 2022/2023

Autumn term 2022

- Monday 5th September 2022* to Friday 21st October 2022 (35 school days)
Half Term Monday 24th October 2022 to Friday 28th October 2022
- Monday 31st October 2022 to Friday 16th December 2022 (34 school days)
Mid-term Inset Day Friday 25th November 2022

Spring term 2023

- Wednesday 4th January 2023 to Friday 10th February 2023 (28 school days)
Half Term Monday 13th February 2023 to Friday 17th February 2023
- Monday 20th February 2023 to Friday 31st March 2023 (30 school days)

Summer term 2023

- Monday 17th April 2023 to Friday 26th May 2023 (28 school days)
Half Term Monday 29th May 2023 to Friday 2nd June 2023
- Tuesday 6th June 2023 to Thursday 20th July 2023 (33 school days)

Inset Days: 5 days for staff only

Thursday 1st September 2022
Friday 2nd September 2022
Friday 25th November 2022
Tuesday 3rd January 2023
Monday 5th June 2023

Public holidays

- Good Friday - Friday 7th April 2023
- Easter Sunday – Sunday 9th April 2023
- May Day Bank Holiday - Monday 1st May 2023