

# BONNEVILLE PRIMARY SCHOOL

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*Success for today, prepared for tomorrow*

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# SCHOOL HANDBOOK





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# WELCOME

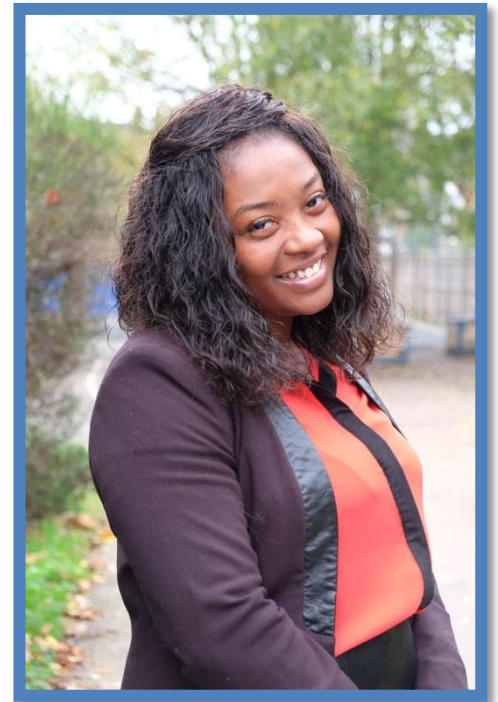
Thank you for the interest you have shown in our beautiful school. We are all extremely proud of our school community and our achievements.

At Bonneville we have a strong commitment to our school vision. Our children discover and develop their strengths from the delivery of a broad and balanced curriculum that provides a variety of opportunities for daily successes.

Bonneville is a friendly, happy and stimulating place to learn. Our children understand that discovery never ends and develop a long lasting love of learning, understanding that hard work brings success.

We pride ourselves on placing children at the heart of everything we do, so our bespoke creative curriculum reflects our community and provides the stimulus for deeper learning and lasting academic progress.

At Bonneville we provide the scope for our children to grow a strong sense of responsibility, confidence and independence. They leave our school open minded, willing to try new things without fear of failure, ambitious, articulate, and well-rounded human beings ready for the next stage of their lives.



**Ms Parker**  
**Headteacher**



***High achievement, an understanding of the world and a love of learning!***

# CHILD'S FIRST YEAR AT SCHOOL

Your child's first year at school is an incredibly important time in both your lives. At Bonneville Primary School we make every effort to ensure that your child's experience in the Early Years is happy, active, fun and secure whilst supporting their development and learning needs.

**Play underpins all development and learning for young children!**

**Well planned play** is central to children's learning in the Foundation Stage. That way, learning is both challenging and fun!

Through play, children can;

- Explore, develop and have learning experiences that help them make sense of the world;
- Practise and build up ideas, concepts and skills;
- Learn how to understand the need for rules;
- Take risks and make mistakes;
- Think creatively and imaginatively;
- Make friends;
- Communicate with others as they investigate or solve problems.



The 'indoor' and 'outdoor' classrooms are organised to allow children to move around, to work on the floor and on table tops, individually and in small and larger groups.

Children come together as a class several times during the day. These '**carpet**' sessions allow the teachers to teach specific skills such as phonics and number. They also provide opportunities to explore the 'topic', listen to stories, learn class rules and develop social skills through 'circle' time.

After the carpet session children will work with an adult at an activity or be free to choose a planned play activity, some of which will allow children to practise what they have just learned on the carpet. All children will get to work with an adult during the day.

Adults will join in with children's learning and play, extending their language and thinking skills to help them make progress.

## **How the family can help with your child's learning:**

**Mums, dads and other family members are the first and most important influence on their child's development and future outcomes.** Interactions in the home have more influence on a child's future achievement than anything else.

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.

Even when your child is very young talking to them helps them to learn and understand new words and ideas. If you make the time every day to do **some** of the following things with your child **and talk as you do them**, it will make a real difference to your child's confidence as a young learner.

- Sing songs and tell rhymes and stories
- Talk about the numbers, colours, words and letters you see when you are out
- Ask your child to help you with a problem 'How many of us are here for dinner? How many plates, forks will we need?', 'I only have 2 apples and there are 4 of us. What shall we do?'
- Cook and bake together
- Have a dressing up box and be prepared to be the queen, or a passenger on your child's bus!



- Keep your junk-you'll be surprised what your child will turn it into!
- talk to your child about your family, your culture, religion, where you live, places you have seen
- Help them to notice what is around them, trees, flowers, buildings, the weather, where their food comes from.
- have a box of scrap paper and pens to write messages, lists, cards etc.; write a shopping list together and use it in the shop
- encourage children to use pegs, thread beads, use a knife and fork, whisk water, chop vegetables, build with Lego they all help to improve skills for writing
- Telling your child stories –these could be made up, or stories from or about your own childhood and in your home language.
- Reading at least one story every day - the more the better!
- Give children 'thinking time'. Wait for them to think about what they want to say and put their thoughts into words
- Talk about everything you do together and about everywhere you go!

## THE SCHOOL DAY

### **School starts at: 8.55am**

It is very important that children arrive on time for school. Children should be in the playground by 8.50 a.m.

The children line up in their playground and classes are collected at 8.55 a.m. Phase leaders are available in the playground from 8.45 a.m. Please do not approach class teachers in the playground in the morning, if you need to speak with your child's class teacher, please make an appointment.

### **School finishes at: 3.15pm**

#### **Entrance to the school premises officially open for pupil collection at 3.10pm.**

- Upper KS2 classes are dismissed from the YR3/4 playground once lined up. Parents are asked not to remove their children from the care of their teachers until they are lined up and the class teacher is able to dismiss each child safely.
- Lower KS2 classes are dismissed from the YR3/4 playground once lined up. Parents are asked not to remove their children from the care of their teachers until they are lined up and the class teacher is able to dismiss each child safely.
- KS1 and Foundation Stage are collected from their classrooms.

### **Playtime Organisation**

***Classes are lead to the playground by their class teacher.***

- **Upper KS2** (years 5 and 6) are in the playground from 10.30 am to 10.45am.
- **Lower KS2** (years 3 and 4) are in the playground from 10.15am to 10.30am.
- **KS1** (years 1 and 2) are in the playground from 10.30am to 10.45am.
- **Foundation stages** (nursery and reception classes) are in the early years' playground.

### **Lunchtime Organisation**

Lunchtime is staggered to facilitate a calmer environment where the children learn and experience how to eat with their friends.

- **Foundation Stage** 11.30
- **KS1** 12.00-1.15 collected from classroom
- **Lower KS2** 12.15-1.00
- **Upper KS2** 1.00 – 1.45 Back playground

<b>Nursery:</b>	Morning session 8.55 - 11.30 Afternoon session 1.00 - 3.15
<b>Reception &amp; KS1:</b>	8.55 – 12.00 and 1.15 – 3.15
<b>LKS2:</b>	8.55 – 12.15 and 1.15 – 3.15
<b>UKS2:</b>	8.55 – 1.00 and 1.45 – 3.15

Please make sure that your child is collected on time. Class teachers will stand with children from 3.15pm to 3.25pm. After 3.25pm this becomes a late collection and children are taken to the front office and must be collected from there, with an explanation for the lateness. Should no contact be made by 5.00pm Social Services will be contacted as the child will be considered as abandoned by their parents/carers.

This can be a very serious matter for a child, who is faced with a sense of loss and disorientation in unfamiliar surroundings. It is also extremely upsetting for members of teaching and office staff.

## ATTENDANCE

Regular, punctual attendance is important if children are to achieve to the best of their ability. All absences must be reported to the school by letter or telephone so that registers can be marked accordingly. Absences recorded without adequate reasons have to be reported and taken up by the school's attendance manager who may have to refer the matter to the LA's Education Welfare Officer. The attendance of all pupils is monitored half termly. All medical appointments should be attended outside of school hours.

### **Authorised absence includes:**

1. Sickness or illness
2. A religious observance

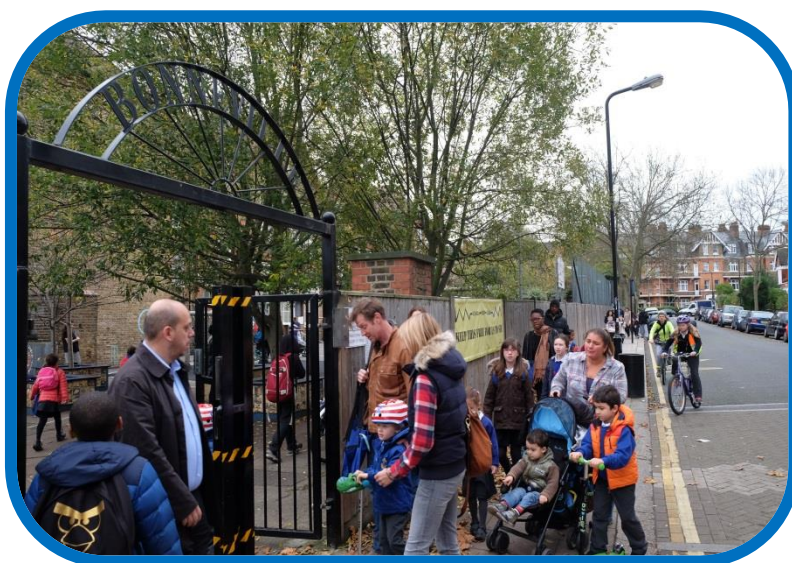
Attendance must, by law be recorded and reported to parents/carers as part of each child's annual school report. **Holidays during term time will not be authorised** except in very exceptional circumstances, for example a single day to attend a close family wedding or funeral.

## PUNCTUALITY

All children should be at school **no later than 8.55 am**, ready to lead into school for lessons to begin at 9.00am.

In the past when children have arrived late, lessons have been interrupted as children have entered classrooms after a lesson has begun. The children, who are late, miss the beginning explanation of the lesson and the teacher is required to take time out to explain tasks. This breaks the flow and effectiveness of the learning. All the children suffer as a result.

A repeated pattern of lateness for any child would automatically be referred to the Education Welfare Officer.



## What happens if I am late?

**Lateness begins from 9.01am.** All children who arrive to school between 9.01am and 9.15am will be given a late slip at the front gates of the school. If you arrive at school after 9.15am, please make sure you report to the school front office.

# REPORTING ABSENCE

## What to do if your child is sick

**Phone the school office on: 020 8673 1183** as soon as you know there is a problem.

- **Sickness/ Diarrhoea** – Keep your child off school for 48hrs after the last sickness to prevent spreading of the virus. If you are sure the sickness was due to food poisoning or something non-virus related then, send them in as soon as you see they are well enough.
- **Chicken Pox** – If your child has chicken pox you will need to keep them away for as long as they are contagious (that is, until the pox have scabbed over).
- **Head Lice** – If your child has head lice you can bring them into school as soon as you have treated the lice. Please let us know at the school office if you suspect your child has lice.
- **Where incidents of head lice are identified by class teachers, parents will be informed to treat their children's hair. If parents fail to do so upon initial request, letters will be sent by the Headteacher informing parents that the child will be unable to return to school unless the head lice has been properly treated. This period of absence from school will be treated as an unauthorised absence.**
- **Ringworm** – Once discovered, treat it and cover it. It is fine to send them into school once you have done this but please inform the school office.

## If your child is sick at school

If your child becomes unwell whilst at school you will be phoned immediately – this includes if he or she develops a high temperature or if they become unable to participate. It is vital that you inform the school of any changes (temporary or permanent) to your mobile, home and work numbers in order that you can be contacted.



# MEDICINES AND ALLERGIES

School can only administer medication that has been prescribed by the GP. If your child has been prescribed medication to be taken during the school day, you will have to sign a form at the school office to give your signed consent.

The school **will not** be allowed to administer Paracetamol.

## Asthma and allergies

If your child has a latex/similar allergy, please inform the school office and provide them with the appropriate prescribed antihistamine. Similarly, if your child has an **epi-pen**, the school office will also need one along with the prescription.

If your child suffers from asthma and requires an **inhaler**, please provide the school with one as well. It is also important to talk through any strategies you use to help your child manage their inhaler and when your child may need it.

**Inhalers, epi-pens and full medical kits are always taken on school trips and excursions.**

## If your child has an accident at school

### Head injury

If your child hits or bangs his/her head, you will be given a letter to let you know your child has had a head injury at school that day. The school will also phone you to let you know what has happened. If the incident happens at the end of the day, the teacher or teaching assistant will tell you when you pick up your child.

### Serious Accident/ Injury

If the school feels that the problem is serious, we may phone an ambulance first, then will phone you and will arrange to meet you at the hospital. The child will always be accompanied by a known member of staff. If the accident is deemed to be serious but not urgent the school will phone you and let you make the decision about whether to take your child to the hospital and arrange to meet you there or keep them at school until you can come and collect them.





# SCHOOL DINNERS

The school dinner menu is available from the school office and one will be posted on the parents' noticeboard in the playground. On Monday's there is a halal meat option.

***Please inform the school office, if your child has a special diet or, for medical reasons, such as an allergy, cannot eat or drink specific foods.***

## Who pays and how to pay for school dinners?

**The costs for school dinners are: £1.85 per day / £9.25 per week.**

From Autumn term 2015, parents and carers will be able to make online payments to the school online using a service provided by Tucasi. Parents and carers will be issued with a unique code that can be used to set up a payment account.

***Dinner arrangements are made and fixed half termly.***

# PACKED LUNCHES

Children may choose to bring a packed lunch rather than have a school lunch. **Sweets and chocolate are not allowed**, a biscuit can be brought to school but this must not be a bar of chocolate.

However, in the interests of safety, we ask that children who bring a packed lunch bring a carton of juice or use a plastic flask or sealed beaker for their drink. **Glass bottles, cans and fizzy drinks are not allowed.**

## Breaktimes

Children in Key Stage 2 may bring one piece of fruit to eat at playtime. Key Stage 1 children are supplied with free fruit at playtime as part of the Healthy Foods Partnership Scheme. Children must not bring any other food, sweets or gum into school. A mid-morning snack is provided for the Nursery children. The children are provided with milk/water and a choice of fresh fruit, dried fruit or cereal biscuits.

## Universal Free School Meals:

As from September 2014, the government introduced **Universal Free School Meals** which means that all children in Reception, Year 1 and Year 2 are entitled to a free school meal each day.



# PUPIL PREMIUM

## What is Pupil Premium?

The school will still request those parents in receipt of certain benefits to complete a simple form to access government funded school meals. This is important as 'pupil premium' (government funds to support pupil achievement) is based on the percentage of our pupils receiving government funded free school meals.

Please refer to the schools website for information on how our pupil premium allocation is spent.

### Eligibility for pupil premium/ funding:

Children whose parents/ carers receive any of the following are entitled to free school meals:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support from NASS (National Asylum Support Service) under part 6 of the Immigration and Asylum act 1999
- The guarantee element of State Pension credit
- Child Tax Credit (not Working Tax Credit) and an annual income below £16,190
- Working Tax Credit run-on
- Universal Credit

***If you are not sure about your eligibility, please complete the form so that we can carry out a check.***



# UNIFORM

## Nursery

Children in the Nursery should wear comfortable, loose clothing which is easy to pull up and down, such as t-shirts, jogging pants and school sweatshirt. Please do not send your child in clothes which are difficult to manage. Dungarees and trousers with buttons/belt (or buttons on shirt sleeves) are very difficult for little ones to undo, especially when desperate for the toilet. Your child will be happier and more confident if they are able to dress/undress themselves.

Please ensure your child wears comfortable shoes with fastenings they can manage themselves.

In the Nursery, your child will need a set of clothes in a named bag. Accidents do sometimes happen and, if it is not a case of getting to the toilet too late, it could be over excitement in the water play!

If your child needs to borrow any items of clothing from the Nursery, please return them as soon as possible, washed and ready to wear.

## Main School

We believe that the wearing of school uniform adds to the sense of community which should prevail in a school. The children look neat, attractive and not over or under dressed. Bonneville School uniform is available to order on-line from [Tesco.com/ues](https://www.tesco.com/ues). For parents who are not able to order on-line, telephone orders can be made - (telephone) 0845 0755000.

Some items are still available to buy from the school, but, naturally, not all items and sizes will be available as our stock runs down. No further orders will be made once the current stock is sold.

### **The school uniform is as follows;**

- ✓ Blue Bonneville sweatshirt
- ✓ White polo shirt
- ✓ Grey or black trousers/skirt
- ✓ Grey, blue or black tights/socks
- ✓ Black shoes
- ✓ Long hair should be tied back so children are comfortable for learning activities.

### **Items not permitted to be worn in school;**

- ❖ Dangling earrings or hoops
- ❖ Nail varnish
- ❖ Accessories
- ❖ Make-up

## SPORTS KIT

**Sports kit should be brought into school on Monday's and taken home on Friday's for the weekend wash. All items should be clearly labelled. School cannot take responsibility for items that go missing.**

### **Winter Sports Kit (From October half term to spring term)**

- Blue tracksuit bottoms
- Plain white T shirt
- Trainers (suitable for a range of sports activities. It is unsafe for children to wear their school shoes during PE lessons)
- Infant and Nursery children should wear easy to fasten trainers.

### **Summer Sports Kit (From Spring second half term to October half term)**

- White shorts
- Plain white T shirt
- Trainers (suitable for a range of sports activities. It is unsafe for children to wear their school shoes during PE lessons)
- 

**If children do not have their sports kit, they will be given second hand kits to wear. It is vital to note that PE/sports is a compulsory lesson and an important part of our broad and balanced curriculum. It is the responsibility of families with children to remember their sports kit.**

**Failure to do so will not exclude the child from the session.**



# SCHOOL OUTINGS

We aim to give parents and carers at least two weeks' notice for school trips and events. Letters are sent home with permission slips and the information is always available to view on our school website calendar.

## HOUSES AND AWARDS

There are 4 houses in the school and your child will be appointed to one of them when they join the school. The houses are led by house captains, these are pupils elected by UKS2.

**These houses are:**

- **Blue Kingfishers**
- **Yellow Canaries**
- **Green Woodpeckers**
- **Red Robins**



Tokens are awarded to children for exceptional behaviour, actions or efforts. These tokens get added up by the house captains and a cup is awarded to the winning house at the end of each week. At the end of every term, the winning house receives a treat which is chosen by the SLT. Other awards your child may receive are;

- ❖ Star of the week (nominated weekly by the class teacher)
- ❖ Outstanding behaviour
- ❖ Best teamwork
- ❖ Best attitude to learning
- ❖ Superstar award
- ❖ Attendance award

## ASSESSMENTS

At Bonneville children are assessed against the whole curriculum termly. Results are used to inform teachers on pupils' progress and gaps in their learning.

**Our assessment criteria are:**

- **Emerging**
- **Developing**
- **Secure**
- **Mastery**

Parents and carers are also given clear feedback on the effort of pupils engagement and motivation in lessons against all curriculum areas.

**Our effort criteria are:**

- **BS – Below Satisfactory**
- **S – Satisfactory**
- **G – good**
- **E – Excellent**



# SCHOOL REPORTS

Your child will receive one written school report per year and this will be given to you towards the end of the school year (just before the summer break). It will be a summary of your child's achievements during this year.

## Parent Consultation:

Parent consultation takes place during the autumn and spring term. This is the opportunity to receive valuable information on your child's progress and achievement.



## HOMEWORK

The purpose of homework is to develop effective partnerships in children's learning between home and school; consolidate and reinforce skills and understanding; extend school learning to develop a creative, learning culture/ethos; encourage older pupils to be self-motivated and disciplined in their study.

**Homework tasks are planned for alongside weekly planning to ensure that there is progression in learning.**

Tasks are the same across the year group and are differentiated to provide appropriate challenge. Homework tasks are explained thoroughly to children in class before they come home. Children are encouraged to come back to their teachers for additional guidance **before the homework hand in date** if this is necessary.

Please ensure that you confirm homework has been completed by providing a signature once you have checked your child's book.

Reading at home reinforces key skills that children are being taught in school. It is an expectation that all children read at home on a daily basis, preferably with an adult. Please make an entry in your child's yellow reading record each time that you hear them read. This may be a comment concerning how they read and their enjoyment of a text or may simply be a signature.

These records provide an important link between home and school and can provide a vital dialogue to ensure that all children become independent and enthusiastic readers



# INCLUSION

## Behaviour

We have very high expectations of behaviour at Bonneville and have clear strategies in place throughout school to help generate positive behaviour at all times. Much emphasis is placed on high quality PSHE (Personal, Social and Health Education) which is delivered in class and also within daily assemblies. Children are taught to respect differing needs and backgrounds, including those relating to religious and cultural differences, sexuality as well as those with special educational needs. When problems arise we are committed to dealing with incidents in a consistent and fair manner. Developing an atmosphere of mutual respect is a key priority within our school. Some of the strategies we use to promote positive behaviour around our school include:

- Praise and encouragement on a regular basis, for effort and success
- Examples of high quality work commended and shared with other children and classes
- Child sent to Phase Leader, Assistant Head, Deputy or Head with work showing effort or excellence
- Stars or stickers (Class based)
- Weekly 'Celebration Assembly' where trophies and certificates are given out for such things as good attitude to learning or good behaviour
- House Points system in place across the school, earned for positive attitude or behaviour
- Adult support 1:1 or in groups for specific children with more complex needs
- Modelling of positive behaviours by all members of staff
- Working with outside agencies; e.g. Kennington Park Bridge to School



Our school has a designated HLTA for Behaviour Support. Children are able to spend time with her to discuss incident of poor behaviour and encouraged to reflect on the reasons for their actions. Children are supported to develop their own strategies to ensure that difficult situations are minimised and they are reminded to think before they act at all times.

It is important to note that this 'modelling' of behaviour is an expectation of all adults in school: those who work here or parents and carers who are visiting school premises at the beginning or end of the day. We believe that this can have a massive impact on further developing the positive ethos that we wish to maintain at Bonneville.

Further information on how we deal with behaviour at Bonneville can be found in our Behaviour Policy on this website.

## Outreach

Parents and carers are actively encouraged to be participants in their child's education. Information is shared in newsletters, personal letters, phone calls and meetings throughout the school year.



The school has a dedicated Outreach HLTA (Higher Level Teaching Assistant) who works with parents, carers and outside agencies to try and ensure that together, we are able to deliver the best outcomes for children and families across our school. Engaging with parents/carers is a key focus for our school at present and we are determined to encourage all groups within our diverse school community to work with staff to further develop Bonneville's many strengths. A wide variety of events are hosted in school each term. These include:

- Coffee mornings
- Parent Workshops such as e-safety information for adults
- Parent learning centres-helping adults develop their own skills in core areas such as literacy or maths or ICT.
- Parent/ children workshops- art and crafts etc.

Our Outreach HLTA is able to meet confidentially with parents and signpost outside agencies or support groups who are able to help families in a variety of different circumstances. This could be Citizens Advice , Contact a Family or many other organisations with knowledge and expertise in a specific area. We may also be able to refer a child or family to the MAT (Multi Agency Team) in Lambeth who can provide more targeted support for specific issues, such as involvement of a family support worker.

We want to ensure that parents and carers feel welcome to come into school and ask for support if necessary. If you would like to make an appointment to speak with our Outreach HLTA, please contact the school office who can make the necessary arrangements.





## Pastoral

At Bonneville, we seek to support all children in their social, emotional and behavioural development so that they are able both to develop holistically as a child and to access learning to their very best advantage.

Many children are held back by issues outside of school, such as complex family needs, bereavement, financial needs and a variety of other difficulties. This often has a very detrimental effect on a child's ability to develop their potential. We place a huge importance on children being happy in and out of school and we feel that this is vital in terms of being able to ensure that children can learn and flourish as they grow up.



Our HLTA for Outreach works with individual children and groups to help them overcome these barriers to learning and progress. Time is spent with children to help develop strategies to overcome low confidence and self-esteem, friendship issues or other complex family needs such as separation or bereavement.

A school counsellor is present 2 days per week working with individual children as well as with parents. This type of intervention has been invaluable to many children and families over the years and has helped them address a variety of problems and concerns, allowing them to move on in a much more positive frame of mind going forward. In addition, children who may be subject of Child in Need or Child Protection Plans are well supported and their emotional wellbeing and behaviour is carefully monitored.

If you feel that your child could benefit from support in school to overcome social or emotional difficulties, please contact the Assistant Head Teacher for Inclusion who will be happy to meet to discuss your concerns.



## EAL

Children are identified with EAL when they enter school; this is done via enrolment information on joining our school and/or consultation with parents/carers. A child is identified as having EAL if the language(s) spoken in the home are in addition to English. When the child begins at Bonneville their language is assessed for language fluency using the Lambeth Fluency Levels:

- ❖ Stage 1 - New to English
- ❖ Stage 2 – Becoming Familiar with English
- ❖ Stage 3 – Becoming Confident as a user of English
- ❖ Stage 4 – Fully Fluent

This assessment enables us to set learning goals for the children based on their next learning steps. A child's language development is monitored closely and Stage of English reviewed every term. Some children may receive 1:1 or small group support for their language acquisition and development. These groups tend to follow a 'Stage not Age' approach based on grouping children based on level of fluency rather than on chronological age. These groups use a wide variety of approaches including speaking and listening activities, games and practical activities to support their learning.

In addition, we offer a computer based programme called 'Lexia' which can be adjusted to suit learners of all abilities and can be used at home and in school to further develop language skills. In conjunction with our EAL co-ordinator, the Assistant Head Teacher for Inclusion oversees the collection of data for EAL children and oversees the provision in place to support them. Teaching assistants also run groups and programmes for children to further develop their language fluency where appropriate.

In some instances, it may be felt necessary to set up an Individual Language Plan for a child who arrives with little or no English. This allows staff and parents to set specific targets based around language development and identify strategies and resources to better support their progress.

It is important to note that, although children with EAL do not necessarily have a Special Educational Need (as defined by the Code of Practice), nevertheless a child with EAL may also have a specific SEN.



# EXTENDED SERVICES



## Reading Café

### **£5.60 per day**

The reading café starts from 8.00am until 9.00am where pupils have an opportunity to read independently or with an adult.

On offer is a choice of warm and cold breakfast options. This is a useful quiet time for the children to engage in reading whilst providing them with a healthy start to their day

## Carry On Café

### **£10.70 per day**

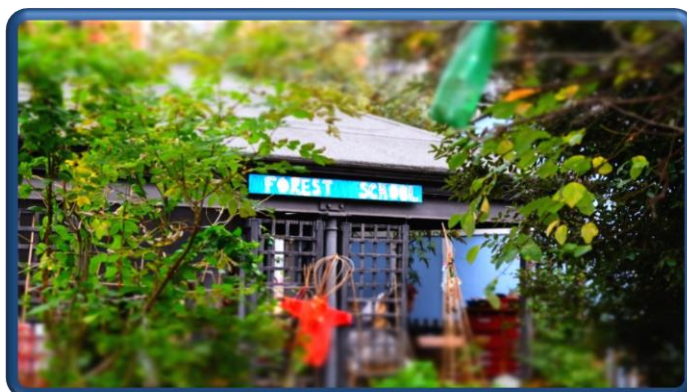
The carry on café starts from 3.15 p.m. until 6.00 p.m.

<b>3.15 – 4.00</b>	<b>Light snack</b>
<b>4.00 – 5.00</b>	<b>Activities (i.e. cooking, sewing, art and craft, imaginative and dance)</b>
<b>5.00 – 6.00</b>	<b>Wide games (i.e. ball skills, football, rounders)</b>

If you are interested please use our booking form which can be found on our school website to sign up.

# EXTRA-CURRICULAR CLUBS

Bonneville Primary School runs a variety of extra curriculum sports and music clubs every term. Please refer to our school website for up to date information on the clubs that are running this term.



# FAB

## FAB – Friends Association of Bonneville:

### Getting involved

A great way of supporting FAB and the school is to come along to our events and enjoy them! They are all organised and run by volunteers from the school community – parents and carers like you - so we always appreciate more help, whether you have a little time to spare to do a small task or more time available to do more.

You could contribute or raffle prizes; help on or run a stall at the summer or winter fair, or help set up or clear away. We also need people who can display an estate agent's board advertising the Summer Fair outside their home – it promotes the Fair in the local community and we get money from the estate agents for each board put up. Volunteering for our events is a fun way of being involved in your child's school and meeting other parents and carers.

***If you have a great idea for a new event or activity that you'd like to organise we want to hear from you!***

## CONTACT INFORMATION

Bonneville Gardens  
Clapham  
London SW4 9LB  
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<http://www.bonneville-primary.lambeth.sch.uk>

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