



# **New Parent Information**

2025-26



Dear Parents / Carers,

### **Welcome to Crown Wood Primary School**

I would like to welcome you and your child to their first year at Crown Wood. I hope they – and you - enjoy being part of our school.

Our staff and governors are committed to ensuring children not only have a solid grounding in Literacy and Numeracy, but also the skills, values and attitudes they need to be successful in their next stage of education and beyond. These include being aspirational, resilience, an ability to work collaboratively, curiosity and having a 'go for it' attitude.

We aim to provide a safe and stimulating learning environment that encourages pupils to grow and develop in an atmosphere of mutual respect. We have high expectations in all areas, especially behaviour and attainment. We strongly believe being prepared to learn from mistakes, effort, practice and acting on feedback leads to success and not innate talent or ability.

At Crown Wood, we know children are unique; with their own strengths and interests. We offer many opportunities for children to discover and develop their personal, social, moral and spiritual identities.

During each year, there will be formal opportunities to discuss your child's progress, attainment and targets, and to view their work. We are pleased to discuss any issues or concerns about your child's progress at any time during the year and we appreciate your support if difficulties are identified. Please do not hesitate to arrange an appointment with the class teacher, or a member of the Senior Leadership Team (SLT), if necessary. We always have an open door for parents who wish to discuss their concerns or to celebrate their child's achievements.

We know how vital working in partnership with parents is, if children are to find school a positive and rewarding experience. We will always value your feedback and there will be many occasions when your views are sought, as they are very important in shaping the development of the school.

I look forward to working with you and your family throughout your time at Crown Wood Primary School.

A handwritten signature in black ink, appearing to read 'G Strudley'.

Mr Grant Strudley, MA, NPQH, FCCT  
Headteacher

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## **Introduction**

### **Contacting the school and further information**

We have put together this pack as a response to frequently asked questions by parents and carers. It includes information about your child starting their Reception Year as well as more general information about the school.

If you or another parent or carer have any difficulty reading this information for any reason, please ask the office for an appointment to speak to a member of staff in confidence for assistance.

Every child's needs are different and we recognise that there may be areas where more information is needed. If this is the case, please contact the Deputy Headteacher (Inclusion) by ringing the school office on (01344) 485448 or e-mailing: [senco@crowwoodprimary.co.uk](mailto:senco@crowwoodprimary.co.uk).

Further information can also be found on our website: [www.crownwoodschool.com](http://www.crownwoodschool.com).

### **How we communicate**

Our primary means of communicating with you is through email and the My Child at School (MCAS) app. We use email and MCAS to tell you about significant events, late changes in arrangements and to distribute newsletters. In addition, the main way we would inform you about an emergency school closure (e.g. for bad weather).

You will be registered automatically for MCAS and email as long as we have your e-mail address. Please make sure we have this as soon as possible.

The website is regularly updated with news and events and has a wealth of information about the school and curriculum. There are also copies of key policies and documents on the site. We are in the process of establishing a School Facebook page and other social media and we will share details in due course.

We run several parent workshops throughout the year, including reading, phonics and mathematics.

### **Contact details**

SCHOOL TELEPHONE NO: (01344) 485448  
EMAIL: [secretary@crowwoodprimary.co.uk](mailto:secretary@crowwoodprimary.co.uk)  
WEBSITE: [www.crownwoodschool.com](http://www.crownwoodschool.com)

*The school office is open between 8:30am and 4.15pm during term time.*



### Our vision

Our vision is to be the school of choice at the heart of the community where children develop as confident, caring citizens able to discover their potential and embrace the opportunities life brings.

### Nurture

The school is determined to provide, for every child, a safe place that promotes their social and emotional well-being and to create the conditions for their personal and academic growth. We achieve this through the unconditional positive regard for all children, the school's curriculum and values and, where appropriate, personalised intervention.

### Our values

<b>Achievement</b>	<b>Aspiration</b>	<b>Collaboration</b> (Everyone together)
<b>Perseverance</b> (Determination)	<b>Respect</b>	<b>Responsibility</b>

**We dare to DREAM**

**D**etermination

**R**esponsibility

**E**veryone Together

**A**spiration & **A**chievement

**M**utual Respect

Core Value	Associated behaviour
<b>Determination</b> <i>(Perseverance)</i>	<ul style="list-style-type: none"> <li>• We will have a go at things even when they are difficult (Resilience)</li> <li>• We will keep trying and not give up easily (Resilience)</li> <li>• We will stick at a task until it is completed (Resilience)</li> <li>• We will try to help ourselves before asking an adult</li> <li>• We will strive to be the best we can be</li> <li>• We will keep improving through sustained effort</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• We will tell an adult if someone is being bullied</li> <li>• We will solve conflicts with friends and help others to do so</li> <li>• We will be helpful to others; We will volunteer in and out of school</li> <li>• We will consider other people's feelings before doing and saying things</li> <li>• We know right from wrong and do the right thing even when it is hard (Morality)</li> <li>• We will be honest and tell the truth; We will admit when we are wrong (Morality)</li> <li>• We will make good choices</li> </ul>
<b>Everyone Together</b> <i>(Collaboration)</i>	<ul style="list-style-type: none"> <li>• We will work, learn and play together</li> <li>• We will cooperate with others and work as a team (Co-operation)</li> <li>• We will be understanding of differences (Co-operation)</li> <li>• We know how to make decisions as a group so that everyone's opinion is heard</li> <li>• We will respect and celebrate the diversity of backgrounds, cultures and religions represented in the school</li> <li>• We will support each other's learning by being good talking partners</li> </ul>
<b>Aspiration</b>	<ul style="list-style-type: none"> <li>• We will challenge ourselves and take risks in our learning</li> <li>• We are not afraid to show initiative, be a leader or do things differently or alone</li> <li>• We can cope with unfamiliar situations (Adaptability)</li> <li>• We can suggest new ideas, roles and strategies (Adaptability)</li> <li>• We will take opportunities to follow our interests in art, music or sport</li> <li>• We will use our imagination</li> <li>• We will communicate through our writing, speaking and ICT effectively and responsibly with everyone (Communication)</li> </ul>
<b>Achievement</b>	<ul style="list-style-type: none"> <li>• We will concentrate</li> <li>• We will always try to be the 'best we can be'</li> <li>• We will be curious and ask questions (Enquiry)</li> <li>• We can plan and undertake investigations (Enquiry)</li> <li>• We are able to collect evidence and draw conclusions (Enquiry)</li> <li>• We reflect on what we have learnt and know how to improve (Thoughtfulness)</li> <li>• We will listen to and respond to feedback (Thoughtfulness)</li> <li>• We will try new things; We aren't afraid of getting things wrong – we know that we learn from our mistakes</li> <li>• We have the right equipment and know how to organise ourselves and our work</li> </ul>
<b>Mutual Respect</b> <i>(Respect)</i>	<ul style="list-style-type: none"> <li>• We will respect our rights and the rights of others</li> <li>• We will be tolerant of others' opinions and ideas</li> <li>• We are welcoming to visitors</li> <li>• Know about and respect the varying needs of other people, other living things and the environment (Respect)</li> <li>• We will earn trust and respect by acting with integrity</li> <li>• We will take pride in our uniform, PE kit and our own and other's achievements</li> <li>• We will be kind</li> </ul>

**Red:** These behaviours link to British Values, which the government defines as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. **Blue:** These link to the International Primary Curriculum (IPC) Personal Learning Goals.


## Behaviour Expectations

### Behaviour Policy

We want children to behave well, make good choices and demonstrate our values because it's 'the right thing to do', not because they receive a reward or prize. We believe that this approach is consistent with developing the values and attitudes the children need to be both effective learners and good citizens. The children's involvement in setting their own boundaries is essential and it is expected that children take responsibility for their actions and to understand – or develop an understanding of - the consequences of what they do.

Each class has a class charter drawn up by the children and teacher at the beginning of year. This charter explains both the rights that all children have and how they can ensure their own actions do not stop others from enjoying those rights.

Good behaviour is recognised through praise and other techniques (e.g. 'Achievement Awards', a postcard home, responsibility, sharing work etc). Unacceptable behaviour is initially dealt with by the teacher using reminders of expectations and replacement behaviours (giving children opportunity to make a good choice). If the behaviour continues, the teacher may use a formal warning followed by sanctions such as working on their own, loss of playtimes or privileges. Persistent or frequent poor behaviour will mean the involvement of the Phase Leader, a Deputy Headteacher or Headteacher. Parents are usually involved at this point so that both school and home can work together to address the situation.

 <b>Crown Wood Primary School</b>  <b>Behaviour Policy</b>	
	<b>You are behaving well</b> <i>(and are ready to learn)</i> <b>Keep it up!</b>
	<b>WARNING! <u>Listen &amp; think</u></b> <b>about our expectations...</b> <b>OR</b> <b>Your teacher will decide</b> <b>what happens next</b>
	<b>A Senior Leader decides</b> <b>what happens next and</b> <b>your parents may be</b> <b>contacted</b>

**Dare to DREAM**

**D**etermination – **R**esponsibility – **E**veryone **T**ogether – **A**spiration &  
**A**chievement – **M**utual Respect

## **Anti-bullying Policy**

Bullying is a subjective experience and can take many forms. We define bullying as: **“the intentional (physical or emotional) hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.”**

Children are encouraged to speak to an adult if they have any concerns about themselves or others. The school takes any concerns raised very seriously and will fully investigate them as well as offering support to the victim. If you are concerned that your child is the victim of bullying, please speak to your child’s teacher in the first instance. If the situation does not improve or you are unhappy with the response, do not hesitate to speak to a more senior member of staff. A copy of our full behaviour policy and the School Council’s Anti-Bullying Charter are available on our website.

## **Rights Respecting School (RRS)**



The children are taught that all children have rights through the United Nations Convention on the Rights of the Child (UNCRC). They learn to recognise that all children have the same rights, regardless of race, gender, disability or other factors that may lead to discrimination and consider what they can do to protect the rights of others.

## Your Child Starting in Reception Year

### Organisation of classes

We can take up to 90 children in our Reception Year. The classroom space is designed to be flexible, allowing it to be open plan or divided into three separate classrooms depending on the activity. There is also a large outdoor learning space. The children are divided into 3 classes of no more than 30 children. Your child will be in a 'home' class with a qualified teacher and at least one member of the support staff (either a Nursery Nurse or a Teaching Assistant) for registration and some learning activities each day. Each class is split into two 'Gathering Groups' where they will self-register and settle in for the day. However, they will also spend a great deal of time in 'free flow' working with children and adults across the year.

### Starting school

All children are expected to be in school for full days from the beginning of the term. We recognise some children may find a full day a challenge to begin with and we tailor the day to try to meet their needs. However, if you feel your child would benefit from a staggered start to school, please contact the school directly to discuss this with a member of the Reception Year team.

**The first day of the 2025-26 school year is Tuesday 3 September.** To support children on their first day, we recommend a staged start to the term. This allows us to ensure children settle quickly and we have time to talk to and re-assure any anxious children or parents.

Month of Birth	Recommended Start Date
May - August	Tuesday 2 September
January - April	Wednesday 3 September
September - December	Thursday 4 September

**This is entirely up to individual parents and all children have the right to start school on the first day of the term.**

### The school day

Parents and children should wait outside the Reception Playground gates. **The gates and classroom doors will open at 8:35am and close at 8:45am. Registration starts at 8:45am and children must be in school by this time.** During this time, staff are available to talk to parents. **For the first two weeks, you are welcome to bring your child into class and help them to find their peg. When the induction period is over children will be expected to leave their parent(s) at the classroom door.**

At the end of the day (3.15pm), parents should pick their child up from the same door. Staff will only release children to (a) those known to have 'parental responsibility' or (b) other family members or friends who have been given specific permission by you to do so. **If there is any change to who will pick up your child, it is essential you tell the class teacher or the office. If there is any confusion or uncertainty about who is picking up a child, the staff are expected to check with you. Please do not be offended if this happens, as they are following safeguarding procedures.**

There is no formal morning and afternoon break in Reception Year as the children have opportunities to play and be active outside throughout the day. The children go to lunch at 11.50am. Once they have eaten, they play in the Reception Playground, which is separate from the playground used by older children. Lunchtime ends at 12.50pm.

## What your child will need

- Full school uniform
- A pair of Wellingtons
- Splash suit for Forest School (preferable)
- A book bag (**no rucksacks please**)
- PE bag and kit, including trainers
- A water bottle

**All items must be named!**

## The Early Years / Foundation Stage (EYFS) Framework

The EYFS Framework exists to support all professionals working in the EYFS to help your child. It sets out:

- The legal welfare requirements that everyone registered to look after children must follow to keep your child safe and promote their welfare;
- The 7 areas of learning and development which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge;
- Assessments that will tell you about your child's progress through the EYFS;
- Expected levels that your child should reach at age 5 (usually the end of the reception year). These expectations are called the Early Learning Goals (ELGs);
- There is also guidance for the professionals supporting your child on planning the learning activities, and observing and assessing what and how your child is learning and developing.
- How and what your child will be learning to support their development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development. Children should mostly develop the 3 prime areas first. These are:

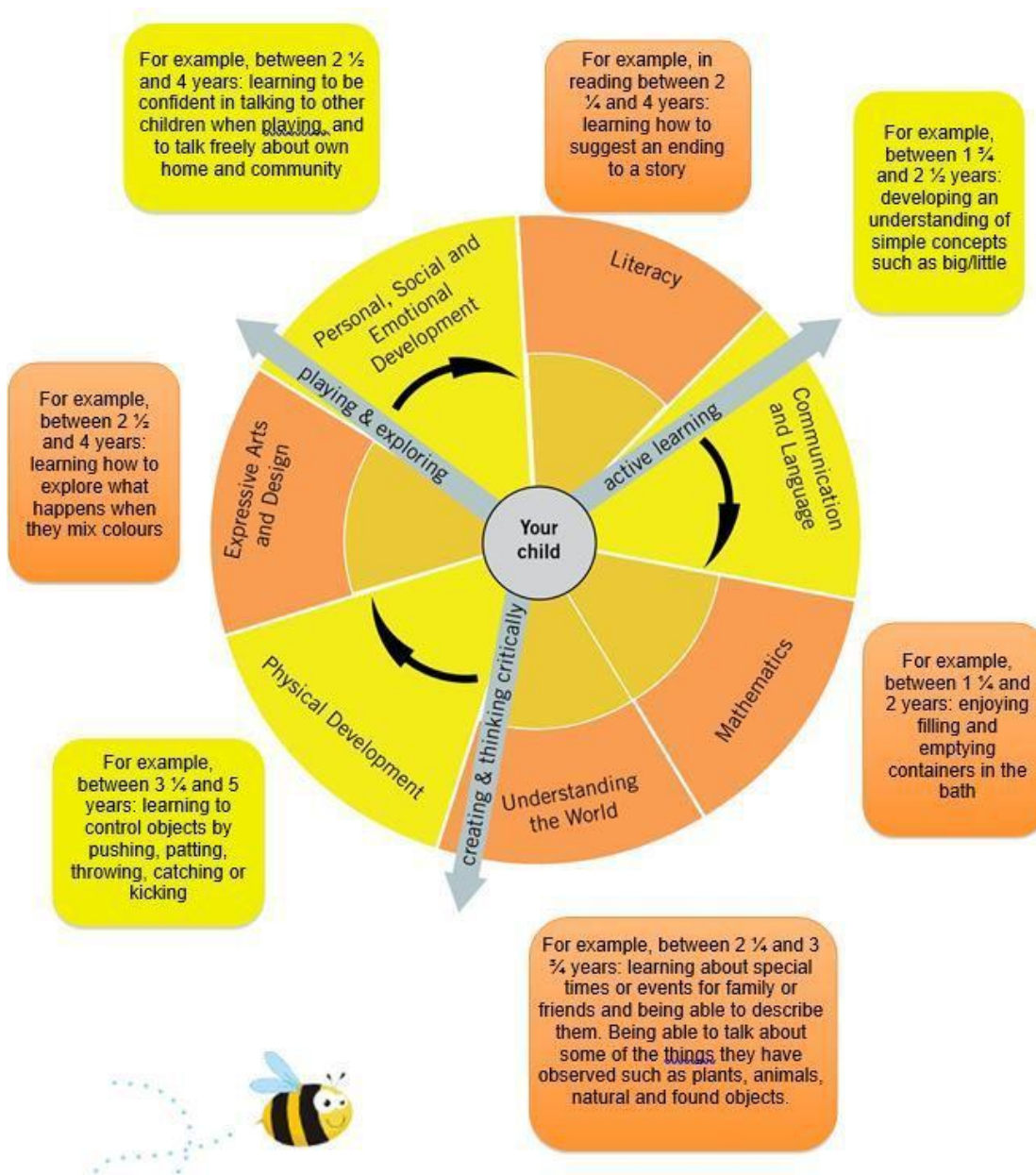
- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it is suitable for very young children, and it is designed to be flexible so that staff can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. The diagram below gives examples of the areas of learning and development and shows the links between the way in which your child learns and what they learn.



Phonics, reading and the development of speaking and listening skills (oracy) are a key focus in our school.

### **International Early Years Curriculum (IEYC)**

We use the International Early Years Curriculum (IEYC) to support the delivery the EYFS Curriculum. The IEYC uses international best practices, holistic enquiry and play-based approaches that cover all curriculum areas including personal, social and emotional development.



It is flexible and works alongside Early Years / Foundation Stage (EYFS) curriculum, including the early learning goals and developmental stages. IEYC learning units are based around exciting themes that capture children’s natural curiosity.

Each unit of work has an ‘Entry Point’ to capture each child’s curiosity so that interests can be developed as the unit of learning progresses and an ‘Exit Point’ providing opportunities for children to reflect, share and celebrate what they have learned. ‘Exit Points’ are often used to share and demonstrate learning with parents.

## **Assessment in EYFS**

Within the first half term, teachers will complete a baseline assessment. This will give the teachers a starting point for their planning and further development of progress for your child. This is a discreet assessment and is completed in the usual way through observations. The children will not be aware they are being assessed.

We complete ongoing assessments on what the children are doing in their day-to-day activities. These observations are then used to identify individual learning needs and plan exciting and motivating activities. All adults contribute to these observations to help get an all-round assessment of the child's interests and needs.

We share information, photographs and examples of the children's work on a secure online learning platform called Tapestry. Parents are encouraged to tell us via Tapestry about special occasions such as birthdays/holidays or when your child has shown a new skill at home.

Well-planned play is a key way in which children learn with enjoyment and challenge in EYFS. During each day, there are opportunities for children to engage in activities planned by adults and those that they plan or initiate themselves.

Children do not make a distinction between 'play' and 'work' and neither do the adults working with the children in EYFS. Teachers and other staff will provide additional support or challenge to those children who need it. This will either be 1:1 or in small groups.

At the end of the EYFS, teachers complete an assessment that is known as the 'EYFS Profile'. This assessment is carried out by the Reception Class Teacher and is based on what they, and other staff caring for your child, have observed. Our aim is for every child to achieve the Early Learning Goal (ELG) in all seven areas of learning. Children who achieve the ELG in the three prime areas of learning and in Literacy and Mathematics are said to have a 'Good Level of Development' (GLD).

The EYFS Profile is a Statutory Assessment and is reported to the Local Authority and Department for Education. We will give you a report of your child's attainment and progress, including information from his or her EYFS Profile in July.

## **Parent engagement**

Parents can log into their child's Tapestry account using an App or Website. All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long-lasting effect on your child's learning as they progress through school, so please tell us about them!

There will be both formal and informal opportunities to discuss your child's progress throughout the year. These include Parent Consultations twice a year and a chance to 'stay and play' once a half term. These sessions take place in the Reception classrooms and are a good opportunity for you to discuss your child's progress with their class teacher and to find out how else you can support learning at home. In between these times, you are welcome to talk to speak to their class teacher at drop off / pick up times or if required, by making an appointment for a longer meeting.

## Forest School



We are fortunate to have a Forest School on our school site. Forest School is an inspirational process, which offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland environment.

During their time in Reception, the children will have a Forest School slot for one afternoon a week for half a term. The children will get further opportunities in later year groups. Sessions are led by a fully qualified Forest School leader employed by the school.

During Forest Learning sessions, children are taught safety rules and skills for using equipment (e.g. handsaws, loppers, vegetable peelers and billhooks) and take part in activities such as tree climbing and making a fire. This allows them to take risks and push their boundaries in a responsible and controlled way. The children learn about - and to respect - the natural world and get the chance to do activities such as whittling greenwood, cooking over fire, den building, mud kitchen, natural arts and crafts, planting / gardening, bug hunting and role play. There are always opportunities for oracy, writing and applying mathematics skills too.

The forest is used in all weathers except lightening and high winds. There is an indoor classroom available on site when it gets too cold as well as a chemical toilet. The children will need to bring 'outdoor' clothes when they attend Forest School:

- **Winter / Early Spring:** Vest/T-shirt, long sleeved top, hooded fleece or thick jumper, waterproof jacket and trousers, thick socks (thermal or two pairs of thin ones) jogging bottoms/trousers (but no jeans), wellington boots or snow boots, hat, gloves and snood, scarfs must be knotted
- **Summer / Late Spring:** Long sleeved T-shirt or top, Light trousers (arms and legs must be covered in the forest) socks, trainers/sturdy shoes or wellington boots. (open toed sandals, crocs and flip-flops are not suitable) Sunhat

Participants are also responsible for providing and applying sunscreen in line with the usual school practice. If insect repellent is required, then the usual 'administration of medicines' procedure will be followed.

## Transition into Year 1

When your child leaves the Reception Class and moves into Year 1 an Early Years / Foundation Stage Profile is completed to sum up their developments and learning achievements. This is based on the ongoing observations collected in the Learning Journal and teacher assessments on the seven areas of learning.

We know the move from the EYFS curriculum to the National Curriculum can be a big jump, so during the Summer Term the children have opportunities to experience life in Year 1 to make it less daunting. In addition, for the first half term of Year 1, we continue to use a free-flow approach to learning for some subjects.

The children are regrouped into new mixed-ability classes at the end of their Reception Year and this happens each year throughout their time at Crown Wood. As well as ensuring similar sized and balanced classes, mixing the children each year allows children to make new friends across their year group.



## **Information about the Whole School**

### **The Greenshaw Learning Trust (GLT)**

Crown Wood Primary School is an academy within the Greenshaw Learning Trust (GLT). The Greenshaw Learning Trust is a charitable company, limited by guarantee, with the sole purpose of maintaining and developing academy schools to provide comprehensive and inclusive education for the public benefit. The Greenshaw Learning Trust is governed by its Board of Trustees. The Trustees are the legal governors of the Trust and the directors of the charitable company, and are responsible for the operation and performance of all schools in the Trust. You can find out more about the Trust at: <https://www.greenshawlearningtrust.co.uk/>.

### **The local Governing Body (GB)**

The Board of Trustees has established a local governing body (GB) for Crown Wood Primary School, to which it delegates its powers and functions with regard to the management and performance and oversight of the school. The GB is responsible for helping to provide an environment in which a good quality education can be delivered. Those serving as Governors are representatives of stakeholders who have an interest in the school (i.e. The Trust, parents, staff and members of the local community).

You can find out more about our Governing Body on our website [here](#). Governors can be contacted through the Clerk: [CWSLgbclerk@greenshawlearningtrust.co.uk](mailto:CWSLgbclerk@greenshawlearningtrust.co.uk).

### **School uniform & PE kit**

The official school colours are blue and white.

#### **SCHOOL UNIFORM**

**Charcoal grey** trousers or shorts; knee length skirt or pinafore;

**Blue checked** dress or knee length skirt (Summer)

**White** shirt, blouse or polo shirt (with or without school logo)

**Blue** sweatshirt, cardigan or fleece (with or without school logo)

**Grey socks / White socks** (Summer with shorts, skirt or dress)

Black school shoes or plain\* black trainers. No heels or open-toed shoes

*\*Trainers should be black or mostly black and plain (i.e. with minimal or no branding).*

#### **PE KIT\***

**Blue** shorts

**Navy blue** tracksuit trousers / joggers

**White** t-shirt or **house colour** t-shirt

**Navy blue** tracksuit top / sweatshirt

Trainers

*\*Children should have their full PE kit, including tracksuits and trainers, in school for the whole week. PE kit needs to be labelled with the child's name and brought to school in a drawstring bag.*

**PLEASE DO NOT SEND RECEPTION CHILDREN TO SCHOOL WITH A LARGE RUCKSACK. THEY DO NOT FIT ON THE PEGS AND THE CHILDREN FIND IT HARD TO FIND THINGS IN THEM. BOOK BAGS ARE FINE.**

All school uniform items and accessories (e.g. book and PE bags etc) can be ordered from [PMG Schoolwear](#), or [MyClothing](#) a national online business that provides delivery directly to parents.

## Appearance and jewellery

Long shoulder length hair should be tied back and off the face. There should be no extremes of hairstyle (including hair colour). Accessories worn in the hair should also be suitable for school and kept to a minimum. No make-up or nail polish should be worn. Children are not allowed to wear jewellery at school with the exception of Medic-Alert bracelets and earrings. If your child has pierced ears, plain silver or gold studs must be worn. Earrings must be removed for PE lessons. Watches may be worn but should be clearly marked with your child's name. If you wish your child to wear other jewellery for religious reasons, please speak to the Headteacher. No other body jewellery should be worn.

## Absence from school

We expect children to be in school unless they are ill with a fever, vomiting or diarrhea, when they should stay away from school for 48 hours. **Colds are not a reason to miss school** and we ask parents to use common sense when deciding whether their child is too ill to attend school:

- Is your child well enough to do the activities of the school day? If not, keep your child at home.
- Does your child have a fever or bug that could be passed on to other children or school staff? If so, keep your child at home.
- Would you take a day off work if you had this condition? If so, keep your child at home.

If your child has a cold, you are able to send in Calpol or similar for them to take. See Administration of Medicine below. NHS guidelines on when to keep your ill child at home are available on the following website: <http://www.nhs.uk/Livewell/Yourchildatschool/Pages/Illness.aspx>

If your child is unable to attend school due to illness, or for any other reason, it is important that the school be notified on the first day of his/her absence. Parents/carers will be contacted if a child is absent without explanation. **This “First Response” action is also a safeguarding strategy (i.e. in the event of a child being sent to school but not arriving because of an incident on the way to school)**. If we are unable to contact you, we will try your secondary contacts. If we are unable to contact you or them after several attempts, it may be necessary to visit your home.

Reason	Procedure	Authorisation
Illness	<b>Telephone school by 9:30am on: 01344 485448 and select option 1</b> or E-mail: <a href="mailto:secretary@crowwoodprimary.co.uk">secretary@crowwoodprimary.co.uk</a>	By Headteacher on receipt of signed note explaining appropriate medical reason.
Medical/dental appointment	Try to arrange out of school hours. If unavoidable, please inform the office in advance. You may be asked to provide evidence of appointments.	By Headteacher
Other reason	Fill in Leave of Absence form available from office and return.	No authorisation for holidays.

**We are required by law to monitor attendance and to take action to inform and support parents to meet their responsibility in getting their child to school and on time.** Intermittent gaps in education have a detrimental effect on pupils' attainment and 'odd days' off add up.

Doors open at 8.35am and registration starts at 8.45am Your child will be marked as late if they arrive after registration (8.45am).

The school registers close at 9:30am and arrival after this time is recorded as an absence. We actively discourage late arrival as this seriously disrupts learning for all pupils in the class. Persistent lateness will be monitored and followed up swiftly. We employ a Pastoral Support Advisor to work with parents to reduce absenteeism and improve punctuality. We also work alongside WPA (an EWO service) to manage school attendance.

**Please note that the Attendance Policy is applied consistently to all children in the school, including those who are not yet 5 years old.**

Headteachers are prohibited from granting a leave of absence to a pupil except where an application has been made in advance and the Headteacher considers that there are exceptional circumstances relating to the application.

Circumstances that may count as exceptional include participation in sporting events (e.g. an organised competition or trials for a county or national team), attending a close family member's wedding or a unique, one-off never-to-be-repeated occasion which can only take place at the time requested. Leave of absence may also be granted on compassionate grounds (e.g. bereavement or the serious illness of a family member; attending a funeral etc). Applications should be made, where practical, at least 10 days in advance. The school reserves the right to request evidence for these requests, for example a medical appointment card or a letter from a sports coach.

The school recognises that certain employees are restricted from taking leave at the time of their choosing due to the nature of their job (e.g. members of the armed services, those working in the emergency services) and that this will make it difficult for them to always coincide with school holidays.

If a parent or carer's employer insists that annual leave has to be taken during term time, the Headteacher may consider this as an 'exceptional circumstance' if:

- The application is made in advance
- The application is supported by a letter from the employer confirming that annual leave cannot be taken during the school holidays
- The pupil's attendance and punctuality is otherwise good
- A similar request has not been made within 18 months

Our full Attendance Policy and the Leave of Absence Form are available on our [website](#) or from the school office.

**NB. Unauthorised absences may lead to the issuing of a Fixed Penalty Notice (FPN) by the Local Authority.**

### **Medical needs and administration of medicine**

We do all that is practicable to accommodate medical needs. We have staff trained to administer emergency medication and will work with you to ensure that your child is cared for at school. We rely on parents to give us up-to-date information on allergies and medication. Should your child need regular medication please inform the class teacher who will create a medical alert form with you. Our Policy is based on the guidance issued by the Department for Education (DfE).

- **Prescribed medicines** (e.g. asthma inhalers), needed to enable a child to take a full part in education, will be administered as long as parents complete a medical consent form. Injections, however, will only be administered in emergencies to save life (e.g. an EpiPen for nut allergy). Where possible, children will be encouraged and supported to administer their own medication.

- **Non-prescribed medication** (e.g. off the shelf painkillers) **cannot** be administered by school staff. However, parents may send non-prescription medicine into school for their child (**but not aspirin or medicines containing ibuprofen**). Parents must complete a medical consent form. Consent given for non-prescribed medicine will only last for one day and parents must collect any unused medicine at the end of the school day. **We will advise and help children take medicines themselves, if they wish to, but we will not compel or administer it to them.**

Children will not be reminded to take non-prescribed medicines – they must ask for them when they need it. A record will be kept of any medication taken.

Any medication taken by children is recorded on our Medical Tracker and parents are e-mailed so they know it has happened.

All medication, whether prescribed or not, **MUST** be brought into the office and in its original container / packaging. No medication will be administered or given without a signed medical consent form. Most medication is stored in the office, although some, such as Asthma inhalers are kept in class. The location of medicines will be noted on individual care plans or trip risk assessments as required.

Children who have a medical condition requiring on-going medication, specific action to be taken or intimate care must have a Medical Care Plan. Please speak to the Pastoral Support Advisor to arrange a meeting as soon as possible.

### **Illness and injuries at school**

Should your child become ill during the day and need to come home, we will telephone you. If your child is injured, first aid will be administered. In the case of a minor injury, you will be informed via e-mail. We will contact you directly if your child has a **serious** cut or bump to the head and send an e-mail home so that you know to keep an eye on them in the evening. Children who have a **serious** cut or bump to the head are also given a red wristband so that all staff are aware and can keep an eye out for signs of concussion. You are always welcome to come up to school to check an injury for yourself. In the event of a serious injury, we will try to contact you and call an ambulance if necessary. A member of staff will always look after your child if they are ill.

### **Lunchtimes**

Children eat their lunch in the dining room and one of the school halls. We do not separate those who eat packed lunches from those who have a school meal – the children are able to sit with their friends. The youngest children eat first, starting at 11:50am. Children in Year R have 60 minutes for lunch. This reduces to 50 minutes Year 1 – Year 6.

Our lunchtimes are staggered to ensure the halls are not too crowded and the children have space on the playground to use equipment and play.

<b>Year Group</b>	<b>Lunchtime</b>	
Reception	11:50am – 12:50pm	Eat first then play
Year 1 & Year 2	12:00pm – 12:50pm	Eat first then play
Year 3 & Year 4	12:00pm – 12:50pm	Play first then eat
Year 5 & Year 6	12:45pm – 1:35pm	Eat first then play

Reception children play in their outdoor space, while children use either the North or South playground. The children have access to a range of equipment on both playgrounds.

## **School meals and snacks**

Fruit or vegetables are provided for EYFS and KS1 children (Year R – 2) aged 4 to 6 years (via the Government Fruit and Vegetable Scheme) and KS2 (Year 3 – 6) may bring in fruit or a healthy snack from home for break time. We encourage the children to drink water throughout the day, so please provide a named water bottle.

School meals are cooked on-site by our directly employed kitchen team, led by our experienced cook. We tailor our menus to take into account the children's likes and dislikes to encourage maximum uptake.

**All children in Reception – Year 2 are eligible for a free school meal every day.** For Year 3-6 pupils, payment needs to be made online through MCAS. We do not accept cash for school dinners. Meals are ordered in the classroom at morning registration. Children are able to choose from several options each day. Salad is available every day as a side dish. The current menu can be found on the school website.

If your child prefers a packed lunch, please provide it in a strong, named lunch box. Sweets, chocolate, nuts and fizzy drinks are not allowed. Drinks should be in a carton or plastic container.

**It is essential that you inform us of any allergies your child may have so that we can ensure they are not given anything that might harm them.**

## **Debt**

The Trust cannot and will not permit any debts outstanding. **In Years 3-6, it is a parents' responsibility to ensure that their child is provided with a meal at school: either a packed lunch or a school meal. Parents are responsible for ensuring school meals are paid for in advance.**

## **Pupil Premium Grant (PPG) / Free School Meals (FSM)**

Although children in EYFS and KS1 are entitled to the 'Universal Infant Free School Meal' (UIFSM), we would encourage parents in receipt of certain benefits to register for a 'Free School Meal' (FSM) also. Children who are entitled to a FSM attract additional funding to the school that can be used to support their education and other activities (i.e. to subsidise school trips). The link to apply for Free School Meals on our online application system can be found at: [www.cloudforedu.org.uk/ofsm/sims](http://www.cloudforedu.org.uk/ofsm/sims).

## **School trips**



School day trips are an important part of our curriculum and every class will take at least one trip each year. When they are in Year 6, children have the opportunity to go on a residential trip.

We do everything we can to keep costs as low as possible, but without parents contributing towards them, we would not be able to run the number of trips we do.

We will always tell you when contributions are voluntary and what will happen if too few people pay (e.g. the trip will be cancelled). Children entitled to Free School Meals (FSM) or who attract the Pupil Premium Grant (PPG) will receive a discount. **Please see our Charging and Remissions Policy for further information.**

### **Questions, concerns or complaints**

If a query or problem arises relating to your child, please do not hesitate to talk to your child's teacher (We would appreciate it if you try to avoid speaking to them in the mornings when they are responsible for the class and are preparing to start lessons). Anything that causes you anxiety, however insignificant it may seem, is often helped by discussion. While it may not always be possible for a teacher to see you immediately, they will always be happy to make an appointment for a meeting or phone call home at the earliest mutually convenient time.

Most things can be dealt with by the class teacher, but if after speaking to them you are still concerned about an issue, please feel free to speak to the Year Group Leader or relevant Team Leader. If the matter is still unresolved the Deputy Headteachers or Headteacher can be contacted via the school office. **We recommend you speak to the teacher or a team leader in the first instance. The office may refer you to the relevant member of staff if this has not happened.**

Inevitably, there will be occasions, hopefully rare, when there is something that causes significant concern to parents. It is always best for such concerns to be dealt with as quickly as possible, and wherever possible, informally. In exceptional cases, you may wish to speak to the Headteacher. There is a formal procedure for considering complaints and this is available from the school office and is published on the school's website.

### **Parents / school relationship**

Greenshaw Learning Trust (GLT) supports school staff and local governing bodies to ensure that every school is a safe and happy place. We expect parents and visitors to act as positive role models for all pupils.

If you have any concerns, school staff will always listen and seek to address them. Please be aware that abusive, threatening or violent behaviour will not be tolerated. Parents behaving in this way will be asked to leave the premises and future access may be limited.

Any distressing, alarming or offensive postings on social media about members of the school community will be referred to the Trust's legal team for advice and a report will be made to the provider requesting the account is closed down.

The Trust will fully support Crown Wood Primary School in taking action to safeguard pupils and staff.

### **Child Protection & Safeguarding**

We are committed to ensuring that all of our children are well cared for, safe and secure. We carry out DBS (formerly CRB) checks on all staff members and volunteers when they are appointed.

The children are taught what to do if the fire alarm or Lockdown alert given. These drills are practiced at various times of the year. We also teach the children about how to keep themselves safe through PSHE and e-safety lessons, often with the support of organisations such as the NSPCC.

The school follows the Bracknell Forest Safeguarding Board's Procedures and works with other agencies that support children and their families. We are required to be watchful of any signs and symptoms of physical, sexual and emotional abuse, as well as neglect. Parents should be aware that in the case of urgent or repeated incidents, the school is obliged to discuss/refer these to other appropriate agencies. The Headteacher, Deputy Headteachers, Pastoral Support Advisor and other staff have enhanced Child Protection training and are responsible for the implementation of procedures.

Children, parents and members of staff should speak – in the first instance - to Mrs Ruck (Pastoral Support Advisor) or Mrs Winchcombe (Deputy Headteacher for Inclusion) if they have any concerns – however small they seem to be.

### **Mobile phones**

Children are not permitted to have mobile phones at school with them. Once they reach Year 5, children may be allowed to bring a phone to school if they are walking home by themselves. Parents will need to sign a permission slip and children must hand their phones to their teacher when entering school.

### **Photographs of children**

We often take photographs of children in school for displays, the school website, newsletter, Twitter or examples of good work. Our school policy states that we do not take any images of children that would cause them embarrassment or distress and we do not publish names of children on the website. You have the right to opt out of your child having their photograph taken at school and to decide what it is used for if not. Please complete the GDPR / Data form and return it to the office when it is circulated. There is also an option on Tapestry (for Year R pupils) to opt out of images of their children being shared on others' photos / video clips.

Parents may want to photograph or video their children at school events. Our policy allows for this as long as images that include children other than their own are not uploaded to any social media sites or shared with anyone else. Parents are asked to be respectful of this policy at school events.

### **Supporting you and your child**

Many children and families need extra support at some time, either with a school issue or with problems out of school. Please do not hesitate to come and talk to us if you are worried. We are able to access help from external agencies, such as family counselling, as well as our own support groups. You can speak to your child's teacher, the Deputy Headteacher (Inclusion), or our Pastoral Support Adviser (PSA), who is available to talk to parents and children each day. All concerns are treated with strict confidentiality.

We have a Nurture Group provision within the school called 'Tree Tops'. Children can be invited to join this group if they meet our criteria. This could be for one or several sessions per week and is dependent on need. Parents would be required to give permission for pupils to attend this provision. The provision is to target pupils who we feel may not be reaching their full potential due to a variety of social and emotional challenges.

### **Special Educational Needs & Disability (SEND)**

We make early identification, assessment and provision for any child who may have special educational needs. Teacher and formal assessments, parental concern and information from external agencies are taken into account along with children's progress in school. Parents are informed when their child is identified as needing additional support.

Intervention will take place if the child:

- makes little or no progress despite targeted teaching approaches;
- shows difficulty in developing English or mathematical skills resulting in poor attainment;
- display persistent emotional or mental health difficulties;
- has sensory or physical problems;
- has language, communication and social interaction difficulties;

The majority of support for children with SEND takes place within the classroom by the class teacher and teaching assistant. Children may occasionally work with other school staff or visiting professionals for specific interventions. The school will admit pupils already identified with special educational needs if we are able to meet their specific needs.

### **Supporting the 'most able'**

Academically able children (e.g. working above age related expectations in Maths, English and / or Science) and those talented at arts and sports are also supported by the school. We provide for academically able children within the main curriculum by providing additional challenge. Teaching is aimed at the 'higher attainers' in the class and all children are 'supported, enabled and challenged' to achieve their next steps.

We develop those who have significant talents in specific fields by encouraging them to take part in extra-curricular activities (e.g. sports or arts club) and by signposting the children to the external organisations best placed to develop their skills further.

### **Adult Volunteers**

We are always happy for parents to volunteer in class or on trips. If you are interested, please speak to your child's teacher or the office for more information. Those interested in helping regularly, particularly with reading, will be given training and required to obtain satisfactory 'DBS clearance' through the school.

### **Before and After School Clubs**

Beehive run a breakfast club in the school from 7:30am, children are provided with breakfast and a range of activities before being taken directly to their classes. Booking is online and the link is on the school website. Beehive also run the after-school club from 3:15 until 6pm and booking is online via their website.

We run activity clubs throughout the year such as football, netball, choir, cookery, recorders, rugby, crafts etc. These clubs are run by our school staff on a voluntary basis and are subject to change each term. The school also hosts clubs run by external providers, such as Judo, Football, Dance and Art and craft. Details of these clubs are given out regularly.

### **Car Park**

The car park is part of the school site - there is no automatic public access; it is NOT a public car park. We are required by Bracknell Forest Council, under the terms of the 2012 planning consent, to restrict access to the car park to staff, visitors and those holding a valid permit during school drop off and pick up times.

**Permits are required between 8.00am and 9.00am and 2.45pm and 3.45pm, Monday - Friday, during term time. Outside those times, the car park is available for people attending Community Centre Events only.**

Permits are issued based on a strict criterion. They are valid for one year only and a new application must be made annually. The permits allow access to the car park only and does not guarantee a parking space, which are allocated on a 'first come, first served' basis. Disabled bays are also available to those with blue badges.

If you do not have a permit, you must not drive into the car park, even to 'drop off' and go. Our site team and senior staff will be regularly checking vehicles as they come into the car park. Those without permits will be turned away.

## The National Curriculum

### Curriculum structure

In Key Stages 1 (Year 1 – 2) and 2 (Year 3 – 6), all children at the school study English (comprising of reading, writing and speaking & listening); Mathematics; Computing; Science; Design and Technology (including cooking); History; Geography; Art and Design; Music; Physical Education (PE); Religious Education (RE) and Modern Foreign Languages (MFL) (*Key Stage 2 only*).

### English & Mathematics

The majority of the children's time in school is spent learning English and Mathematics. There are daily Maths and English lessons, the latter supplemented by individual and group guided reading, phonics (in Reception and Year 1 and 2) and Handwriting (in Year 1 and 2). English units of work include reading; spelling; punctuation; grammar; speaking and listening and narrative and non-fiction writing. The context for English lessons is often the term's topic or theme and this provides a purpose for writing and opportunities for the children to apply their skills across the curriculum.



Reading in school should be an enjoyable experience that allows children to develop both their... Independent readers should be encouraged to read for a sustained... become 'lost in a book'. Children must also read in order to access the... ure learning and the cornerstone of education. Our programme is based... ption – Year 2 and whole class guided reading in Years 3-6. However,... ed expectations or making slow progress in Years 3-6 will also receive... ork through a series of colour coded... ng scheme. The number of reading sessions will vary depending on a... there are at least two per week. This approach is used alongside daily... g activities in Reception – Year 2.

The mathematics curriculum includes regular oral and mental work, followed by the teaching of different strategies for solving problems, and children are given the opportunity to explain their methods and reasoning. Pupils are given clear instructions and questioned to ascertain their understanding; they may also spend time working together in groups or in pairs. There is a great emphasis on 'fluency' and 'mastery' of mathematics and children have the opportunity to apply their skills across the curriculum.



### The International Primary Curriculum (IPC)

The IPC is a comprehensive, thematic, creative curriculum, with a clear process of learning. It is flexible and can be adapted to children's interests and level of understanding. The IPC has nearly 130 different thematic units of learning, designed to appeal to children's interests and help them to learn more about the world around them.

The children learn and develop knowledge, skills and understanding through engaging and purposeful activities in Science, Computing, Technology, History, Geography, Language Arts, Music, Art and Society. There are opportunities for the children to apply their English and Maths skills in each unit.



Through its 'personal learning goals', the IPC provides opportunities for children to develop, experience and practice the qualities and attitudes they will find essential in the 21st century. There are eight IPC 'personal learning goals' - enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability.

There are typically 6-8 thematic units each year, lasting between 3 and 6 weeks. Each unit follows the same process (see diagram) and ends with an 'Exit Point'. This is an opportunity for the children to show and talk about their work in a variety of ways – to both peers and to their parents.



The curriculum is divided into 3 Milestones - Year 1 and 2 (Milestone 1), Year 2 and 4 (Milestone 2) and Year 5 and 6 (Milestone 3).



The children are taught the knowledge and skills they need to be successful in each subject. We take a thematic approach to teaching the Foundation Subjects and aim for each unit to be multi-disciplinary and as 'hands on' as possible. This deepens the children's knowledge and helps them to master skills in a holistic and purposeful way.

Each theme has an entry point (an 'event' to introduce the topic) and exit point. These are often opportunities for children to present or display their work to parents.

### **'International Mindedness'**

One of the aims of our curriculum is to develop 'International Mindedness'. Each topic includes specific 'international' lessons which focus on world issues like climate change, world trade and travel. This helps the children begin the



move towards an increasingly sophisticated national, international and intercultural perspective.

### **Developing Self-Regulated Learners**

In addition to giving children the knowledge, skills and understanding they need in National Curriculum subjects, our curriculum is designed to help the children become self-regulated learners. This is done by developing the children's metacognitive strategies (i.e. what we use to monitor or control our thinking) and promoting positive attitudes to learning.

The way we teach – by modelling our thinking aloud, asking challenging questions; guiding pupils with oral feedback; prompting dialogue and scaffolding productive 'exploratory' talk – supports the development of metacognition. Lesson tasks and activities are also designed to do so by, for example, including challenge and desirable difficulty.

Our aim is for every child to leave Crown Wood: "Proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task related strategies [...]. They monitor their behaviour in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning." Zimmerman (2010).

## The Wider Curriculum

### Sport, Art & Music

Article 31 of the UN Convention on the Rights of the Child: "Every child has the right to relax, play and join in a wide range of cultural and artistic activities." Crown Wood Primary School's curriculum reflects our commitment to providing children with opportunities to learn about and through sporting, cultural and artistic activities. This involves opportunities to go on a wide range of educational visits during their time at the school.



Through sport, children come to appreciate the long-term benefits of regular exercise able to make informed decisions about a healthy and active lifestyle. We endeavour to channel their energy, high spirits and competitiveness in a socially beneficial way. We believe that the most important concepts to be learned from sport are how to win and lose, fair play, self-discipline, respect for others and teamwork.

In PE, we teach a range of team sports including rugby, cricket, netball, and hockey. Other sports, gym and dance activities are also offered. Year 5 have swimming lessons at Bracknell Swinarium in Harmans Water. Our PE teaching is enhanced by a full-time sports coach and the use of external coaches for rugby, hockey and cricket. We frequently take part in the Bracknell Forest primary schools' competitions and run inter-house tournaments.

Year 6 spend a week in North Wales at the Rhos-y-gwaliau (RYG) Outdoor Education Centre where they spend a day on a mountain, go canoeing, gorge walking, explore a disused slate mine and attempt the 'Via Ferrata'.



We believe that it is important for children to be given a range of cultural experiences in school. We do this by inviting theatre groups in to give live performances, and organising a range of visits and visitors to enhance the curriculum.

The children in Year 4 all learn to play an instrument free of charge through Berkshire Maestros. Singing is important at Crown Wood and we are very proud of our choir, which takes part in a number of events each year, including the Bracknell Forest Schools Carol Concert.

### Religious Education (RE) and Collective Acts of Worship

Religious Education in Crown Wood Primary School is predominantly to develop knowledge and understanding of Christianity and the other principal religions, as stated in the Bracknell Forest Agreed Syllabus. The Education Reform Act (1988) and Education Act (1993) require all state schools to have a "daily act of collective worship" which should be:

"of a broadly Christian character [...] which reflects the broad traditions of Christian belief"  
"not [...] be distinctive of any particular Christian denomination."

However, it is "open to a school to have acts of worship that are [also] broadly in the tradition of another religion."

Consequently, while most acts of collective worship in the school are Christian, we also celebrate and mark important festivals and dates of the other religions represented in the school.

We respect the fact that parents have their own beliefs and cultures and they might wish to pursue the question of religious education in their own homes or places of worship. With this in mind, all parents have the right to withdraw their child from formal R.E. lessons and collective worship if they wish.

### **Health education**

Health and well-being are promoted through different aspects of the curriculum, which contribute towards Personal, Social and Moral Education and Citizenship. The children are taught about the harmful effects of smoking and alcohol, and the dangers of the abuse of drugs and other substances.

They are taught about dietary matters and the need for exercise, and are given several opportunities within the curriculum to explore these topics. A healthy diet is encouraged. Extra physical activity is provided through active playtimes, after school clubs and differing sports throughout the year.

### **Relationships & Sex Education (RSE)**

At Crown Wood Primary School, the aim of relationships and sex education is to ensure that children have adequate support through their physical, emotional and moral development. It is hoped that they will learn to respect themselves and others and move confidently with knowledge and understanding through childhood and adolescence. Parents are always informed when children receive education in sex and relationships in order that they may support this work at home. However, parents have the right to withdraw their children from all or part of sex education, but not from those aspects covered by relationships education, health education or the science curriculum.

### **Pupil Volunteerism**



We promote volunteerism within the school and support children who want to help their peers, whether it is as a school councilor, peer mediator, library monitor, sports council member or eco warrior. We support several charities each year both practically and through fundraising.

A Peer Mediation scheme is in place. The children choose the pupils that they feel will make good mediators. Training on the use of appropriate strategies is then given before they are allowed to deal with disputes. They are easily identifiable and are asked to help solve disagreements that occur during playtimes and lunchtimes. The children will then feedback any concerns that they have to a member of staff.

### **Promoting equality and diversity**

We aim to educate, develop and prepare all our pupils for life, regardless of their gender, ethnicity, religion, culture, social background or origin.

The school welcomes all children whatever their needs and will address any accessibility issues when they arise. Parents are encouraged to share any issues with us.

One of our core values is 'Mutual Respect' and we teach – and expect - the children at the school to treat themselves, each other, staff, parents / carers and visitors with respect regardless of their gender, ethnicity, religion, culture, social background, sexual orientation or origin.