



**Burbage Junior School**

**Welcome to  
Year 6  
2015 - 2016**

**6B Mr Birch  
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**Please ensure that all your child's property is clearly named.**

This means uniform, P.E. and swimming kit, lunch boxes, drink bottles, purses, pencil cases and pens etc. etc.

We always endeavour to re-unite lost property with its owner and if it is clearly named this is easily done.

However, every week we accumulate a pile of unclaimed, un-named lost property. This property is displayed weekly to give children a chance to reclaim it and **we regret that in future we will store un-named, unclaimed property for no more than a fortnight.**



# What to do if...

...your child is ill or absent from school for an important reason.	An adult should <b>telephone</b> school as soon as possible to explain the absence. <b><u>This should be done on each day of your child's absence.</u></b>
...your child has not done their homework.	Write an explanation in your child's homework book or send a letter to the class teacher.
... your child cannot wear part of their school uniform.	Write a note in your child's homework book or send a letter to the class teacher.
... your child is late.	Report in to the school office to be signed into the late book.
... your child needs to go to the doctor/dentist.	Write a note in your child's homework book or send a letter to the class teacher.
... your child has lost/forgotten their dinner money.	Ask at the school office for a voucher. This <b><u>must</u></b> be paid the <b><u>following day.</u></b>
... your child has an inhaler.	Label it and give it to your child. Children are expected to keep their inhalers with them, and to take responsibility for their use.
... your child has lost some personal property.	Firstly your child must look for it. They should check their own cloakroom carefully and also check at the school office. It is very unlikely that anyone will have stolen it. It is probably in school somewhere and if it is <b><u>clearly named</u></b> it should make its way back to its owner quickly. The best time to look is at the end of the day when the cloakrooms are relatively empty. Parents are welcome to come into the school at the end of the day to search for misplaced items. If your child still cannot find their property they should tell their teacher as soon as possible. We always endeavour to reunite named lost property with its owner.
... you are going on holiday during term time.	Government legislation states that holidays taken during term time cannot be authorised. If you must take your children away in term time, ask at the office for a holiday form well in advance of your holiday. This should be filled in and returned to school.
... your child has a personal problem.	Tell your teacher or another adult. Call Child Line on 0800 1111 if you feel you have no one to turn to.
...it is snowing.	Listen to BBC Radio Leicester - 104.9 FM 0116 2016672 Oak FM - 107 FM and 107.9 FM 01530 835108 or look at: <a href="http://bbc.co.uk/Leicester">bbc.co.uk/Leicester</a> for the list of closed schools
...the weather is very hot.	Put strong sunscreen on your child in the morning and send an appropriate sun hat.

# Welcome to Year 6

We hope you will find this handbook useful and urge you to keep it in a safe place as you will find it useful to refer to throughout the year. We have tried to include information that will support your child's transition to and learning in Year 6. We look forward to meeting you at the Parents' Evening during the Autumn term. If you have any queries please do not hesitate to contact us.

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## Things to Remember

Dinner Money	£2.15 paid daily at the dining room till
Outdoor Games (all classes)	Thursday
PE	Children should have their PE kit in school every day.
Swimming (all classes)	To be confirmed

# General School Information

## The School Day

- Children are allowed into the school playground at 8:45 a.m., signalled by a bell. Children should use the small gate, not the larger (vehicle) gate, and walk down the path to the red side gate to enter the playground. This includes children with scooters and bikes.
- **Lessons begin promptly at 8:55 a.m.**, signalled by a second bell. Arrival after this time will be recorded as late.
- Lessons finish at 3:15 p.m. Children will leave school shortly afterwards. They are expected to leave school sensibly using the path and the small gate.
- Lunch is from 12 noon until 1:00 p.m.
- We have a mid-morning and afternoon break.

## Attendance and Punctuality

Regular and punctual attendance is essential if pupils are to gain maximum benefit from school.

1. Ensure that your child arrives at school on time, with the correct equipment.
2. If your child is absent please ring school as soon as possible to explain why.  
This should be done on each day of your child's absence.
3. Please make appointments for routine visits to the doctor or dentist out of school hours.
4. Government legislation states that holidays taken during term time cannot be authorised.

# Access to School

Parents are always welcome in school. For routine matters, the first point of contact should be the class teacher. The Head and staff are always willing to meet you to discuss aspects of school, but if you require a longer discussion it is best to arrange a mutually convenient appointment.

Parents' weeks, offering meeting times between parents and teachers, take place in September and March.

## ParentMail

We use ParentMail, an e-mail form of communication. All letters and information will go out in this way. It is vital that you sign up to ParentMail to enable the office to keep staff and parents informed.

When visiting the school please **come in through the front door** and **report to the office before** making your way to other parts of the school.

School opens to children at 8:45. We can take no responsibility for children who arrive before this time unless it is for a specified, before school activity.

We actively discourage children from visiting the recreation ground before school.

# Traffic

We urge you to **think safety** and **drive safely** and sensibly around the Grove Road area at the beginning and end of the school day.

For the safety of all our children **please do not** stop close to the school drive junction with Grove Road or drive down the school drive at busy times.

In conjunction with the Infant School, we encourage parents to park away from our two schools and walk the last bit (Park & Stride). This helps reduce the congestion before and after school which, in turn, increases safety for all our children.

# Behaviour

**Good behaviour at all times is the keystone of success at our school.**

**At Burbage Junior School we aim to:**

- Encourage a high standard of behaviour.
- Promote self-discipline, proper regard for authority and acceptance of responsibility for one's own actions.
- Create and maintain a positive, safe and orderly school atmosphere where effective learning can take place and where all pupils can grow academically, socially and emotionally, with mutual respect between all members of the school community.

**Our aims, we believe, are best achieved when:**

- Clear rules are established, understood and accepted through regular routines which define the limits of acceptable and unacceptable behaviour.
- A pleasant school atmosphere is created, which is relaxed, consistent and caring, and in which pupils are able to fulfil their full potential.
- Pupils are provided with consistent positive encouragement and praise which reinforces good behaviour.
- The choice to behave responsibly is placed on the pupil, and pupils are taught how to make responsible behavioural choices.
- Pupils understand the hierarchy of negative consequences which are a natural outcome of misbehaviour, and which are applied within the school in a calm and consistent manner.

## **Our school rules are:**

- 1. Follow instructions.**
- 2. Do not stop others from working.**
- 3. Keep your hands, feet and objects to yourself.**
- 4. Allow others to speak without interruption.**
- 5. Look after equipment and property.**

**Positive rewards:**

When children behave and work well, they can be rewarded. This often comes in the form of a 'well done' slip. These add up and may be reinforced by 'well done' certificates. Please value these as they mean a lot to the children.

**Negative Consequences:**

When children choose not to follow the rules they receive negative consequences as a natural outcome of inappropriate behaviour.

1. Name on the board - a warning only and a chance to make better behaviour choices.
2. 1 tick by name - last to leave class at the end of session.
3. 2 ticks by name - loss of 15 minutes free time in afternoon detention (or lines to be given & completed at home in neat, joined handwriting if the consequence occurs after 2:45 p.m.) If a child reaches this level 3 times in one week parents may be contacted.
4. 3 ticks - sent to another class for 15 minutes.
5. 4 ticks - parents contacted (head teacher informed).
6. Severe clauses for exceptionally bad behaviour.

# Bullying

We want Burbage Junior School to be a safe, friendly and hard-working place for everyone.

No-one should have to put up with bullying.

Tell someone if it happens to you.

Tell if you see it happening to others.

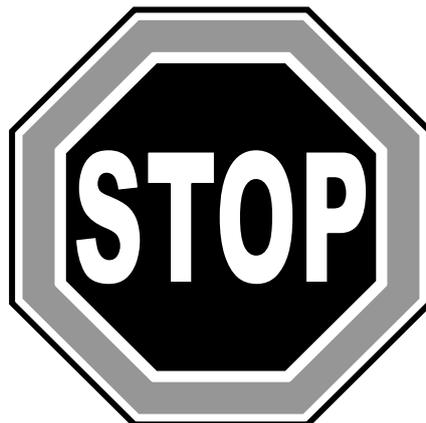
Bullying, in any form, will not be tolerated at our school. We are committed to the creation of a positive and safe learning environment for all. Our aim is to deal with incidents of bullying swiftly and effectively. If your child is bullied, or if they see others being bullied, they should tell a teacher straight away.

**S**everal

**T**imes

**O**n

**P**urpose



# Bullying

**S**tart

**T**elling

**O**ther

**P**eople

Leicestershire County Council have a website: [www.beyondbullying.com](http://www.beyondbullying.com) which has further information and advice for young people.

# School Uniform

We take pride in the appearance of our pupils. It is expected that children who attend our school will wear the school uniform which comprises:

- bright red sweatshirt, jumper, cardigan or lightweight fleece (preferably with school logo)
- boys - grey or black trousers (not skinny leg), white shirt/polo shirt (red or white), grey or black socks
- girls - grey or black school skirt (**knee-length**/trousers (not skinny leg), white blouse/shirt, summer dresses (red stripe or check), black or grey tights (not leggings or cycle shorts), white, grey or black socks
- black sensible shoes or sandals - plain black trainers are acceptable as are low heeled plain black boots for girls. No fashion trainers, strappy sandals, high heels or Ugg style boots.

All items can be purchased from Hole in the Wall, 11 Lower Bond St, Hinckley, Leicestershire, LE10 1QU Tel: 01455 637475 or Tesco online: [tesco.com/ues](https://www.tesco.com/ues)

**All uniform should be clearly named.**

No jewellery should be worn apart from watches and stud earrings, which children should be able to remove themselves for P.E. and swimming lessons. If your child has his or her ears pierced during term-time, and is unable to remove the earrings, they will miss P.E. and swimming until they can be taken out. Micropore tape **should not** be used to cover earrings for P.E. lessons.

Make-up, nail varnish and transfer tattoos are not appropriate for school and should **not** be worn. Charity wristbands are not permitted.

## PE & Swimming

Children will need to have their games and P.E. kits in school throughout the week.

**Indoor P.E. sessions** - children need plain, short-sleeved white polo shirt (or red with the school logo) & black sports shorts (both close-fitting for safety, not loose or baggy). **No football/rugby kits.** Trainers are not allowed in the hall on safety grounds and children work in bare feet or plimsolls.

**Outdoor P.E. sessions** - children should have a short-sleeved T-shirt, shorts and a change of shoes e.g. plimsolls, suitable trainers, football boots. T-shirts without sleeves (vest-type) are not suitable for outdoor PE. A warm track suit or top is essential during the colder weather.

When playing football or hockey, children should wear shin pads. When playing hockey, children must wear gum shields.

If your child (boy or girl) has long hair please include a hair tie in their kit.

A few carrier bags are useful for transporting wet or muddy kit!

**Swimming sessions** - Children will be informed when swimming lessons begin.

- Children must wear a swimming cap.
- Girls should wear one-piece swimsuits, not bikinis or tankinis. Boys should wear swimming trunks, not baggy shorts.
- Children are not permitted to wear goggles in the school pool.
- If your child has a verruca they must wear a verruca sock or Bazuka treatment applied that day. A verruca is not a valid reason for missing swimming lessons.

**Please ensure that all items for P.E. are clearly named. This includes pumps, trainers and shin pads: many children have the same items from the same shops.**

Children are expected to have their kit in school every day, and to take part in all P.E. lessons, unless the teacher is provided with a note from you regarding a medical condition.

## Healthy School

- We encourage children to drink plain water throughout the day. Water bottles should be of the clear type, **with a sports lid** and must be labeled with the child's name.
- Flavoured water, squash or juice are not acceptable.
- Mid-morning snacks should be either fruit, vegetables or plain biscuits. Sweets, crisps, chocolate and cereal bars etc are not permitted.
- Children may choose between a school meal or bring sandwiches. Children can buy a drink to go with their meal, water is provided. If your child brings their own drink, please send it in a named, sports top bottle. No fizzy drinks or glass bottles please.
- Dinners are paid for each day at the till. Children are responsible for looking after their own dinner money and we ask that your child brings their money in a **named** wallet or purse.
- If your child brings a packed lunch please ensure this is in a secure container, **clearly labelled with your child's name** (you would not believe the number of containers that are never claimed by children). No fizzy drinks or glass bottles please. We would prefer packed lunches to be well-balanced and healthy.
- If your child has a cold or cough, please ensure that they bring tissues or handkerchiefs to school as the school does not provide them.

## Medical Matters

Medicines should not be brought into school. Teaching staff cannot be responsible for giving medicines to children, except in very exceptional circumstances, when the Headteacher must first be consulted.

Under no circumstances should children be sent to school with tablets or medicines of any kind to administer to themselves.

Children with asthma should bring their inhalers into school. It is the responsibility of parents to ensure their child knows how to use their inhaler and to make sure it has not run out. Children are expected to keep their inhalers in class, and to take responsibility for their use.

In hot weather you may wish to apply sun screen on your child before coming to school. Sun creams must not be brought in to school.

In case of illness or an accident it may be necessary for the school to contact parents. It is essential that we have up-to-date contact numbers.

Please do not send children who are feeling unwell in the morning to school. We have few facilities to deal with sick children.

## Head Lice

**It is a parent's responsibility to detect and treat head lice.**

The most effective method of detecting lice is combing wet hair with conditioner applied to the hair. A fine toothed comb (**not** a brush) should be used for grooming. The insects will not be removed by brushing. Treatment is best achieved by the wet combing method. Where this is not practicable lotions may be used. These can be bought from a chemist or a prescription obtained from your GP. Please read the instructions carefully as they must be followed for the treatment to be successful.

Treating the family with lotion **will not** protect them against getting head lice. It should **only** be used as a treatment for those who definitely have head lice. You can help prevent the spread of head lice by ensuring that long hair is tied back.

Please check regularly and thoroughly. If you find head lice in your child's hair, please notify the school and keep your child at home until treated.

# How You Can Help Your Child in Year 6

Children learn and develop at school far better if there is support from home. Parents often ask how they can help their child. Here are suggestions for ways in which you can help your child during Year 6.

Year 6 is a crucial year for all children because it prepares them for their transition to secondary school. We expect children to take an increasing amount of responsibility for their own learning and organisation. Our homework deadlines are always reasonable and we expect children to discuss any difficulties with us before the deadline. You can best help with homework by providing a quiet area for children to work at home and by ensuring that they use this area on a regular basis. Whether children do their homework straight after school or after a 'relaxation' time is a matter for you and your child to discuss. Please discourage your child from leaving homework until bedtime or breakfast time. It is better, and less stressful for everyone, if you agree on a regular homework time each day.

**In 2016 the National Assessment Tests (SATs) will be held during the week beginning 9th May.** (This is a provisional date) The majority of children will sit tests in English and Mathematics. If our school is selected (a random process at present) they will also sit tests in Science. If a child is absent for any one of the tests, he or she may not receive a test level for that subject.

Children follow a focused work schedule prior to the tests and we appreciate your support in **ensuring that absences are kept to an absolute minimum during the year.** It is rarely possible to revisit work taught during a child's absence.

## General Equipment

- Children need a **cartridge pen, pencil, ruler (30cm, rigid, transparent) and rubber.** We can provide these if necessary but in Year 6 we expect children to take responsibility for providing their own equipment.
- A **small** pencil case is useful to keep equipment together.
- Year 6 children need a folder to keep homework clean and tidy.
- Children should bring all writing equipment every day.
- **All property should be clearly named.**
- Children need a drawstring bag for PE kit and a **small** school bag for equipment. There is no room in the school cloakrooms for large rucksacks.
- We do not allow children to write in biro. They should use a **cartridge pen with blue ink cartridges** only.

# Homework

The correct attitude towards homework becomes increasingly important as children move towards and through their secondary education. It is essential that your child learns to organize his or her own time effectively. We appreciate your support with this aspect of your child's education.

**We expect all children to read for at least half-an-hour per day.** This does not have to mean reading aloud or necessarily from a book. It is important for children to read as widely as possible, so 'The Hinckley Times' or internet exploration can be just as valuable as the latest Jacqueline Wilson!

A thorough knowledge (and speedy, accurate recall) of multiplication tables, mathematical vocabulary and number facts is vital. Without this speedy recall children will have great difficulty in achieving mathematical success. **Regular practice in mental calculation is part of weekly homework.**

**Practising and learning weekly spellings is also part of regular homework.**

In order to complete homework to an acceptable standard, children will need some basic equipment of their own. This needs to be kept at home.

## **Homework kit essentials:**

- A ruler, pencil and pen (not biro), rubber & sharpener.
- Colouring pencils, felt-tips, Pritt stick, scissors
- Dictionary and thesaurus
- Protractor and calculator

# Y6 Literacy

- Below are some of the things we expect the majority of children in Y6 to know and be able to use confidently. You can support your child by going through these areas with them as they arise and encourage them when they are working at home.
- The English National Curriculum expects Year 6 children to be able to accurately use the following grammatical and punctuation features:

Punctuate direct and indirect speech.
Use passive verbs.
Use the perfect form of verbs.
Use expanded noun phrases.
Use modal verbs or adverbs.
Use relative clauses.
Use commas; hyphens; brackets for parenthesis.
Use semi-colons, colons and dashes as boundaries between independent clauses.
Use a colon to introduce a list.
Punctuate bullet points.

In addition, pupils should, of course, use basic punctuation (capital letters, full stops, commas, exclamation and question marks) accurately. They should have a good understanding of different parts of speech, including nouns, verbs, adverbs, adjectives, pronouns, conjunctions (subordinating and coordinating), determiners and prepositions.

- **Writing Skills** - In Y6 children are expected to be independent in their writing and to be able to write fluently, legibly and at speed. We expect them to use a dictionary and a thesaurus and to write at length, in paragraphs. We are looking for the use of powerful and imaginative vocabulary in their description and we expect joined handwriting.
- **Spelling** - In school we learn spelling by a method we call "sacawac".

*Study* each word carefully so that you remember what you see.

*and*

*Cover* the word so that you cannot see it. Don't cheat by copying the word.

*and*

*Write* the word from memory. This will help you learn the word.

*and*

*Check* what you have written. If it is not correct then cross it out and SACAWAC all over again. Don't ever copy a word because that is not the best way to learn a word.

**Remember:** Always write from memory. Picture the word inside your eyelids. Look for helpful patterns and words inside words to help you remember the spelling.

The National Curriculum lists 100 words that children should be able to spell by the end of Year 6. These words are known as "Orange Words" in the spelling scheme we use.

- **Reading** - Most Y6 children are established readers and should be reading a wide variety of texts to themselves and others. Y6 children should be able to self-correct and re-check their reading for sense. They should be able to answer a variety of questions about what they have read and about the meaning of words, giving reasons for their answers.

At home you can help us by showing your child the value and enjoyment of reading. You can do this by sharing books with your child, talking about books, reading to your child and hearing your child read. This is part of their homework, but above all this should be an enjoyable activity and even if you feel your child reads well it is still beneficial for them to be supported in these ways. Your child can read a wide variety of material with you, from home, school or the local library, but it is your interest and support in your child's reading which is most important. **Please ensure your child continues reading as often and as widely as possible; reading is a key skill underpinning all their studies.**

Increasingly, children are asked a wide range of literal and inferential comprehension questions. When you are reading with your child we ask you to discuss their understanding of the text. Below we have listed some questions useful as starting points when discussing a book:

### BASIC QUESTIONS

- ◆ Was there anything you liked about this book? Was there anything you disliked?
- ◆ What especially caught your attention? What would you have liked more of?
- ◆ Were there parts that bored you? Did you skip parts? Which ones?
- ◆ If you gave up, where did you stop and what stopped you?
- ◆ Was there anything you thought strange? Was there anything that puzzled you?
- ◆ Was there anything that you'd never found in a book before?
- ◆ Was there anything that took you completely by surprise? Did you notice any inconsistencies?

### STYLE

Vocabulary, sentence structure, figurative language, descriptive language, tense

- ◆ Was there anything you particularly liked or disliked about the way in which this story was told?
- ◆ How did the author try to capture your interest in the first four lines of this story?
- ◆ Which words/phrases have been used to develop an atmosphere of suspense/mystery?
- ◆ Are any words or phrases repeated? What effect does this create?
- ◆ Compare the way in which different authors write dialogue.
  - ◆ Does the author tell you what the character is thinking or do you have to work this out from other clues and hints?
- ◆ Can you tell from the first paragraph what kind of story we are reading?
- ◆ What are the clues that help you to identify the type of story?

## POINTS OF VIEW

- ◆ Who is narrating the story? Do we know? How do you know who is telling the story?
  - ◆ Is the story told in the first or third person? Through whose eyes do you think you are seeing this story?
- ◆ Who do you feel closest to in this story? Can you say why?
- ◆ When you were reading did you feel part of this story or did you feel you were an observer?
- ◆ From whose point of view do we learn about characters and events?

## SETTING

*Describes time and place*

- ◆ Where did this story take place? Did you get a really clear picture of where this story was set?
- ◆ Is the setting really important to the story or could it have happened anywhere?
- ◆ Could it have been better set somewhere else?
- ◆ Was the setting for this story familiar or unfamiliar to you?
- ◆ Was the setting interesting in itself? Would you like to know more about it?
- ◆ Do any particular words or phrases help you to imagine the place where this story was set?
- ◆ Do any words or phrases provide an indication of the time when this story is taking place?

## PLOT - NARRATIVE STRUCTURE

Events of a story, Order of events, Story shape

- ◆ How long did the story take?
- ◆ Did the events happen in the order we are told about them in the story?
- ◆ Why do you think the writer chose to tell us about events in this order?
- ◆ When you talk about the things that happen to you, do you always tell your story in the order in which they happen? Or are there sometimes reasons that you don't? What are the reasons?
- ◆ Are there some parts of the story that happen in a short time but take a long time to describe?
- ◆ Are there some parts of the story that took a long time to happen but were told about quickly or in a few words?

# Y6 Numeracy

Some of the key objectives to be covered in Y6 are:

Maths - Year 6	
+ - x ÷	Add and subtract using negative numbers.
	Perform mental calculations, including with mixed operations and large numbers.
	Divide numbers up to 4-digits by a 2-digit whole number up to 20 using the efficient written method and interpret remainders as whole number remainders, fractions or by rounding, as appropriate for the context.
	Solve multi-step problems involving the 4 rules and use estimations to check answers to calculations.
	Use my knowledge of the order of operations to carry out calculations involving the 4 operations.
Fractions, Decimals and %	Add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions.
	Multiply simple pairs of proper fractions writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2}$ ) Divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$ ).
	Multiply 1-digit numbers with up to 2 decimal places by whole numbers.
	Use written division methods in cases where the answer has up to 2 decimal places.
	Solve problems which require answers to be rounded to specified degrees of accuracy.
	Find a percentage of any given number.
Ratio and Proportion	Solve problems involving the relative sizes of 2 quantities.
	Solve problems involving unequal sharing and grouping e.g. $\frac{3}{5}$ of the class are boys etc.
	Solve problems involving similar shapes where the scale factor is known or can be found.
	Solve simple ratio and proportion problems.
	Reduce a given ratio to its lowest terms.
Algebra	Find pairs of numbers that satisfy number sentences involving two unknowns e.g. what is $2a+3b$ if $a=2$ and $b=3$ .
	Work out all possibilities of combinations of two variables.
Measures	Recognise that shapes with the same areas can have different perimeters and vice versa.
	Calculate the area of parallelograms and triangles and be able to use the correct formulae.
	Calculate the volume of cubes and cuboids using centimetre cubed and cubic metres and extending to other units, such as mm cubed and km cubed.

Maths - Year 6	
Shape	Classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.
	Find unknown angles where they meet at a point and are on a straight line and are vertically opposite.
	Find missing angles in a parallelogram, rhombus and trapezium by working out diagonally opposite angles.
	Draw and translate simple shapes on the co-ordinate plane, reflect them in the axes and rotate around a point.
Data	Interpret and construct pie charts and use these to solve problems using my knowledge of angles, fractions and percentages.
	Interpret and construct line graphs and use these to solve problems.

## Other Curriculum Areas

Areas covered during Year 6 include:

- History:** Ancient Egypt, Impact of the Industrial Revolution, World War II- Evacuation & The Blitz.
- Geography:** Rivers and river systems, deserts, map work.
- Science:** Water (including the water cycle), light, electricity, living things and their habitat, animals including humans, evolution and inheritance.
- RE:** The stories of Joseph and Moses, Islam, Judaism,

We hope to continue in 2015-2016 with our residential adventure holiday at Beaumanor Hall. Other visits may also be arranged.

## The Internet and School

As part of the National Curriculum for ICT children will be expected to use a wider range of ICT tools and information sources to support their work in other subjects and this will include using the internet.

Over their time at our school they will develop their research skills and decide what information is appropriate for their work. They will begin to question the plausibility and quality of information when they collect factual data, information or images from the internet and they will learn how to share and exchange information in a variety of forms, including e-mail.

During lessons, teachers will guide pupils towards appropriate materials through use of our school network, which is run under a secure filtering system in conjunction with Leicestershire County Council and our broadband provider.

Occasionally materials slip through which the children see as risqué, but these have never been more offensive than materials seen on television before the watershed. In such circumstances children are expected to act sensibly, complying with the school's rules on using the internet in a responsible way.

In order for your child to be allowed access to the internet at school you must complete a permission form. A copy of this form, to be signed and returned to school, can be found in the pack of documents accompanying this booklet.

## Take a Look at our School Website

If you are on the internet then why not visit our website at:

**[www.burbage-jun.leics.sch.uk](http://www.burbage-jun.leics.sch.uk)**

*We hope you enjoy your visit.*

**[www.safeinternet.org.uk](http://www.safeinternet.org.uk)** gives helpful information on parental controls for different broadband providers and for games consoles, including video tutorials.