

KESTON PRIMARY SCHOOL

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Respect, Believe, Achieve

V Value yourself and others

At Keston we aim to recognise the strengths and talents of all members of our community; we celebrate personal success and provide support for those who have difficulties in attaining their goals. Through encouragement, praise and positive reinforcement we aim to ensure that each individual understands their importance as a member of our school community and values the role played by others in their daily lives.

I Include everyone

At Keston we actively encourage all our parents, carers, staff and community members to be involved in the children's learning. We recognise that to be equal you may need to be treated differently. We provide opportunities which enable the children to learn about, understand and value differences, so they are able to celebrate them and recognise the importance of inviting others to participate in their daily activities.

S Show respect and responsibility

At Keston we endeavour to ensure that tolerance and understanding underpin our daily lives. We listen to, respect and value the opinions of others. We aim to support the children in developing skills which enable them to make the right choices in their lives.

I Inspire in each other a love of learning

At Keston we aim to instil a passion for lifelong learning. We recognise there are a variety of ways of learning and encourage all to share experiences in a creative and exciting environment. We encourage questioning, which enables the development of individuals with enquiring minds who make a positive contribution to the whole community.

O Offer to all a safe and happy environment

At Keston we ensure that each individual is supported in a kind and caring environment which enables them to feel secure. We aim to provide a clear framework of behaviour that fosters trust and develops in each person the confidence to take risks with the realisation that this leads to learning.

N Nurture every member of our school community to reach their full potential

At Keston we aim to ensure that every child will achieve in all aspects of their development. We recognise that high levels of attainment are reached when individuals are set challenging targets with support and encouragement to meet them. We understand that we live in a constantly changing society and thus the children and all members of our community should be equipped with the skills to meet the challenges of the future.

Introduction

The staff, governors and pupils welcome you to our school. Here at Keston we are proud of our achievements; we are committed to the pursuit of excellence, and the school curriculum aims to offer all children a broad and balanced, relevant and differentiated education that provides both challenge and support through the school.

We aim to work in close partnership with parents and carers, thus enabling each child to achieve to their full potential and have a happy, secure, productive and rewarding school experience.

We hope that the information contained in this brochure gives you a picture of life here at Keston Primary School.

Should you need any further information please take a look at the school website www.kestonprimary.org or make an appointment with the school office to visit us. The year 6 children will be happy to show you around the school and I or my deputy, Mr Hodgson, will be available to answer any questions you may have.



Claire Murphy
Headteacher

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1. Entry to the School

Nursery

Children enter the Nursery in September of the school year in which they will be 4 years old.

There are 52 part-time places available in the Nursery. Children attend for 3 hours each morning. Each class has up to 26 children with a teacher and a teaching assistant.

A sessional care facility is available for up to 24 children, who stay at Nursery for lunch and the afternoon session. There is a charge for sessional care.

At the beginning of the year, parents and carers are encouraged to stay with their children at Nursery until the children are settled in.

To be considered for a place, parents should apply directly to the school by 31st January; places cannot be guaranteed. Please contact the school office for application forms.

Parents of children who are allocated a place will be notified by the end of March. Places are allocated to children according to the following criteria:

- a) children being of aged 3+
- b) vacancies existing in a class
- c) social and/or educational need as identified by an appropriate agency. (e.g. social worker, G.P. Health Visitor, other education service)
- d) siblings of children already in the school.
- e) proximity to the school.

Primary School

The children enter the school full time during the autumn term of the academic year in which they will be five years old.

In year 1, 2 (Key Stage 1) and Reception each year group consists of two parallel classes. Each class has a class teacher and a full time teaching assistant. There are a maximum of 30 children in each class.

In Key Stage 2 there are eight classes. Teaching assistants are allocated to classes and/or groups of children in line with the educational needs of the children.

Parents wishing their children to attend the Primary school must make a separate application in the autumn term prior to the year in which they are about to begin school. All applications for the school are processed through the local authority and not directly with the school.

Admission arrangements for Reception and entry to other year groups can be found at <https://www.croydon.gov.uk/education/schools-new/school-admissions/how-to-apply/school-place-home>.

Entry to Nursery does not guarantee a place at Keston Primary School.

2. School Hours

Breakfast Club (on site): 7.45 a.m. - start of school.

Junior Classes Doors open 8.55 a.m.

School times 9.00 a.m. - 12.15 p.m. - 1.15 p.m. - 3.15 p.m.

Infant Classes Doors open 9.00 a.m.

School times 9.05 a.m. - 12.00 p.m. - 1.00 p.m. - 3.00 p.m.

Nursery Unit Morning session 9.00 a.m. - 12.00 p.m.

Parents are responsible for their own children in the morning until they are received by their class teacher or left with the teacher on duty.

There is a member of staff on duty in the playground from 8.45 am. Staff cannot take responsibility for any children left before this time.

On **extremely** wet mornings children will be received into either the junior or infant hall at 8.45 am. Parents are requested to leave their infant children with the adult on duty at the Year 1/2 entrance and to drop junior children at their usual entrance.

School finishing times are when lessons stop, children may take longer to depart from their classroom. Parents are responsible for their own children once they have been dismissed by their class teacher.

Keston Website Address - www.kestonprimary.org.uk

Please use our website as your main source of information, especially during extreme weather conditions.

3. Attendance

If your child has to be absent from school please write, or telephone by 9.30 a.m., to let us know the reason. A note of explanation should be sent to the school on the pupil's return or, if the absence is likely to be more than 2 days, a note should be forwarded to school.

Parents of children with a high percentage of absence, either authorised or unauthorised, will be invited to discuss their child's attendance with the Headteacher or Deputy Headteacher. We will always endeavour to provide parents with support to enable regular attendance; however families may be referred to the Education Welfare Officer where there is insufficient improvement in attendance.

Children who arrive at school late must report to the office. If it is ever necessary for your child to leave school before 3.00/3.15 p.m. for a medical appointment please inform us beforehand in writing and report to the office to collect him/her in person or send a written request.

If you wish your child to be collected by another adult please inform the class teacher beforehand, preferably in writing. Children will not be allowed to be collected by another parent unless the school has been contacted.

3.1 Holidays

Amendments have been made to the 2006 Education (Pupil Registration) (England) Regulations 2006, these amendments, came into force on 1 September 2013.

The changes remove references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.

Therefore parents will need to be aware that the Headteacher will be unable to authorise holiday absence even if your child has excellent attendance. Any absence for holidays will be unauthorised and if the attendance falls below an acceptable level may incur fines.

4. Absence Report 2013 - 2014

% of sessions absence	3.3
% of persistent absentees	0.3
% attendance	96.7

5. Teaching and Learning Policy

At Keston Primary School and Nursery we aim to:

- recognise the strengths and talents of all members of our community; we celebrate personal success and provide support for those who have difficulties in attaining their goals. Through encouragement, praise and positive reinforcement we aim to ensure that each individual understands their importance as a member of our school community and values the role played by others in their daily lives.
- actively encourage all our parents, carers, staff and community members to be involved in the children's learning. We recognise that to be equal you may need to be treated differently. We provide opportunities which enable the children to learn about, understand and value differences, so they are able to celebrate them and recognise the importance of inviting others to participate in their daily activities.
- endeavour to ensure that tolerance and understanding underpin our daily lives. We listen to, respect and value the opinions of others. We aim to support the children in developing skills which enable them to make the right choices in their lives.
- instil a passion for lifelong learning. We recognise there are a variety of ways of learning and encourage all to share experiences in a creative and exciting environment. We encourage questioning, which enables the development of individuals with enquiring minds who make a positive contribution to the whole community.
- ensure that each individual is supported in a kind and caring environment which enables them to feel secure. We aim to provide a clear framework of behaviour that fosters trust and develops in each person the confidence to take risks with the realisation that this leads to learning.
- ensure that every child will achieve in all aspects of their development. We recognise that high levels of attainment are reached when individuals are set challenging targets with support and encouragement to meet them. We understand that we live in a constantly changing society and thus the children

and all members of our community should be equipped with the skills to meet the challenges of the future.

In order to achieve these aims we work within a set of core principles:

1. Provide a visually stimulating, supportive and interactive learning environment by:

- providing the children with positive adult role models
- using a range of behaviour strategies to meet all needs
- organising classrooms in order to encourage independence
- ensuring classrooms have working walls to support the children's learning
- providing displays which are engaging, interactive and language rich
- ensuring displays celebrate children's successes

2. Make learning an enjoyable and challenging experience by:

- providing clear and consistently high expectations
- differentiating learning opportunities
- building on prior learning
- modelling tasks to provide structure and clarity for the children's learning
- ensuring clarity so every child knows how to be successful
- asking open ended and challenging questions
- valuing responses so children have the confidence to ask questions and take risks
- encouraging risk taking so children are able to recognise that making mistakes provides a scaffold for learning
- ensuring children understand how to make connections through cross curricular learning and real life situations
- using ICT to enhance the learning experience
- celebrating achievements

3. Use assessment to make children partners in their learning by:

- providing opportunities for the children to self-assess against clear success criteria within each lesson
- actively involving the children in assessment through peer to peer and child to adult discussion
- providing focused marking so children are aware of where they are and their next steps
- providing each child with clear targets based on prior learning

- use summative assessments to inform planning and practice

4. Engage parents and carers in supporting their child's learning by:

- providing information about the curriculum and areas of learning for each year group at the start of each term
- enabling parents and carers to support learning at home through workshops, information leaflets and meetings
- providing termly opportunities for parent teacher discussions on progress and areas for development

Teachers' Learning

All teachers are leaders of learning and demonstrate through their own example that they are lifelong learners. We use this learning to support the continual improvement of teaching and learning and thereby contribute to the school improvement strategic plans.

Professional development is essential for supporting all adults to develop their own learning. Teachers take an active interest in and responsibility for developing their teaching practice, and are supported by the school to do this.

Role of the Governors

The Governing Body determine, support, monitor and review the school's policies on teaching and learning.

The Governors:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that the school buildings and premises are effective in supporting successful teaching and learning
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor teaching strategies in the light of health and safety regulations
- Monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the head teacher's reports to governors, review of attainment and progress, and the work of the school improvement committee.

6. Curriculum

The school holds the Basic Skills Quality Mark.

Policy documents can be found on the website and on Fronter. Paper copies of specific policies can be provided on request to the school office.

The school's curriculum is designed to enable every child to achieve their full potential in all areas, and to approach their work confidently and independently. Each child is valued for him/herself, and each child's learning is built on what he/she already knows.

The curriculum acknowledges the need for awareness of all cultures in society and a multi-cultural approach is expected.

Pupils in Key Stage 1 and Key Stage 2 follow the New Primary Curriculum and the Croydon scheme for Religious Education. All children access the school swimming pool as part of their P.E. programme of study.

There are a variety of lunch time and after school clubs run by the staff and outside agencies. These further develop the children's interests and abilities.

There will be a termly information sheet to inform parents/carers of their child's current topics in order that they are aware of the work to be undertaken that term. This information is available on the school website, Fronter or directly from the class teacher.

Children's progress in each area will be reported at termly parents' evenings and in the yearly report.

Workshops are held to help parents gain a better understanding of teaching within the school and enable them to support their children at home. All parents/carers are additionally encouraged to spend time within the school; regular parent helpers require a DBS check.

6.1 Early Years Foundation Stage

The nursery and reception years are part of the Early Years Foundation Stage, which is the statutory framework for children aged from birth to 5 years.

Children are constantly encountering new experiences and seeking to understand them in order to extend their skills, develop their confidence and build on what they already know. They learn in many different ways.

Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other.

Early years' experience builds on what the children already know and can do, which encourages a positive attitude and disposition to learn and aim to prevent early failure.

The principles which guide early years work are grouped into four main themes:

- Every child is a **unique child** and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways and at different rates.**

The Early Years Foundation Stage curriculum involves activities and experiences in both prime and specific areas:

The prime areas are:

Communication and language - which involves giving children opportunities to experience a language rich environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development - which involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children are also helped to understand the importance of physical activity and to make healthy eating choices.

Personal, social and emotional development - which involves helping children to develop a positive sense of themselves and others; to form positive relationships and respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities.

The specific areas are:

Literacy - children are encouraged to link sounds and letters and begin to read and write. Children are provided with access to a wide range of reading materials (books, poems, and other written materials) to encourage their interest.

Mathematics - children are provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple number problems and to describe shapes, spaces and measures.

Understanding the world - children are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design - which involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Well planned play is a key way in which children learn with enjoyment and challenge, there is balance between planned learning activities and opportunities for spontaneity that arise from children's interests. We provide opportunities for teaching and learning both indoors and outdoors.

We respect the role of parents in their child's education. We work in partnership with parents to share information, knowledge and expertise and we aim to keep parents fully informed about the curriculum in a variety of ways.

We know that some children attend the Nursery at Keston before transferring to other schools, whilst others join the school in their reception year. Our curriculum framework is therefore structured to provide continuity and progress within each year group as well as throughout the Early Years Foundation Stage. In each year, priority is given to making a smooth transition between settings and settling into a new learning environment

6.2 English - Speaking and Listening

Key Stage 1

Children are expected to talk about their work to help them think about, plan, and share their ideas, so that eventually they will be able to work independently in small groups. To this end the children are encouraged to communicate clearly, to relate events and stories and to listen carefully to teachers and their fellow pupils.

Key Stage 2

Children are given the opportunity to perform, debate and voice their opinions throughout the school

6.3 English - Reading

Key Stage 1

Reading is taught from a wide range of story and information books so that children may always know that reading always has meaning for them, and so that each child can progress from what they have learnt at home and in the Early Years. The school aims to introduce books as a source of pleasure and understanding that will continue throughout life. Parents are asked to support their children and each child chooses a book to take home every day.

The school uses several reading schemes, the Oxford Reading Scheme being the core scheme.

Key Stage 2

We aim to develop each child's ability to read, understand and respond to a variety of texts. We aim to develop independent, enthusiastic and reflective readers. Children are given every opportunity to read extensively for their own interest, pleasure and information. They may read quietly to themselves, share with a friend or adult, or read within a literacy circle.

We encourage them to be interested in books and be able to evaluate and justify their preferences. A home/school partnership is encouraged, not just to hear reading but for all children to have the opportunity to discuss plot, setting, characterisation, authors and style. The school has a separate library as well as reading areas within the classroom.

Guided reading takes place throughout the school giving the children opportunities to share a wide variety of texts and discuss their response to them.

6.4 English - Writing

Key Stage 1

Children are encouraged to write to the best of their ability from the time they enter school, in order that they come to see it as a natural way of communicating. The children are exposed to a variety of writing genres and are given opportunities to write in a range of subjects. Handwriting is taught to emphasise correct letter formation using a cursive script.

Key Stage 2

Writing skills are taught across the whole curriculum not just in English lessons. We aim to develop children's ability to communicate, construct and convey meaning through a range of writing genre, selecting appropriately to suit audience and purpose. They are encouraged to draft and re-draft their work to gain confidence in altering and extending their ideas. Also, to choose the form best suited to communicate their ideas, emotions and researches in a purposeful and reflective way. We aim for each child to develop confidence and competency in spelling and to have an interest in words and their meanings. We aim for them to acquire fluent and legible handwriting.

6.5 Phonics, Spelling and Grammar for Writing

In the Nursery and Reception the children are introduced to phonics through Letters and Sounds and Jolly Phonics; the teaching of phonics carries on throughout Key Stage 1 and where appropriate Key Stage 2.

In both Key Stage 1 and Key Stage 2 there is a weekly focus on developing an understanding of spelling patterns. The children are set a task to develop their understanding and also to build a repertoire of correct spellings, these tasks are followed up with a homework activity which requires, where possible, the support of an adult.

The teaching of grammar is interwoven with the teaching of reading and writing in both key stages. The children may be set additional grammar related tasks in order to refine their skills.

6.6 Mathematics

Key Stage 1

The scheme of work is based upon the New Primary Curriculum and aims to develop a thorough understanding of number concepts by concentration on practical work and appropriate language in early stages leading to accuracy and the ability to think logically. As well as addition, subtraction, multiplication and division, the scheme covers money, shape, simple graphs and measurement of length, mass, capacity and time. Children are also expected to use their mathematical knowledge to solve problems. The scheme will be delivered through mathematics lessons which take place on a daily basis.

Key Stage 2

Mathematics is taught by themes (e.g. measuring, area, money) with close regard to the age related requirements of the New Primary Curriculum. Oral and mental work is used to develop and secure the pupil's calculation strategies and rapid recall skills. Investigative skills are encouraged and the children take home a weekly mathematical activity. Opportunities to apply mathematical knowledge are available in a range of curriculum areas.

6.7 Explore and Discover

The children will, following the introduction of the New Primary Curriculum in September 2014, follow the school's Explore and Discover Curriculum. Science, history, geography, PHSE, art, design and technology will be taught through this theme based curriculum. This revised curriculum will enable meaningful links to be made thus enabling the children to develop enhanced problem-solving skills and provide opportunities for learning and applying it in real life situations. Details of the year group themes will be available on the school website and on Fronter.

Science

At Key Stage 1 children are taught to observe their environment in an accurate fashion, enabling them to categorise their surroundings. They also take part in experiments to try to discover why things happen the way they do. This work covers the biological and physical environment and includes testing, discussion and the recording of their observations and discoveries.

During Key Stage 2 the principle focus of science is to broaden the children's view of the world around them and then to move on to develop a deeper understanding of

a wide range of scientific ideas. Through the science content, which is guided by the New Primary Curriculum, the children will be taught to work and think scientifically. This scientific process includes questioning, observing, measuring, pattern-seeking, predicting, making hypotheses and communicating.

History

The children at Key Stage 1 are encouraged to develop an awareness of the past by learning about important people and events, and identifying similarities and differences between ways of life in different periods.

At Key Stage 2 the children will continue to develop a chronologically secure knowledge and understanding of British, local and world history. They will develop an understanding of how our knowledge of the past is formed using a range of different sources.

Geography

The children will develop knowledge about the world, the United Kingdom and the local area at Key Stage 1. The children will use maps, atlases and globes to identify areas of the world and through investigation develop an understanding of weather patterns, climates, and aspects of human and physical geography.

At Key Stage 2 the children will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe and North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.

The school has a conservation area to support learning.

Art, Design and Technology

Throughout both Key Stages the children will develop a wide range of art and design techniques, including use of materials, drawing, painting and sculpture to develop and share ideas, experiences and imagination. They will learn about the work of a range of artists, architects and designers in history.

Design and Technology is the creative application of skills and knowledge in designing and making products. Children are given the opportunity to work with a range of materials including wood, mouldable plastic, construction kits, food and textiles.

The schools aims are to encourage an understanding of technology in our everyday lives and to develop the technological capability of our pupils across the whole

curriculum. Through technological activities, it is hoped to develop initiative, thinking and a range of practical problem solving skills.

The school has a designated design and technology room which can be used for groups and is available to promote food technology skills for all year groups.

The school has developed links with local secondary schools to further enhance this aspect of the curriculum.

Personal, Health and Social Education (PHSE)

Personal, social and health education supports the children in becoming healthy, independent and responsible members of society. We encourage our pupils to take responsibility for their own lives while making an active and thoughtful contribution to the life of the school and the wider community. Through all areas of the school curriculum the children are taught about how society is organised and governed and will engage in a democratic process through opportunities such as the school council. They are taught about their rights and responsibilities, keeping safe, personal hygiene and looking after their bodies (including drug education). They learn what it means to be a positive member of a diverse multicultural society.

Sex and relationship education is taught throughout the school with the emphasis being placed on developing positive relationships. Children are given lessons in puberty and sexual development in the upper juniors; the teaching is via a DVD and discussion. Parents have a preview of the material before the lessons commence.

The school holds the Healthy Schools Award.

6.8 Computing

Computing is taught across the curriculum and is a core skill in which children are encouraged to use their own initiative, imagination and reasoning and investigative skills. Each child will be taught computing skills and encouraged to work independently, using a variety of programmes to enhance their learning. Cameras, recording and video equipment is used. All children use the internet. There are interactive whiteboards in all the classes throughout the school.

There is an I.C.T. suite which each class visits weekly. There are enough computers to enable the children to work independently during these sessions and develop their skills. Additionally a set of laptops is available, thus enabling computers to be used within the classroom in a wide range of subject areas.

6.9 Religious Education

Collective worship are of a broadly Christian nature involving a growing awareness of God, the development of consideration and responsibility for others and the wonder of creation.

The main Christian festivals are celebrated and some study of other religions is undertaken within the Religious Education programme. Any child may be excused from taking part at the request of the parents.

This important aspect of the curriculum is taught in accordance with Local Authority guidelines. It is often approached through festivals and special occasions familiar to the children.

In addition we work hard to give every child a secure grounding in moral and spiritual matters which permeate the whole curriculum and which have a place that is separate from religious education.

6.10 Physical Education

The children are helped to develop control, agility and skill by -

- 1) The use small and large apparatus
- 2) The practice of games skills with a variety of apparatus e.g. bats and balls, ropes and hoops
- 3) Expressive movement to music
- 4) Swimming

At Key Stage 2 the children are encouraged to further develop these skills through extra curriculum activities such as football training, netball practice etc. There are several teams in different sports with the opportunity to compete against other schools.

There are several after school clubs for both Key Stage 1 and Key Stage 2.

Swimming

The children have lessons in the school pool with a trained instructor. All children from Year 1 onwards will swim throughout the year; Reception children swim in the summer term. There is a termly cost towards the upkeep of the pool and the cost of a qualified swimming instructor. Contributions towards this activity are made through the parentpay system.

A swimming cap is necessary for both boys and girls and a one-piece costume/trunks. Children who have a verruca are required to wear a verruca sock.

Parents are needed to assist with the changing of the children and must have a DBS check first.

More able swimmers are encouraged to represent the school in competitions and galas.

6.11 Music

At Keston Primary School we see the Arts as an integral part of the child's education. The Arts enable children to develop an understanding of the world in which they live, leading to an appreciation of works of art, music and dance from different places, times and cultures. Creative work also develops self-esteem and confidence.

The children are encouraged to express themselves with confidence and enjoyment. Throughout both Key Stages the children will learn to understand and explore how music is created. They will have opportunities to sing and play musical instruments.

There is a school choir and each year musical productions take place for both Year 2 and Year 6.

All year 2 pupils have recorder lessons and they must have their own descant recorder, these may be purchased through school. Year 4 are part of the Croydon Music Service 'Soundstart' scheme and all pupils learn to play a musical instrument as part of the curriculum.

The junior children have the opportunity to learn or further develop their playing skills through group or individual instrument lessons provided in school by our teachers and the Croydon Music Service.

6.12 Modern Foreign Languages

Modern foreign languages have been introduced into the junior curriculum. Currently years 3 and 4 study Spanish and years 5 and 6 French. The aim of this subject is not only to expose the children to foreign languages but also to allow them to develop a greater awareness of other cultures. The school holds the Intermediate International Schools Award.

7. Homework

For children in EYFS and Key Stage 1, developing a partnership with parents or carers and involving them actively in children's learning is the key purpose of the homework set. Short activities of different kinds; simple games, learning spellings and number facts and, of course, reading together, provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

As children get older homework provides an opportunity for them to develop the skills of independent learning. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. By the time children reach Year 6 their homework will cover a range of tasks and curriculum content, with a regular weekly schedule. This approach will benefit their learning and also ensure that, in relation to homework, their transition to Year 7 in secondary school is as smooth as possible.

In order to support the children in their homework we would encourage parents to provide a suitable quiet place where homework can be completed. Once in the juniors there is a weekly homework club where children can discuss any difficulties they may have. Children who do not complete their work at school in a reasonable time may be asked to finish it in their own time.

All children are expected to read with an adult on a regular basis, this should be daily in the infants, and as the children move through the juniors on at least three occasions per week.

All year groups follow the guidelines set out in the School Homework Policy.

8. Special Educational Needs

The needs of the children in our school are as varied and individual as the children themselves. The class teachers will plan to meet each child's needs by planning appropriate activities and the use of different resources to ensure individual development and achievement. Small group tuition is provided by teachers, and/or support staff where appropriate, in order to reinforce on a more individual basis teaching that has taken place within the classrooms.

At some time during a child's schooling they may require further support for behavioural, emotional or physical difficulties; this will be discussed with parents/carers on an individual basis.

When a child is not responding to the extra support that can be offered in school the situation will be discussed further with the parents and where appropriate an Educational Psychologist will be asked to make an assessment. The form of assessment will vary depending on the child's needs but parents will always be informed of any outcomes; these assessments help to identify the exact nature of a child's specific need and the psychologist will suggest ways in which these needs can best be met both in and out of school. Sometimes the psychologist's assessment can bring extra support for the child either in school or at a specialist centre.

The Special Educational Needs of all children are discussed half termly with all the staff and the Inclusion Manager, Mrs. Stevens.

The Governor with curriculum interest for Special Education Needs is Mrs Montgomery.

We aim to provide for all children with special needs, ensuring a structured programme specifically planned to meet individual requirements.

Our attached psychologist visits regularly to observe, monitor and review progress.

Support from outside agencies is sought, where applicable e.g. Reading Centre, Hearing Impairment Unit etc. The importance of a home/school partnership is recognised and fostered.

Many of our teaching assistants have undertaken training to support pupils in areas such as speech and language and mathematics. We additionally have staff that provide specialised support for children on the autistic spectrum.

We work within the statutory guidance of the Code of Practice for Special Educational Needs. Details of the school's provision is available on the website.

Disabled parking and access to the school is available via the delivery entrance car park. Please speak to the office staff should you wish to use this facility.

8.1 Able, Gifted and Talented

The school will identify and make provision for children who are identified as being gifted and/or talented. This may be through differentiated provision within the classroom or through opportunities to attend appropriate extra-curricular activities.

Opportunities are additionally available for small groups of gifted and talented children to work with other children within the Coulsdon cluster of schools; this incorporates both primary and secondary schools.

9. Equal Opportunities

The school will continue to provide equal opportunities in all aspects of school life, which is not constrained by gender, race or cultural background or any other factor. The school will celebrate the diversity of the cultural origins of its pupil community.

We have definite and agreed policies on equal opportunities at Keston Primary School, which we pursue through both the school's daily life and the curriculum.

a) Gender

No activity is planned or taught in such a way that either boys or girls are unable to take part. In addition we do our best to promote positive attitudes to all curriculum activities regardless of gender. When new materials are purchased for school use we will do our best to eliminate from selection any that have a clear gender bias.

b) Multicultural education.

We regard the presence in Keston Primary School of children from differing cultural and ethnic backgrounds, as a very positive feature. When possible we relate our teaching to aspects of the lives, customs, cultures, religions and experiences of other groups. In this parents and children may be able to offer valuable knowledge and insights. It is our intention, whenever possible, to present a positive image of other cultures and to present other cultures as being part of the richness of the human experience, thus to discourage any negative feeling about other races or cultures. If there are day to day concerns such as dietary needs for example, we will always do our best to accommodate these. We welcome your contribution on this issue.

c) Elimination of racial harassment.

We will as a school do everything possible to eliminate any harassment that occurs. Any incident of racial harassment is automatically recorded and reported to the Local Education Authority.

The school has an Equalities Policy and Action Plan, and an Inclusion Policy. These and all school policies are regularly reviewed and are available to parents/carers on the school website and Fronter.

10. Bullying

Definition

The term bullying is often misunderstood, particularly by parents.

The school defines bullying as: -

'Deliberate, persistent, unprovoked verbal, emotional or physical abuse of another person or persons by an individual or group of people.'

The school consulted with pupils, parents, staff and governors when drawing up our policy to deal with any bullying that might occur in school, though the incidence of bullying is rare.

Our policy can be found on our website, Fronter or a copy can be requested from the school office.

We would give parents the following advice on bullying -

- If you think your child is being bullied inform the school immediately.
- Advise your child to tell a teacher about bullying incidents
- Keep a written record if the bullying persists. Who, what, where, when.
- Watch for signs of distress in your child.
- Do NOT encourage your child to hit back.
- Tell your child that there is nothing wrong with him or her which justifies being bullied. We will then follow up all instances of bullying at school.

11. Helping Your Child

There are many ways in which you can encourage your child to work well and to ensure a good start.

We hope that you will find the following suggestions helpful.

- Read interesting stories to your child and share the pleasure that books can give. Visit the library and encourage your child to choose appropriate books. Teach nursery rhymes and songs, do things with your child which will encourage conversation and give opportunities for discussion.
- Show an interest in the things your child has to say about school. Praise and encourage her/him and spare some time to hear her/him read and read with him.
- Give her/him opportunities to practise her/his writing skills e.g. thank you letters, party invitations, messages, letters to Grandma etc. Please only use capital letters at the beginning of names and sentences.
- Let your child help with cooking and shopping which will give him/her practice in recognising shapes, weighing, counting, measuring and handling money. Consider giving a small sum of pocket money on a weekly basis.
- Give your child opportunities to draw, paint, cut and stick. Please teach him/her to use a knife and fork.
- Encourage your child to finish a task, tidy up after him/herself, to dress and undress and use the toilet.
- Send your child to bed at reasonable time during the school week. Children need 10-12 hours' sleep depending on their age.

Your class teacher will always be glad to offer further or more specific advice.

12. Meeting the Teacher

Your child will benefit most from school life if the teacher and parents meet frequently to share progress and discuss issues. You are always welcome to come to school and see the teacher but this should be after school hours as the teacher cannot talk to you while responsible for a class. During school hours it is possible to see the Head Teacher and she is usually available at the start of the school day. Whenever possible please telephone to make an appointment.

Meetings between parents and teachers are arranged each term; this gives parents the opportunity to discuss any aspects of their child's education.

A written report is given at the end of the summer term.

12.1 Home Visiting

Families new to the school will be offered a home visit by their child's teacher prior to entry to the Nursery and Reception classes. This visit enables the child to meet their teacher in an environment where the child feels most comfortable, and for the parents/carers to ask any questions or discuss any problems privately. Each visit lasts approximately 20 - 30 minutes.

13. Educational Visits

Experience outside of the classroom is of great importance. Each year there will be numbers of small, local visits as well as outings by the school minibus and coach (all coaches used have seat belts). Written permission must be given by parents/guardian if a child is to take part in a visit. It is also necessary to ask for voluntary contributions towards covering the cost of these outings. Unless sufficient contributions are received to make these trips viable they will not be able to take place. Payments for all educational visits are made through the Parentpay system.

In Year 6 we currently run a residential visit; parents will be given specific details of the trip when their child is in year 5.

14. Behaviour

Children are expected to conform to a few basic rules designed to ensure the safety and comfort of all. They are gently and firmly guided towards self-discipline and consideration for others. Parents are expected to work with the school to encourage good behaviour. If a child needs to be punished this usually involves missing playtime or withdrawal of a privilege. Continual bad behaviour will be reported to parents in the first instance by the class teacher and then by letter. Parents will be asked to attend regular meetings at the school in order to enable us to work together to support any child who is having behaviour difficulties.

Parents will be responsible for payment for any damages to school property caused by their child through misdemeanour.

14.1 School Rules

The Governors have ruled that in the interest of safety no jewellery may be worn at school as jewellery may be a potential hazard.

Watches may be worn in the junior year groups.

Children who have pierced ears may wear a small plain gold/silver stud type earring. No other form of piercing is allowed.

If a child wears items of jewellery to school he/she will be asked to remove them and they will be kept in a safe place until the child returns home. The school cannot be held responsible for any injury, accident or loss involved to any child in the wearing of jewellery.

Hair beads, fancy slides and bands must not be worn as this is a health and safety risk, especially in P.E. and technology. Additionally this does not comply with our school uniform policy. Gelled or coloured hair is not permitted. In the interest of your child's safety please comply with this rule. Children may not wear nail varnish or have stickers or tattoos at school.

The children are not allowed to bring sweets, toys, pocket money or other valuables to school.

No mobile phones are allowed in school unless by prior arrangement with the Head Teacher. Permission will only be given for children travelling independently to

and from school. All mobile phones must be signed into and out of the school office at the start and end of the school day. Any child found bullying by text or photo will be excluded.

Children are expected to treat all members of the school community with respect.

15. Healthy Schools

15.1 Fruit - Foundation Stage and Key Stage One

Keston participates in the School Fruit and Vegetable scheme which is part of the 5 A DAY programme. The aim is to increase fruit and vegetable consumption; as a result all children in the Nursery, Reception, Year 1 and Year 2 receive fruit daily.

15.2 Fruit - Key Stage Two

At morning playtimes children in years three, four, five and six can purchase fruit from the Key Stage Two 'Healthy Tuck Shop' which is run by children in Year 5. The snacks sold are healthy and the children learn new skills about managing a business. Children in Key Stage Two are also welcome to bring in a piece of fruit or vegetables from home to eat at playtime if they prefer.

15.3 School Travel Plan

Schools in Croydon are encouraged to manage their travel and as part of this Keston Primary has a School Travel Plan (STP). We also hold the STARS Bronze Award.

The aim of a School Travel Plan is to increase sustainable modes of travel (such as walking and cycling) therefore reducing car travel to school and ensuring safety.

The benefits of a STP include:

- Healthier, more active pupils and staff
- Fewer cars and congestion around the school at peak times
- Reduced risk of accidents
- Improved air quality around the school site
- Links with both Healthy Schools and Eco Schools programmes

As part of our STP Keston participates in the 'Walk once a Week' (WoW) campaign. The aim of this campaign is to encourage parents and children to make walking to school part of their daily routine. Once a week (on Wednesdays)

children are asked about their journey to school and every month children who have regularly walked to school are rewarded with a collectable WoW badge. Or you can 'park and stride' - drive part of the way to school and walk the rest (at least a 10 minute walk) which has the additional benefit of reducing congestion around the school gates.

Keston also has 10 cycle stands (located at the back of the nursery next to the infant hall) for any children who wish to ride their bicycles to school. We also have facilities to store scooters. Children who use these storage facilities must use a coded security lock (not a key operated padlock).

16. Lunch Time

Keston has been awarded the 'Healthy Schools Award'.

All children in the primary school may stay to dinner, payments are made via Parent Pay (see section 22), if payment has not been made you must send your child in with a packed lunch. From September 2014 all children from Reception to Year 2 are entitled to free school meals.

Pabulum Catering provides our school meals. Menus will be displayed in the school and are available on the parentpay website. All parents are welcome to see meals being served and, by prior arrangement, join the children to sample the meal.

Alternatively, children may bring a packed lunch. Please do not send soup or other drinks, sweets, chocolate or crisps etc. Water is provided to all pupils during their lunch time.

16.1 Free School Meals/Pupil Premium

Pupil Premium is additional funding given to the school to support the learning of those children who are or have been in receipt of free school meals.

In the Juniors free school meals are available where the pupil's parent is receiving Income Support or income based Job Seekers Allowance or Child Tax Credit (where there is no entitlement to Working Tax Credit, and annual income, as assessed by the Inland Revenue does not exceed £16,190). Entitlement is subject to periodic review.

Application forms are available from the school office. Completed forms are forwarded to the local authority which verifies entitlement.

It is important to complete the form if you meet the criteria even if you have an infant child or choose not to receive the free meal in the juniors. The school needs to declare numbers of pupils who are entitled to receive free meals to gain funding which will support additional resourcing for your child.

The children of asylum seekers not receiving these benefits may also be able to qualify for free meals; in these cases applications should be made to the family's case worker at the Social Services Department.

17. Breakfast Club

Children from Reception to Year 6 may attend our breakfast club. Breakfast club opens at 7.45 each morning and entry is via the main school gates and the rear entrance of the infant hall.

The cost is £2.50 and breakfast is provided. Payment must be made in advance via parentpay; specific days do not need to be booked.

If a child is dropped at school before 8.45 am they will be expected to attend breakfast club and payment must be made.

18. After School Care Facilities

Keston Playsafe, run by the Jancett group, operates an after school club for children who attend the school. The scheme is run on the school premises from 3 pm. until 6.15 pm.

For further details telephone 020 8669 1725.

19. Medical Information

During Reception and Year 6, children are weighed and measured as part of the Croydon Primary Care Trust's efforts to improve children's health and well being. These children also have eye checks. Year 1 have hearing checks.

Dental checks are sometimes offered.

19.1 Medicines

Parents whose children need to be given medicine at school for chronic complaints, such as asthma must fill in a form, which is available at the office. These medicines must be handed into the office and collected by an adult. **We only administer short courses of medicines for acute conditions if prescribed by a doctor and relevant forms are completed**

Medicines must be placed in a sealed container, clearly marked with the child's name, class, and instructions. All medicines, with the exception of asthma pumps and Epipens, are kept in the medical room adjacent to the school office. We are advised that antibiotics stating three doses a day should be taken before school, immediately after school and before bedtime.

However, children should not be in school if they are unwell or until a prescribed medicine has had a chance to take effect.

In an effort to reduce the spread of infections causing sickness/diarrhoea and other sudden stomach upsets, it is essential that parents keep affected children at home for at least **48 hours** after the upset ceases.

Parents who go out to work during school hours should let us know the telephone number of their current place of work so that they can be contacted if their child becomes ill.

19.2 Head Lice

If your child is found to have head lice he/she must be treated before returning to school. Please check your child's head regularly. Leaflets and nit combs are available from the office and information is available on the school website. Regular combing with conditioner and a fine comb is recommended.

20. Helping in School

Many parents with spare time give help in the classrooms doing such things as hearing reading or supporting a small group of children. The teachers are most grateful for this help and will be glad to hear from you if you could come regularly on one morning or afternoon each week.

Parents who regularly help in school will need a Disclosure and Barring Service check (DBS). Forms can be obtained from the school office.

In addition, we are pleased to have occasional help with parties or school visits, and in the library. Parents are also needed to help with the supervising and changing of the children with swimming, which requires a DBS check. We welcome help from both mothers and fathers.

21. School Fund

School Fund is used to provide for Christmas activities, gifts, cooking and some theatre productions. A voluntary annual contribution of £10.00 per child in the Foundation Stage/KS1/KS2, plus £5.00 for each sibling, is requested; it is helpful to receive this during the first half of the autumn term.

Contributions can be made via Parentpay.

22. Parentpay

Payments to the school for school dinners, school fund, school uniform and trips should all be made using the Parentpay system.

This system can be access through www.parentpay.com, passwords are issued once your child starts school. In addition to the online system barcoded letters can be requested and payments can be made at terminals in local shops. Please allow 3 days for payments made by this method.

23. School Security and Safety

For reasons of safety no parent or child should use either of the entrances in Coulsdon Road, these are Vehicle Entrances only and are secured with automated gates.

The school entrances are in Keston Avenue and Court Avenue. The Court Avenue entrance is for the Nursery only. The school gates will be open from 7.30am - 9.15am and from 2.45pm - 3.30pm. For entrance at other times you will need to press the intercom at the Keston Avenue entrance which will connect you to the school. The Court Avenue gate is on a timer and cannot be opened manually from the office.

Cars must not stop or wait in the **yellow or white** zig zag lines. This is important for the safety of all the children.

Please park without blocking the entrances to the neighbours' drives.

The school operates a door security system. All visitors must ring the bell for admittance and report to the office.

Parents may not go directly to classrooms. They must go to the office in the first instance.

All visitors must sign the 'Visitors Book' and wear a badge. Parent helpers must sign in and wear the appropriate badge.

Please close all gates and doors.

23.1 The Playground

No dogs are to be brought into the playground.

Parents are asked not to smoke on the school site. This includes the playground and field.

Parents are asked to refrain from bad language which children can overhear and to respect activities taking place in the playground which may be used as an outside classroom. Because of this, parents are asked not to come into the playground until **five minutes** before the end of the school session as their presence can disturb playground activities. When waiting, please keep right away

from the building as the noise can be distracting for the children especially in the juniors as children work until 3.15pm

Parents are requested not to cross over the yellow lines in the key stage 1 playground and to keep to the edge of the playground in the Juniors.

No bicycles or scooters, etc. may be ridden in the playground and no ball games may take place before or after school for safety reasons.

Parents are required to supervise their children when in the playground before and after school and to stand back by the fence, not near the classrooms.

Any playground climbing equipment must not be used by children outside school time; playground equipment must only be used under the supervision of school staff. Please do not allow your children on the equipment.

23.2 Security of Private Property on School Grounds

Property, including money, is not insured by the Local Authority. Parents are advised, in their own interest, to obtain cover against loss of or damage to their property while on school premises or elsewhere.

24. Uniform

Nursery: White or blue cellular collared sports shirts or polo-shirt with school badge (approx. £7.50 from the PTA)
Royal blue sweatshirt with school badge- (approx. £10 from the PTA)
Winter - navy blue track suit bottoms/leggings
Summer - royal blue shorts (available from the school office)
Trainers or closed in shoes - with velcro fastening only

Boys: Mid-Grey shorts or long trousers
White or blue cellular collared sports shirts or T-shirt with school badge (approx. £7.50 from the PTA)
Socks - Mid-grey.
Royal blue sweatshirt with school badge (approx. £10 from the PTA)

Hair - Patterns shaved into the hair are not permitted, hair falling below the shoulders must be tied up

Girls: **Winter:** - Grey pinafore dress or skirt
Skirts should be at least knee length but no more than 10cm below the knee. **Straight skirts are not permitted.**
Mid-grey straight leg traditional trousers. Trousers may be worn from October half-term - Easter.

White or blue cellular collared sports shirts, or
T-shirt with school badge (approx. £7.50 from the PTA)
Royal blue sweatshirt or cardigan sweatshirt with school badge (approx. £12 from the PTA)

Socks - white. Tights - mid grey / black

Summer:- Dress - check/stripe in blue & white - Dress should be at least knee length but no more than 10cm below the knee.
White socks - ankle or knee length

Hair falling below the shoulders must be tied up with blue, yellow or white ties. Hairbands should be plain blue, yellow or white - no flowers

Summer uniform may be worn from the beginning of the Summer Term, and must be worn from May, with the exception of Year 6 girls, who may wear winter or summer uniform except for trousers.

Shoes: Please ensure children wear navy blue or black shoes that are easy for them to remove and where possible with a rubber sole to prevent accidents, especially in the playground. Shoes with heels are not permitted. If children wear boots to school please send another pair of shoes for them to change into.

Trainers, boots and open-toe sandals are not acceptable.

Coats: Coats should be school jackets, or any navy, royal blue or black coat

Hats/caps: School cap or royal blue or white hat or cap - NO LOGO

Also available from P.T.A.:-

Baseball cap with school badge

Winter Fleece, Showerproof Jacket

Only available at the school office:

Book Bag

Shoe Bag

Rucksack

Shorts

Water Bottle

P.E.

Reception /

KS1 Royal blue shorts, white t-shirt.

Plimsolls are required for outdoor activities; please try to buy the slip on style. These should be in a small shoe bag marked with the child's name.

KS2 Royal blue shorts, white t-shirt,

Plimsolls and trainers are required for outdoor activities.

A tracksuit is useful for cold weather. Tracksuits must be black or navy and free of any logos.

Swimming

Girls: one piece costume, towel and hat

Boys: lycra swimming trunks, towel and hat. Bermuda style or football shorts are not allowed as these restrict leg movement so are unsuitable for lessons

Keston swimming hats are available from the swimming instructor.

PLEASE NAME ALL CLOTHING AND PLIMSOLLS WITH PERMANENT MARKING - OTHERWISE IT IS VERY DIFFICULT TO TRACE A LOST GARMENT.

25. School Governors

Chair	Mrs. M. Massey
Vice Chair	Mr. G. Tillet
Parent Governors:	Mrs. L. Bannister Dr. A. Hall Dr. W. Lui Mrs. D. Patel Mrs. R. Redman
Governors:	Mr. J. Gledhill Mrs. J. Montgomery Mrs. Y. Phillips Mrs. M. Wright
Head Teacher	Mrs. C. Murphy
Teacher Governor	Mrs. J. Stevens
Staff Governor	Mrs. V. Dorset

Any letters to the Governing Body should be sent via the school.

The Governing Body will be reconstituted in the summer term in line with new government regulations. The new Body will be in place from July 2015. Details of the new reconstituted Governing Body will be available on the school website.

25.1 A Welcome from the Chair

The Governing Body at Keston Primary meets regularly each term and has a number of sub committees with specific roles including: Finance; Buildings & Site including Health & Safety; Human Resources and School Improvement.

The members are representatives from parents, staff, LA appointed and persons from the community. Their role is seen as a "critical friend" as well as providing support for all members of the school community. They are ultimately responsible for the curriculum and finance of the school.

A termly newsletter is sent out to all parents during the year and governors attend school functions and social events as well as coming into school on a regular basis.

26. Parent Teachers Association

The school has a Parent Teachers Association (PTA) to which all parents automatically belong. It is lively and well supported and the school owes much to the efforts of past and present members in the amount of furnishings and equipment which has been provided for the children. Their co-operation and interest has enriched the life of the school. Meetings are held every term and a warm welcome is extended to all new parents.

The PTA also order and sell the school uniform; order forms are available from the office and on parentpay (orders are collected on Fridays and, where possible, delivered to the classrooms on Wednesday afternoons). The PTA is not able to exchange defective items after six weeks but you may write to the supplier yourself.

27. School Complaints Procedure

The Governors and Staff of Keston Primary School are committed to providing the best educational experience they can for all pupils attending this school. We recognise the value to all concerned of dealing fairly, speedily and effectively with any complaint against our decisions, actions or omissions, which a pupil, parent or other aggrieved person may have.

Parents or carers should, in the first instance, communicate directly with their child's class teacher. This may be by letter, telephone or in person by appointment. Many concerns can be resolved by simple clarification or provision of information and it is anticipated that most complaints will be resolved at this informal stage. It is important that the complainant makes an attempt at an informal resolution, otherwise the Head Teacher may decide not to progress the complaint any further.

In the case of serious concerns it may be appropriate to address them directly to the Head Teacher.

Level 2 - Informal Stage

Parents/Carers dissatisfied with the result of discussions with the class teacher should ask for an appointment to meet with the relevant Phase Coordinator or the Deputy Head Teacher.

Stage 3 - Formal Stage

If a complaint is not resolved at the informal stage the complainant must put the complaint in writing and pass it to the Head Teacher, who will be responsible for its investigation.

If the complainant is not satisfied with the manner in which the process has been followed, the complainant may request that the Governing Body review the process followed by the Head Teacher in handling the complaint.

Stage 4 - Governors' Complaints Panel

Complainants wishing to move to level 4 of the formal complaints procedure will need to write a letter to the Chair of Governors to request that a Governors' Complaints Panel meets to hear the complaint.

Complaints about the Actions of the Head Teacher

Informal Stage

The complainant is usually expected to speak directly to the Head Teacher. Many concerns can be resolved by simple clarification or the provision of information. If the matter is not resolved, if both parties agree, then a third party may be invited to act as a mediator at a further meeting. It is important that the complainant makes an attempt at an informal resolution, otherwise the Chair of the Governing Body may decide not to progress the complaint any further.

Formal Stage

If the complaint is not resolved at the informal stage the complainant must put the complaint in writing and pass it to the Chair of the Governing Body who will determine which of the agreed procedures to invoke.

Role of the Local Authority/Further Representation

If the complaint is not resolved, a parent may make representation to the LEA. Further information about this process is available from the LEA. A further meeting is chaired by an independent person, who considers all the evidence and makes a further judgement in an attempt to resolve the complaint.

If any parent is still not content that the complaint has been dealt with properly, then she/he is entitled to appeal to the Secretary of State for Education.

A full copy of the School's Complaints Procedure is available on the school website, on Fronter or from the school office.

28. Publication Scheme

INFORMATION AVAILABLE UNDER THE FREEDOM OF INFORMATION ACT 2000

The governing body is responsible for maintenance of this scheme.

One of the aims of the Freedom of Information Act 2000 (which is referred to as FOIA in the rest of this document) is that public authorities, including all maintained schools, should be clear and proactive about the information they will make public.

To do this we must produce a publication scheme, setting out:

- the classes of information which we publish or intend to publish;
- the manner in which the information will be published; and
- whether the information is available free of charge or on payment.

The scheme covers information already published and information which is to be published in the future. All information in our publication scheme is available from the school office. Some information we hold may not be made public, for example personal information. The publication scheme conforms to the model scheme for schools approved by the Information Commissioner.

29. Safeguarding Procedures

The school has a detailed Child Protection Policy which addresses key legislation and guidance. In the event of any issue of concern coming to the School's notice we will follow the guidance set out in the Policy and may make referrals to Social Services.

We are always vigilant regarding the safety of children. If you feel that any issue relating to your child might come under the scope of our safeguarding procedures please do not hesitate to contact the designated teachers for child protection who will do their best to advise you.

The designated teachers for Safeguarding are Mrs Claire Murphy and Mrs Jenni Stevens.

A full copy of the Child Protection Policy is available on the school website, on Fronter or from the school office.

30. Religious Education – Pupil Withdrawal

Although religious education must be given in all maintained schools, any parent has the right to withdraw his/her child, wholly or partly from such religious education, or to withdraw his/her child from school in order to receive religious education elsewhere, of a denominational character not provided in the school.

If a pupil is withdrawn from school by his/her parent in order to receive religious education of a kind which is not provided in the school, the Authority must be satisfied that the pupil cannot reasonably attend a school at which the desired religious education is given and that arrangements have, in fact, been made for the pupil to receive the desired religious education elsewhere. The withdrawal of the pupil may only be made at the beginning or end of a school session, and only for such periods as are reasonably necessary.

The right of withdrawal applies to county, voluntary controlled, voluntary aided and special agreement schools. Requests may be granted and be assumed to remain in force until the withdrawal of the request by the parent. It is desirable, but not essential, that such requests should be in writing.

CHILDREN LIVE WHAT THEY LEARN

Dorothy Law Holte

*If a child lives with criticism
He learns to condemn.*

*If a child lives with hostility
He learns to fight.*

*If a child lives with ridicule
He learns to be shy.*

*If a child lives with shame
He learns to feel guilty.*

*If a child lives with tolerance
He learns to be patient.*

*If a child lives with encouragement
He learns to be confident.*

*If a child lives with praise
He learns to appreciate.*

*If a child lives with fairness
He learns justice.*

*If a child lives with security
He learns to have faith.*

*If a child lives with approval
He learns to like himself*

*If a child lives with acceptance and friendship
He learns to find love in the world.*