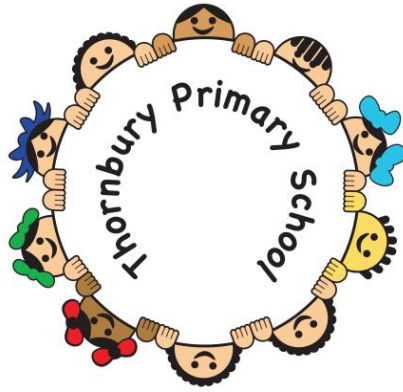


Thornbury Primary School



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FACING CHALLENGES



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WORKING TOGETHER



CREATING

Updated September 2015

HEADTEACHER

Mrs C Hardisty
Thornbury Primary School
Miller Way
Estover
Plymouth
PL6 8UL
Tel: 01752 302600
Fax: 01752 302640
e-mail: admin@thornbury.plymouth.sch.uk
Web Page: www.thornburyprimaryschool.co.uk
www.thornburyemergency.moonfruit.com

Director for People - Carole Burgoyne
Assist. Director - Education, Learning & Family
Support - Judith Harwood
Plymouth City Council,
City of Plymouth
PL1 2AA
Tel: 01752 307465
Fax: 01752 607403
e-mail: childrens.services@plymouth.gov.uk

CHAIR OF GOVERNORS

Mrs Lynn Smith

CLERK TO GOVERNORS

Mrs Lucy Hayes



Dear Parents and Carers

Welcome to Thornbury Primary School. As a parent of a child new to the school, we hope you will see our partnership grow together over time. We are privileged to have your child in our care. We believe that in working together, we give your child the best possible foundation to help them grow into happy, confident, independent adults of the future.

We hope you will support your child with homework, ask them about their learning and that you will come to parents' consultations and other school events. We will keep in regular communication through newsletters and meetings in which we discuss your child's progress. We know that if a parent takes an active interest in their child's education, the child is likely to do better at school, therefore we value the part you will play in this process.

As we look to the future, we aim to develop your child as an effective learner, with skills to equip him or her for life:

- We encourage our children to have self-confidence. We will endeavour to encourage and nurture your child's skills, and to work on their skills that are less strong. We hope you will support us in celebrating your child's achievements, and encouraging them to develop a wide range of skills.
- We expect pupils and adults to show respect for others. Good manners and courtesy never go out of fashion, and consequently we trust you will support us in matters of conduct and discipline: we aim to demonstrate to children how to behave by being positive role models, and by fostering a secure climate of warmth and fairness.
- We encourage children and adults to see themselves as lifelong learners. We do this by providing a rich and exciting curriculum, as well as paying particular attention to basic skills. We foster a 'have a go' attitude, where children can realise that trying and sometimes failing can be a valuable learning experience. We hope you will ask your child about what they are learning, and help them to celebrate success and overcome difficulties.
- We aim to prepare children for the real world, whilst at the same time protecting their right to the very special time of childhood. We do this by linking the curriculum to real life wherever possible, making learning enjoyable, and by fostering a sense of responsibility for the self, others, our school, and the wider world. We work closely with other education providers in the area, and are able to draw on specialist help if required. We provide every opportunity for children to develop creativity, an enquiring mind, and the ability to solve problems. Your family provides us with an important link to the community, and we would be happy to hear if you have any special interests and talents that would benefit our pupils.

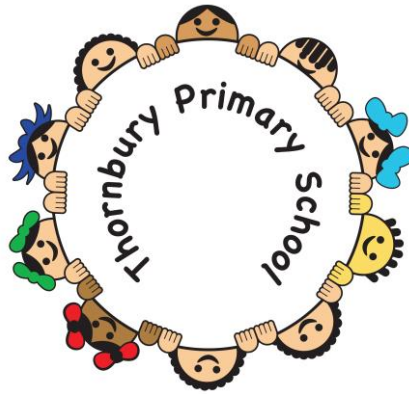
We do hope that if you have a concern, question or suggestion you will come and speak to us. If you have an urgent concern in the morning, please ask at the office to speak to myself or one of the School Leadership Team. Alternatively, teachers can often have a chat with you after school, or will try to arrange a meeting at a mutually convenient time.

Our staff work as a team to provide an all round education, in which your child is highly valued. We welcome the opportunity to work in partnership with you as you join our school family.

Yours sincerely,

Claire Hardisty

Mrs Claire Hardisty
Headteacher



AIMS OF THE SCHOOL

These aims are underpinned by the Cooperative Values, and British Values (see school website)

To help all children reach their full potential in all areas of development, praising genuine efforts and recognising that each child has different levels of achievement.

To help children to develop a lively and enquiring mind in a rich and stimulating atmosphere.

To provide a broad and balanced curriculum.

To continue to operate a policy of inclusion make provision for children with differing needs.

To set clear targets for pupil achievement and monitor progress towards them.

To help children to be literate and numerate and able to discuss their thoughts and feelings, thereby increasing their conceptual development, ensuring readiness for Secondary school and ultimately the wider world.

To help children appreciate their environment, their place in it and their effect on it.

To help children appreciate the role of Science and Technology in their changing world.

To create a climate of a happy, welcoming learning community, where there is mutual respect, a sense of fairness and where we strive to be all we can be.

To develop an understanding of the world in which we live and to encourage children to examine moral and social values, and to make them aware of the needs and wishes of others, especially those less fortunate than themselves.

To develop children's cultural heritage, their creative talents and their spiritual and aesthetic values.

To encourage links between local Primary and Secondary Schools and continue to make very good relationships between the School, the Parents, the Governors and the Community.

To promote high standards of staff development and thus encourage an education of quality for each child in our care.

ORGANISATION OF THE SCHOOL

The school opened in 1978 for children aged 4-11. It has quite a lot of ground around it used for Games and Environmental Studies. It also has two halls - one fully equipped for PE and the other carpeted and resourced for Music, Dance and Drama.

In 2014 we became part of a new Trust, the Endeavour Learning Community Trust (ELCT) with a group of local schools. This means that the leaders of these schools get together and share expertise and strategies for taking each school forward. Staff also get together to create new materials and moderate work. This year we have had a number of opportunities for children of the different schools to work together, particularly on gifted and talented projects.

For working purposes the school is divided into 3 departments: Infants (including Foundation, Years 1 and 2), Lower Juniors and Upper Juniors. The Infant Dept and Junior Dept, has a teacher in charge of it, known as the Head of Department. The Head of Department is responsible for the day-to-day running of the Department and for ensuring the philosophy and practices are carried out with quality.

SAFEGUARDING and CHILD PROTECTION

We take very seriously our responsibility for safeguarding and promoting the welfare of all the children and staff at our school. We follow the Local Authority for child protection and Health and Safety. Risk assessments are carried out regularly. We are committed to all pupils remaining safe and free from harm and it endeavours to play a full and active part in the multi-agency response to child protection concerns.

Informing Principles

- All children have an absolute right to a childhood free from abuse, neglect or exploitation.
- All children in whatever setting have an equal right to protection from abuse, neglect or exploitation.
- All teaching and non-teaching staff involved with children have a responsibility to be mindful of issues related to children's safety and welfare and a duty to report and refer any concerns.
- Parents have a right to be informed about any concerns about a child's welfare or any action taken to safeguard and promote a child's welfare, providing this does not compromise the child's safety.
- Children are best protected when professionals work effectively together and share responsibility for protective action.
- Where there are possible concerns about a child's safety, unconditional confidentiality cannot be guaranteed and should not be offered. When a child is on a Child Protection Plan, information about the child and his/her circumstances will only be shared on a 'need to know' basis.

Further information is in our Child Protection Policy, which is available on the notice board in the reception.

Curriculum

Work is planned on a yearly, termly, weekly basis to meet the needs of individual children and we use a full range of teaching methods. Parents are informed at the beginning of each term in very broad terms what their children's learning programme will be for that term, this is supported in school by more detailed curriculum plans which are freely available for you to view. The curriculum framework showing the National Curriculum Objectives and how we as a school deliver them are on the school website.

The curriculum at Thornbury is divided into manageable units. For identification and planning purposes it is divided into eight broad areas.

- | | |
|--------------------|---|
| English | <ul style="list-style-type: none">• This is the umbrella of the curriculum, encompassing speaking and listening, reading and writing.• Children are taught Literacy every day. This means that every day your child will be involved in a range of pre-planned tasks that will include daily reading, word and sentence skills, spelling, writing and analysis of text including looking at punctuation and grammar. |
| Mathematics | <ul style="list-style-type: none">• Children carry out mathematical activities every day, these include Computation, problem solving, mental agility and thematic work. |
| Science | <ul style="list-style-type: none">• This is made up of Physical science, Life Processes, Environmental Science and Health Education. |
| Computing | Computing is a constantly developing area of the curriculum in line with Government initiatives. Children are taught specific skills and then encouraged to use them across the curriculum. |
| The Arts | <ul style="list-style-type: none">• Drama, dance, music, art, design, literature and poetry are all studied. |
| The Humanities | <ul style="list-style-type: none">• This encompasses history, geography, religious education and citizenship. This also includes establishing wider links with children across the globe, enhancing children's sense of responsibility and understanding for the care of the Earth and its people. |
| PSHE | <ul style="list-style-type: none">• Personal, social and moral education are an important part of our Curriculum and includes Sex and Relationships education, taught in an age appropriate manner. |
| Physical Education | <ul style="list-style-type: none">• Children cover a range of activities. All children during the year are taught PE, Games, Dance. We also offer swimming to Years 4, 5 and 6 at the Life Centre and use specialist coaches in a number of sports. |
| MFL | <ul style="list-style-type: none">• Children in KS2 study a Modern Foreign Language (French) |

Creativity and problem solving are woven into our teaching, experienced across the year through all curriculum areas and supported by the relevant National Curriculum programmes of study.

RELIGIOUS EDUCATION

Arrangements are made for the children to attend acts of worship and periods of religious education, but it is open to parents to request that their child should be wholly or partly excused from either or both of these activities. Any such request should be made to the Headteacher. Religious Education in maintained schools is given in accordance with a syllabus agreed by the Authority on the recommendation of a standing Advisory Council and Syllabus Conference, which includes representatives of the various denomination of the Christian Church in Devon as well as representatives of the Authority and the teaching profession.

See Appendices for Governors' policy on Collective Worship.

SPECIAL EDUCATIONAL NEEDS

It is the policy of our school to welcome all children whose needs we are capable of dealing with. We have a particular sympathy with those children who have Special Educational Needs and provide appropriate individualised programmes which are arrived at after discussion with the child, the parent, the teacher and the Special Needs Co-ordinator. More detailed information can be found in the Inclusion policy statement in the appendices of this document. We can accommodate a wide range of Special Needs, from the less able to the more able and talented pupils, but physical disability requiring a wheel chair is a problem because our school is built on 3 levels and is unsuitable for ramps.

See Appendices for Governors' policy on Inclusion.

GIFTED, ABLE AND TALENTED CHILDREN

These children are identified and accommodated through a range of activities, inside and outside of school. Children are given additional challenges in lessons, and encouraged to achieve deep learning, able to confidently apply their learning, and to think out of the box; we do not push children through levels; we want them to have depth. Children with particular aptitude may get to take part in specific activities, including those at other schools.

KS2 LANGUAGE SUPPORT CENTRE

The Local Authority Provision for KS2 children from across the city is based at our school. The children work mainly within mainstream classroom lessons alongside other children. Specific programmes for individuals are usually taught within the classroom by the 0.5 Specialist Teacher and through programmes of work delivered by Teaching Assistants.

SEX and RELATIONSHIPS EDUCATION

In accordance with statutory requirement, the Governors have decided that Sex Education will be taught as part of Health Education. Children across the school will follow the programme of study agreed by parents and Governors. The objectives covered are shared with the parents of each year group. Programmes of study are delivered in a matter of fact way, within a context of moral values and positive relationships.

See Appendices for Governors' policy statement.

PHYSICAL EDUCATION

Games, Educational Gym and Dance are a compulsory part of the National Curriculum in which all pupils are expected to participate unless medically unfit.

Each week pupils are taught a variety of games activities in mixed sex groups. For junior children the aim is to improve and develop skills needed to use in mini versions of recognised games eg. rugby, football, netball, hockey, tennis... During sessions, pupils improve skills, work individually in groups and small teams. This includes playing competitively against each other. Development of team spirit and working co-operatively is encouraged.

Each week pupils also have lessons either in dance or educational gym.

Extra curricular clubs provide ample opportunity for further development of skills and participation in competitive team games, athletic and cross-country competitions.

We also buy into the Plymouth Schools Sports Partnership, which brings additional opportunities and expertise.

PROGRESS REPORTS

In the Autumn and Spring Terms there are Open Evenings for parents and each child to set and review English and Maths Targets. Appointments can be made to discuss your child's work at any other time during the year, if you have any queries or concerns.

Reports on the children's progress are currently sent out near to the end of the Academic Year. School will arrange appointment for those children who have not made enough progress. In addition, parents and children can request an Open Evening appointment which follows immediately afterwards

PROFESSIONAL DEVELOPMENT

The Staff of Thornbury Primary School meet for 1.5 hours each week for professional development training. This involves a range of curriculum and management issues. Staff either lead these meetings in their particular curriculum area or outside specialists are brought in. Two to three meetings per term are also spent assessing and moderating children's work.

Staff also have the opportunity to attend courses beyond the school, which enhances their professional development. From time to time staff are invited by the LA or other schools to share their expertise and thereby celebrate our school's success. We work in partnership with our Trust schools to deliver shared training across the group of schools.

DISCIPLINE

Good order is important in any school, as it means staff can do what they are best at, and children can then do the best they can! We create a positive learning environment, in which children can feel secure. This includes having clear and consistent boundaries. Children learn at a vast rate, and also make mistakes; this can include their behaviour choices, and is a vital and natural part of their learning. Consequently, we have a very matter of fact attitude to behaviour. If children behave badly, they are expected to own up, and accept that there will be a consequence. All around the school there are copies of the rainbow chart which shows children what behaviour is acceptable, and so on. We will not inform you of every minor misdemeanour; however, if there are ongoing concerns, or a serious incident, we will of course inform you. We are very lucky that parents are extremely supportive of our approach and reinforce this in the home.

BULLYING

Children do fall out, and sometimes are unpleasant to each other; we do not class this as bullying. We identify bullying as one particular child or group of children consistently picking on another individual or repeatedly doing things which could cause offence. We also use the term bystander to indicate children who were part of the problem by being there. We take incidents of bullying very seriously and deal with them as quickly as possible.

See Anti Bullying leaflet in Appendices.

CONCERNS

We operate an open door policy, whereby day to day concerns can be immediately drawn to our attention and resolved. Resolving things informally should always be the first principle. The Head of Department, Deputy Head or Headteacher are always ready to hear, and hopefully resolve any concerns. Where a parent or other person has a complaint relating to the curricular responsibility of the Local Educational Authority or Governing Body, that complaint should initially be addressed to the Headteacher who will endeavour to resolve the issue. Copies of the arrangements for the consideration of complaints are available at the school. We do not expect parents to make negative comments about the school on Facebook or other social media as this undermines a relationship of trust and could be construed as bullying or harassment. (Please see appendix)

See Appendices for Governors' Complaints Procedures.

GENERAL INFORMATION for PARENTS

- There is a parent notice board in the main Entrance Hall where information, sent to school, applicable to Parents is displayed. Notices are also displayed on the parent boards on the top and bottom playgrounds.
- The Headteacher writes monthly with relevant dates and other items of information and reminders.
- The newsletter is posted on the www.thornburyprimaryschool.co.uk web-site.
- This website is also used to post any urgent message for example in the event of heavy snow. (www.thornburyprimaryschool.co.uk > Latest News > Emergency Information, or you can go direct to <http://www.thornburyemergency.moonfruit.com>)
- New parents are always welcome to come and view the school. This will cover much of the basic information needed before starting school.
- The front office is a good point of contact, as are the Teaching Assistants 'on the doors' each morning.
- School Website addresses: www.thornburyprimaryschool.co.uk

DATES FOR THE YEAR

During SATs period - 9th - 13th May 2016 -NO HOLIDAYS will be authorised for pupils

Term Dates for Sept 2015 - July 2016

Tuesday 1 st September	Non Pupil Day
Wednesday 2 nd September	First day of term for children
Friday 23 rd October	Last day of term

Monday 26th October - Friday 30th October - School Closed

Monday 2 nd November	Non Pupil Day
Tuesday 3 rd November	Children return to school
Thursday 17 th December	Last day of term

Friday 18th December - Friday 1st January - School Closed

Monday 4 th January 2015	Non Pupil Day
Tuesday 5 th January	Children return to school
Friday 12 th February	Last day of term

Monday 15th February - Friday 19th February - School Closed

Monday 22 nd February	Children return to school
Thursday 24 th March	Last day for children

Friday 25th March - Friday 8th April - School Closed

Monday 11 th April	Children return to school
Monday 2 nd May	Bank Holiday - school closed
Thursday 26 th May	Last day of term

Friday 27th May - Friday 3rd June - School Closed

Monday 6 th June	Non Pupil Day
Tuesday 7 th June	Children return to school
Thursday 21 st July	Last day for children
Friday 22 nd July	Non Pupil Day

THE FOLLOWING INFORMATION HOPEFULLY COVERS EVERYTHING ELSE MOST PARENTS WANT TO KNOW ABOUT THE SCHOOL:-

1. UNIFORM

This is a combination of grey, cherry red and white

Girls: **Winter** - Grey skirt, pinafore dress or trousers; red cardigan, sweatshirt or fleece; white shirt and tie or polo shirt, red, grey or black tights.

NB Leggings are not acceptable school uniform nor are black or 'fashion' trousers.

Summer - Any red and white dress, grey skirt and white polo shirt.

Boys: **Winter** - Grey trousers, red 'V' necked jumper, white shirt and tie or red sweatshirt/fleece and white polo shirt.

Summer - Grey shorts or trousers; white polo shirt.

Sweatshirts, fleeces and PE kits can be purchased from school.

SHOES Ideally black 'school shoes'

Health & Safety:

MUST have flat heels which do not taper.

MUST fit securely to the foot

NO fashion shoes with high heels.

NO trainers.

NO heavy boots, or floppy fashion styles

NO stiletto type heels (also because they cause severe damage to the tiled floors and carpets and the inside of the school is mainly carpet.)

No backless or open-toed sandals

PE/GAMES KIT

Girls: White shorts and plain red T-shirt

Boys: White shorts, plain red T-shirt

As we go out in all weathers, both boys and girls need a track suit or an old school sweatshirt and joggers in the winter. All children need a **change of footwear** for games. Plimsolls or trainers are acceptable. As is appropriate, indoor PE is done in bare feet for safety reasons.

LOST PROPERTY

Occasionally school uniform, especially parts of PE kits, go missing in school. Whilst we will endeavour to help your child find any lost property, the school cannot be held responsible for missing items of uniform.

2a. JEWELLERY

If your child has pierced ears please ensure that earrings are restricted to small, discreet studs. This is for safety reasons. Earrings worn during PE and Games can cause accidents. The only other jewellery pupils are allowed to wear is a watch. Although every measure will be taken to ensure the safety of these articles the school cannot take ultimate responsibility for any losses.

All jewellery needs to be removed by your child during PE and Games Lessons - for safety reasons, and the child must be able to do this for themselves. Children with newly pierced ears will not be able to participate in PE or games until they are able to remove their earrings, with this in mind we would request that if parents / carers are considering allowing their child to have their ears pierced, it be arranged at the start of the Summer holidays, so ears are well healed for the start of the new academic year.

2b. **Fashion:** In keeping with the age of the children in school, we do not allow make up, nail varnish or extreme hair styles; our aim is for children to look smart and be ready to learn.

3a) **ADMISSION ARRANGEMENTS FOR CHILDREN STARTING SCHOOL FOR THE FIRST TIME**

Parents are invited to school to meet each other and listen to a series of talks about our philosophy. All children just starting school make several visits to school prior to their admission. We admit children in line with Local Authority Policy. All the details can be found at <http://www.plymouth.gov.uk/primaryadmissions.htm> . Parents are requested to fill an Admission Form on line as soon as possible. If allocated a place, please inform the Local Authority if you move from the area before your child is due to start.

Our Planned Admission Number is 45 per year group.

3b) **ADMISSION ARRANGEMENTS FOR PUPILS OTHER THAN AT THE FOUNDATION STAGE**

All admissions are managed by the local authority. Please contact them on 01752 307166 and complete an online application form. Detailed information can be found at

<http://www.plymouth.gov.uk/homepage/education/schools/schooladmissions.htm> .

Should you be offered a place at Thornbury, make an appointment with the Headteacher. When your child starts school we have a 'buddy' system to help them settle in. If they are changing schools at the end of an academic year they are very welcome to attend our 'new class day'.

4. **ATTENDANCE**

We have a responsibility to promote good attendance as this encourages good learning, and sets positive habits for life. (Good attendance is recognised as over 96%)

If your child is away from school for any reason it is **essential** that you phone on the first day of absence explaining the absence, and then keep us informed if the illness is longer than a day or two. If we have not heard from you, we will aim to call you on the first day. If we do not hear from you, your child's absence shows as unauthorised and you may receive a visit from the Educational Welfare Officer.

If your child is suffering from sickness and/or Diarrhoea, they need to stay at home until at least 48 hours after the last episode of vomiting/ diarrhoea, to prevent spreading any infection to others. (<http://www.nhs.uk/>)

HOLIDAYS IN TERM TIME

As from the 1st September 2013, no schools are able to authorise requests for absence relating to holidays in term time. This has been brought about by an amendment to the Education (Pupil Registration) (England) Regulations 2006. The amendments make clear that Head Teachers may not grant leave of absence during term time unless there are 'exceptional circumstances'.

NB: From 14th September 2015, all parent/carers should be aware that if an absence of 8 sessions (4 days) or more is taken without authorisation within a 6 month period, it is the policy across all schools that a penalty notice will be issued. The parent/carers will be fined £60 per pupil per parent, and if this is not paid within 21 days the fine will increase to £120 per pupil per parent. Please be aware that the 8 unauthorised absences do not have to be consecutive, in addition the new limit of 8 unauthorised sessions applies to general non-school attendance and holidays in term time.

There may be exceptions made for services families about to go on deployment, who have not had notice of this, and for these and other requests, we reserve the right to request additional evidence e.g. letter from CO.

Absence for long weekends away, bookings made by grandparents and other family or friends, 'surprise holidays', family events or day trips will not be authorised.

The school office holds a list of exceptional circumstances; these do NOT included cost.

Assume: Holidays in term time will not be authorised. ALWAYS check with Headteacher BEFORE booking.

Other leave

Occasional other leave may be authorised if it fulfils educational principles, and cannot be booked at other times. This may include a ballet exam, or county/ national sporting representation.

Punctuality

Children who arrive late to school, after the bell, and/or after the doors have closed in to the departments - between 8.55-9.05am are marked L in the register. A record is kept of children arriving late, with the reason given by the accompanying adult. Children arriving after the bell must be brought to the front entrance by a parent, and a reason will be asked for the lateness.

Children who arrive later - after 9.05am when the registers are officially closed, are marked as an Unauthorised Absence in the register.

Punctuality is monitored at least termly, and, with the Headteacher's discretion, letters sent home if there is a persistent problem.

According to the Local Authority protocol, 6 unauthorised lates in a 6 month period could result in a penalty fine.

5. TIMES

Morning:	8.55am to 12.15pm
Afternoon:	1.15pm to 3.00pm
Playtime:	10.30am to 10.45am

Assembly takes place every day in a range of formats. Administration and registration takes place from 8.45 to 8.55. Other than Y5 and 6, Children should **NOT** arrive at school before 8.45am unless with an adult, because there is **NO SUPERVISION**. When children arrive at 8.45 they come straight into the school building and are encouraged to start work right away.

Children in Y5/6 who are allowed to walk to/ from school alone, should not be arriving before 8.40, (and officially remain within parental responsibility).

If any child is regularly behaving badly when coming to and from school alone, we reserve the right to insist that they are supervised by a family member or nominated adult before and after school.

The car park should not be used for bringing children to school when late. Nor should children be dropped off unaccompanied in the car park.

Curriculum Time:	KS1	22 hours
	KS2	22.4 hours

These times do not include collective worship, registration, break and lunch times.

6. HOME TIME

Children at KS1 are dispersed to the nominated adult at the cloakroom doors.

Junior children are dismissed on to the upper junior playground and are expected to know what their routine is; to go home alone, to meet a parent elsewhere, to wait for a parent, or to go to Sunshine Club.

CAR PARK

Please **DO NOT** use the car park for parking, unless for Breakfast club before 8.25 or After School Club. Children are **NOT ALLOWED** in the staff car park unless leaving/arriving during the day for a medical appointment or for Club, and **MUST** be under the supervision of an adult. Wherever possible the pedestrian path should be used 'out of hours' for pedestrians.

In exceptional circumstances, arrangements to park can be made by phoning the school for permission.

7. BREAKTIME HEALTHY EATING

It is school policy to have only **fruit and milk**.

There is drinking water available at all times.

Milk is sold via the Cool Milk website for all children. We take advantage of the Government fruit scheme, so Infants are given fruit each morning, whilst Junior children can bring a piece of fruit from home or buy a piece of fruit at school.

8. SCHOOL DINNERS

These are prepared on the premises. Children may stay for the whole week or for odd days as required. The money is payable a **minimum of a week in advance (£10 minimum payment)** via a cashless system called ParentPay. You will be issued with a unique username and password in order to access this system once your child joins the school. School lunches are provided free of charge for all Infant children.

9. PACKED LUNCHES

These must be in a lunch box and please make sure the **drink fits in the box**. Water is always provided; there are drinking fountains in the KS1 cloakrooms and in each teaching base. Summer chill packs are recommended during the hot weather as there is no refrigerated storage available. In line with our Healthy Schools Award, we trust parents will support us in providing a healthy packed lunch. Fizzy drinks, sport type drinks and confectionary are not allowed. Please send in a spoon if your child needs one. We also send packed lunch rubbish home, so you can monitor what your child is eating (or not!).

10. PROVISION FOR FREE SCHOOL MEALS

There is provision by the Local Authority for free meals. Regardless of whether your child is in the Infant dept. or not, it is really important for us to know whether as a family you are financially allowed free school meals. This is because part of our school budget is allocated on these figures. Please tell the school office if you think you are eligible, even if you choose not for your child to have a school lunch.

If your circumstances are such that you require this service, application forms are available from the school. We would be really grateful if you would apply if you are eligible, because it also generates more money for the children's educational needs. If your forms have not been renewed you will need to pay via ParentPay, or provide a packed lunch.

11. EXTRA CURRICULAR CLUBS

These are of a wide variety, run on a voluntary basis by members of staff and volunteers. Some of them take place at lunchtimes and some after school. As they are a voluntary activity, the staff

running them determine the number they take and the age group the club is for. There is also a strictly adhered to protocol in relation to behaviour during Club sessions.

12. BEHAVIOUR AND DISCIPLINE

(Also see above). We place a high priority on good behaviour and good manners. Children are encouraged to develop tolerance of other people and a caring attitude towards each other. Bullying is not acceptable and is quickly dealt with.

- a) **Governor's policy statement on Behaviour**
- b) **School Behaviour Protocols for class, lunch time and clubs**
- c) **'Thornbury Primary School says NO to Bullying'**

13. EDUCATIONAL VISITS

Children go on school Educational visits and have visitors into school as part of their ongoing work. Information about these visits is always sent home and we usually ask parents for a voluntary contribution towards the cost. These visits, to a variety of places, are a valuable part of a child's education and we make every attempt to keep cost to a minimum. We endeavour to take the older children on a residential visit. **See Appendices for Governors' policy on charging.**

14. CLASS ASSEMBLY

We like to welcome all parents and friends to join us when we hold a year group assembly. This commences at 2.30pm and usually lasts for about twenty minutes. At the beginning of each term we send out the dates for each year group.

15. TEACHER PARENT RELATIONSHIPS

We are very keen to foster good relationships with the parents and welcome all offers of help and support. We host Coffee Mornings and very popular Open Mornings, when you are invited to book a place and join your child in participating in the classroom learning. Year 1 and 2 also run open reading every Friday at 8.45-9.15. **(See Home School Communication information)**

18. SCHOOL EVENTS

During the course of the year a number of different events take place. For example in the recent past we have:

- All performed in a Christmas presentation including our youngest children in The Nativity
- Held Remembrance and Easter Services
- Taken part in a range of sporting events
- Enjoyed book week with poets, authors, illustrators
- Sent shoe boxes filled with gifts to deprived children across the world
- Achieved the Basic Skills Award and Primary Talk Enhanced award
- Raised money to provide water for children in Africa
- Held an Arts Week
- Achieved Sports Silver Mark
- Achieved International Award

19. INSURANCE

"Pupils/students are insured against injuries caused by building effects, etc. and accidents which occur as a result of negligence by a member of the Authority's teaching or non-teaching staff. Pupils/students attending the Authority's schools and colleges are not insured against personal injury or accident while on education premises or taking part in recognised activities outside the school/college/"

20. POLICIES

The Governor's policies on charging, discipline, sex education and worship are given as Appendices in the back of this prospectus, other curriculum documents and LA and Government

Policies are available in school. The index to the school policy statement file is also in the Appendices.

21. THE SCHOOL GROUNDS

This is private property and not for public use. The Governors also intend to invoke the Local Authority Act (Miscellaneous Provision) Section 40, which allows us to call the Police to deal with anyone on our property whether they are committing acts of vandalism or not. I also draw your attention to the dangers of exercising your dogs in areas where children work and play. Dog excreta can cause **blindness**.

There is no public right of way through the school grounds.

I ask you to support me whole heartedly in my efforts to look after the buildings and grounds by making sure your children do not enter the school grounds, when the school is not in session.

22. SECURITY

All the classroom doors have been secured to only allow exit **from** the building. After the children have entered school the only access is through the main entrance, which has a door entry phone. Please press the office button to gain entry. This is not to be used by children arriving at the normal times. All people, working on the site who are not part of the staff have to sign in and out with the school office.

23. FAMILY INCOME SUPPORT

Please could you let us know your family income supplement number **even if you do not wish** to claim free school lunches. Each family receiving support can help to improve the School Budget just by submitting their name and this number to us, in a sealed envelope - this information is treated as highly confidential. It is also helpful if you can tell us if you receive jobseekers allowance because we can also use this information to try to improve our budget.

24. FAMILY TAX CREDITS

It is important that parents access their tax credits as this makes an incredible difference to centrally held statistics about the school. This can make a big difference to our school banding when calculating results.

25. SUNSHINE CLUB - Before and After School Clubs

Our aims are:

- a) To support working parents and carers by providing after school childcare from 8am - 8.45am & 3pm until 6.00pm
- b) To provide planned play activities
- c) To offer the children breakfast in the morning and a light snack at the end of the school day in a safe and friendly environment

Details of the Sunshine Club Policy can be viewed in school. If you are interested in a place for your child, please contact school on 01752 302600 so that we can send out an application pack, and inform you if there are currently places available.

Thornbury Primary School

Key Stage 2 School and National level data - 2015

These tables show the percentage of Year 6 children at Thornbury Primary School achieving each level, compared to national end of Key Stage 2 teacher assessment levels and test results. The shaded sections of the tables represent 2014 national teacher assessment and test result data.

Number of eligible children is: 45

Figures may not total 100 per cent because of rounding.

Teacher assessment results	W	1	2	3	4	5	6	Pupils absent	Pupils disapplied
English	0	0	2	16	47	36	0	0	0
English - NATIONAL	1	1	2	9	47	39	2	0	0
Speaking and listening	0	0	0	18	49	33	0	0	0
Speaking and listening - NATIONAL	1	1	2	10	48	38	2	0	0
Reading	0	0	2	16	36	47	0	0	0
Reading - NATIONAL	1	1	2	8	40	46	3	0	0
Writing	0	0	4	16	49	31	0	0	0
Writing - NATIONAL	1	1	3	11	52	31	2	0	0
Mathematics	0	0	0	20	49	31	0	0	0
Mathematics - NATIONAL	1	0	2	9	44	36	8	0	0
Science	0	0	0	18	47	36	0	0	0
Science - NATIONAL	1	0	2	9	49	38	0	0	0

Test results	Below Level 3**	3	4	5	6	Pupils absent	Pupils not entered
English grammar, punctuation and spelling*	7	31	22	38	0	0	2
English grammar, punctuation and spelling* - NATIONAL	3	18	24	49	4	0	3
Reading	4	18	40	36	0	0	2
Reading - NATIONAL	5	6	39	50	0	0	3
Mathematics	9	20	47	18	7	0	0
Mathematics - NATIONAL	3	10	44	33	9	0	1

* - The English grammar, punctuation and spelling test draws its content from parts of each attainment target in English. In the National Curriculum a level is awarded against a whole attainment target or subject. Therefore, the result awarded in this test is indicative of a child working at the level reported rather than a true National Curriculum level as for other tests.

** - Represents children who were not entered for the tests because they were working below level 3 in English or mathematics, children awarded a compensatory level from the tests and children entered for but not achieving a level from the tests.

'W' represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

Level 3 and below represents achievement below the nationally expected standard for most 11-year-olds.

Level 4 represents achievement at the nationally expected standard for most 11-year-olds.

Levels 5 and 6 represent achievement above the nationally expected standard for most 11-year-olds.

Thornbury Primary School

Key Stage 1 School and National level data

This table shows a summary of the National Curriculum assessment results of pupils in the school (2015) and nationally (2014) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 38

Figures may not total 100 per cent because of rounding.

Results of Teacher Assessment											
Percentage at each level											
			W	1	2C	2B	2A	3	4	Disapplied children	Absent Children
Speaking and listening	Boys	School	0	10	.	60	.	30	0	0	0
		National	2	11	.	67	.	20	0	0	0
	Girls	School	0	6	.	67	.	28	0	0	0
		National	1	6	.	64	.	28	0	0	0
	All	School	0	8	.	63	.	29	0	0	0
		National	2	9	.	66	.	24	0	0	0
Reading	Boys	School	0	5	5	15	45	30	0	0	0
		National	3	10	10	25	26	26	0	0	0
	Girls	School	0	6	0	6	72	17	0	0	0
		National	1	6	8	21	28	35	0	0	0
	All	School	0	5	3	11	58	24	0	0	0
		National	2	8	9	23	27	30	0	0	0
Writing	Boys	School	0	5	35	30	15	15	0	0	0
		National	3	15	20	31	20	11	0	0	0
	Girls	School	6	0	22	28	39	6	0	0	0
		National	2	8	13	29	27	21	0	0	0
	All	School	3	3	29	29	26	11	0	0	0
		National	2	11	16	30	23	16	0	0	0
Mathematics	Boys	School	0	5	5	30	50	10	0	0	0
		National	2	7	12	25	27	26	0	0	0
	Girls	School	0	6	6	17	61	11	0	0	0
		National	1	5	12	28	31	22	0	0	0
	All	School	0	5	5	24	55	11	0	0	0
		National	1	6	12	27	29	24	0	0	0
Science	Boys	School	0	5	.	80	.	15	0	0	0
		National	2	9	.	66	.	23	0	0	0
	Girls	School	0	6	.	94	.	0	0	0	0
		National	1	7	.	71	.	21	0	0	0
	All	School	0	5	.	87	.	8	0	0	0
		National	2	8	.	68	.	22	0	0	0

ABSENCE RETURN 2013/2014

In line with government regulations we show an analysis of the absence audit for the previous year.

Year	Attendance	Authorised Absences	Unauthorised Absences
2012/2013	95.39%	4.12%	0.49%
2013/2014	96.89%	2.7%	0.4%
2014/2015	96.41%	3.16%	0.44%

Numbers of pupils of compulsory school age on the roll for at least one session	316
Number of pupils with at least one authorised absence	296
Percentage of pupils with at least one authorised absence	93.6%
Number of pupils with at least one unauthorised absence	97
Percentage of pupils with at least one unauthorised absence	30.7%

We hope you have found the information in this prospectus helpful and if you have any queries please do not hesitate to contact us.

Although the information contained in this document was correct in relation to this particular school year, it should not be assumed that there will be no variations.

THE GOVERNORS

Who are they?

They are a chosen body of people who are elected for a term of four years and they are there to provide strategic direction to the school, and to provide support for the management of the school. They are often described as 'Critical Friends'. There are parent, teacher/ staff, community and political representatives (Local Authority) on a school board of Governors.

Why do we need them?

It is a legal requirement that schools are required to have a board of Governors with balanced representation.

What do they do?

They meet on a regular basis to discuss matters pertinent to the school in the light of the immediate area, local level, county level and also national interests. They are ultimately responsible for everything that takes place within the school.

Can I approach them?

Yes. They will be only too happy to hear your comments about the school. They are not able to represent an individual parent's views. Should you have a concern they will direct you to the relevant school member of staff, as the Headteacher has responsibility for day to day matters.

The Governors are:

Mrs Lynn Smith, Chair of Governors	(Safeguarding, SEN, Pupil Welfare)
Mr Sam Jones, Vice Chair, Chair School Improvement, Co-opted	(Curriculum)
Mr Paul Selvester, Chair Business Committee, Co-opted	(Health & Safety, Premises, Finance)
Mrs Claire Hardisty, Headteacher	(Standards)
Mrs Fiona Banks, Co-opted	(Business)
Mr Tom Knowles, Local Authority	(Health & Safety, Premises, Finance)
Mr Tony Macmanus, Co-opted	(Business)
Mrs Heidi Turner, Staff	(Curriculum, Equalities, E-Safety)
Mr Glen Baird, Parent	(Safeguarding)
Mr Stephen Browne Parent	(Safeguarding, SEN, Equalities)
Mrs Catherine Dilloway, Parent	(Equalities)
Mrs Lucy Hayes	Clerk to the Governors

The Governors meet as a Full Governing Body (FGB), four times a year.

They have the oversight of Child Protection and safeguarding, the School Improvement Plan, and standards.

The FGB also splits into two smaller committees to consider the work of the school.

These are:

Business Committee:

Finance, including the SFVS (a financial audit)

Personnel, including being part of interviewing panels, determining pay and overseeing the performance of staff

Premises: Health and safety, maintenance, Capital (building) projects.

School Improvement Committee:

Curriculum

Standards in English and Maths

Teaching and Learning

Behaviour

Pastoral care

FULL LIST OF POLICY STATEMENTS

If you wish to see any of the school policies, please make an appointment with a member of the admin staff.

GOVERNOR POLICY STATEMENTS

Behaviour & Discipline	Collective Worship
Sex and Relationships	Charging
Finance	Allocating the Budgets
Lettings	Equal Opportunities
Equality	Complaints Procedures
Voluntary Unofficial Funds	Emergency Policy adopted from the LEA
Freedom of Information	Data Protection
Acceptable Use Policy	

POLICY STATEMENTS RELEVANT TO THE CURRICULUM

English	Citizenship
Drama	Moral Education Learning and Teaching
Role Play	Multicultural Education
Maths	Inclusion inc Equality, Race and Gender
Science	Gifted, able and talented
History	Assessment, Recording and Reporting
Geography	Marking
Design Technology	Foundation Stage
ICT and Acceptable usage	Home School Liaison
Art and Design	Parental Partnership
The Arts	Homework
Music	Children and Loss
PE	Child Protection
Health Education	Safeguarding
Personal and Social Education	Restraining children
Religious Education	

POLICY STATEMENTS RELATING TO STAFF

Staff Appointments	Newly Qualified Teachers Induction
Performance Management	Pay Policy
Disciplinary and Grievance Procedures	Redundancy Procedures
Insurance Claims	Early Retirement
Whistleblowing	Recruitment

OTHER POLICY STATEMENTS

First Aid/Medicine/Asthma	Fire Procedures
Lunchtime Fire Procedures	Security
Admissions	KS Support Centre

CHARGING AND REMISSIONS POLICY

Introduction

The purpose of the policy is to ensure that there is clarity over those items which the School will provide free of charge and for those items where there may be a charge.

The policy has been informed by the LA policy and the DCSF guidance and complements the School's finance and curriculum policies.

Definition

The School day is defined as 8.45am - 3.00pm. Midday break does not form part of the School day.

Responsibilities

The Headteacher will ensure that staff are familiar with and correctly apply the policy.

The Governors will review the policy annually.

Policy Statement

During the school day all activities that are a necessary part of the National Curriculum plus Religious Education will be provided free of charge. This includes any materials, equipment and transport to take pupils between the school and the activity. It excludes charges made for teaching an individual pupil or groups of up to four pupils to play a musical instrument. Unless the teaching is an essential part of either the National Curriculum or a public examination syllabus being followed by the pupil(s), we will make a charge (see below).

Voluntary contributions may be sought for activities during the school day which entail additional costs, for example field trips. In these circumstances no pupil will be prevented from participating because his/her parents cannot or will not make a contribution. If insufficient funds are available it may be necessary to curtail or cancel activities.

Voluntary Contributions

The School or Governing Body can ask for voluntary contributions for the benefit of the school or any school activity. Certain activities, school trips etc will be funded through voluntary contributions. However, if the activity cannot be funded without voluntary contributions and not enough voluntary contributions are made the activity/trip will be cancelled.

There is no obligation to parents to make any contribution. The child will not be excluded from any activity due to his or her parents/guardian/carer either unable or unwilling to pay.

Education partly during the School Day

If a non-residential activity happens partly inside the school day and partly outside of it, there will be no charge if most of the time to be spent on the activity falls within the school day. Conversely, if the bigger proportion of time spent falls outside of the normal school day, charges will be made. When such activities are arranged parents/carers will be told how the charges were calculated.

Residential Activities

Charges will be made for board and lodging, except for pupils whose parents/carers are in receipt of eligible benefits.

Other charges will be made to cover costs when the number of school sessions missed by the pupils totals half or more of the number of half-days taken up by the activity. In such cases parents/carers will be told how the charges were calculated.

Optional Activities Outside of the School Day

We may charge for optional, extra activities provided outside of the school day. Such activities are not part of the National Curriculum or Religious Education nor are they part of an examination syllabus. Where we wish to charge we will tell parents/carers in advance. Where specific funding has been received to support particular activities we will subsidise the charge to the extent permitted by the funding.

Optional Extras

Charges will be made for some activities known as "optional extras". Where an optional extra is being provided, a charge can be made for providing materials, books, instruments or equipment. Optional extras are:

- * Education provided outside of school time that is not:
 - a. part of the National curriculum;
 - b. part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school; or
 - c. part of Religious Education.
- * Examination entry fee(s) if the registered pupil has not been prepared for the examination(s) at the school;
- * Transport that is not required to take the pupil to school or to other premises where the Local Authority/Governing Body have arranged for the pupil to be provided with education; and
- * Board and lodging for a pupil on a residential visit.

In calculating the cost of optional extras an amount may be included in relation to:

- * Any materials, books, instruments, or equipment provided in connection with the optional extra;
- * Non-teaching staff;
- * Teaching staff engaged under contracts for services purely to provide an optional extra, this includes supply teachers engaged specifically to provide the optional extra; and
- * The cost, or a proportion of the costs, for teaching staff employed to provide tuition in playing a musical instrument, where the tuition is an optional extra.

Any charge made in respect of individual pupils will not exceed the actual cost of providing the optional extra activity, divided equally by the number of pupils participating. It will not include a subsidy for any other pupils wishing to participate in the activity whose parents are unwilling or unable to pay the full charge.

A charge will not be added for the cost of alternative provision for those pupils who do not wish to participate.

Participation in any optional extra activity will be on the basis of parental/guardian/carer choice and a willingness to meet the charges. Parental/guardian/carer agreement is therefore a necessary pre-requisite for the provision of an optional extra where charges will be made.

Calculating Charges

When charges are made for any activity, whether during or outside of the school day, they will be based on the actual costs incurred, divided by the total number of pupils participating. There will be no levy on those who can pay to support those who can't or won't. Support for cases of hardship will come through voluntary contributions and fundraising. Parents/carers who would qualify for support are those who are in receipt of eligible benefits.

The principles of best value will be applied when planning activities that incur costs to the school and/or charges to parents/carers.

As the School runs a cashless office, payments for School trips should be made through the online payment system 'Parentpay'. Payments made for School trips incur a standard debit/ credit card fee which has been set by the ParentPay company and has to be covered by School.

At the Governors Business Committee meeting held on 7 May 2015, it was agreed to add a 30p charge to each trip in order to cover these card fees.

No profit is made by Thornbury Primary School from this ParentPay transaction fee.

Music Tuition

Although the law states that all education provided during school hours must be free, music lessons are an exception to this rule.

Charges will be made for teaching either an individual pupil or groups of any appropriate size to play a musical instrument or to sing. Charges will only be made if the teaching is not an essential part of the National Curriculum.

In cases of hardship the governors will consider in their absolute discretion the remission of fees (either in full or in part) for those pupils who they consider will benefit from such tuition.

Eligible benefits as at September 2010

Income Support;

Income-based Jobseeker's Allowance;

Support under Part 6 of the Immigration and Asylum Act 1999;

Child Tax Credit, provided the parent is not entitled to Working Tax Credit.

Guarantee element of State Pension Credit; and

An income-related reemployment

Further Guidance and Reference to Legislation

Governors Guide to the Law, Chapter 23 - Charging for School activities

Reviewed May 2015

Behaviour Management Policy

Staff will endeavour to support your child through a variety of strategies, including the following:-

Aims

- To encourage and develop children's responsibility for their own actions, within a clear framework.
- To develop their understanding of the effect of their actions.

Approaches

It is an important feature of the School that **each adult** should take responsibility for every child's behaviour. It is a clear expectation that each child will be kept on task and behave in a polite and orderly manner at all times.

- All adults are responsible for all children
- Constantly re-iterate the school's beliefs by ensuring the children
 - know the School and Year group rules
 - understand the reasons for the underlying organisation
 - know what is expected of them and why
 - know the sequence for misbehaviour
 - are encouraged through the use of positive strategies
 - have the right social training on entry.
- Support the reward system in a positive and consistent manner, avoid removing privileges except in extreme cases after discussion
- Develop children's understanding through Citizenship
- Ensure children have equal opportunities and are treated fairly at all times
- Ensure children are listened to and not discounted - some children need gap time
- Ensure there is the opportunity for time out for both staff and pupils
- Communicate relevant information to the appropriate person as soon as possible
- As staff, support each other by discussing 'the problem' so that no member of staff feels inadequate or isolated
- Provide appropriate training and support for Meal Time Assistants
- Ensure adults and children are aware of the hierarchical 'rainbow' discipline system that operates making clear to children what behaviour is expected, the behaviour that is not acceptable and the relevant consequences. These are clearly displayed around the school, including Before and After School Club.

Key Parts

School Rules

1. Be safe
2. Respect others
3. Be honest
4. Try your best
5. Take care of school resources

Class Rules

These should be recreated with each class on the new class day, using the School rules as a guide.

The children should be encouraged to understand the reasons for rules and be involved in the decisions in the creation of the class rules. This gives them ownership and acts as a powerful tool with any child who breaks the 'class rules'.

Rules once agreed, should be written up and enlarged

Rules should be signed by everyone including adults

Rules should then always be displayed in 'the Base'

Rules should be regularly revisited through circle time and should always be positive.

They may contain statements such as:-

- Be polite to each other and adults at all times
- Put everything away tidily at the end of each session
- Line up in an orderly manner, etc

Strategies for Developing Good Behaviour

1. Develop each child's self esteem
 - Good self esteem leads to self discipline
 - Teach children to accept it is alright to be wrong
 - It is important to make the child feel valued
 - Encourage the child to recognise and be proud of their achievements
 - All the adults need to reinforce self esteem by being:-
 - good role models
 - consistent
 - good at communicating
 - The child needs to feel physically safe and trust those who care for them.
2. Deal with **all** issues of bullying as soon as you are able to.
 - a. Talk to the children concerned.
 - b. Bring it to the attention of the Head of Department.
 - c. Refer to previous note book and record in new class notebook.
 - d. If it cannot be resolved:
 - discuss with Head and Deputy Head
 - decide when to involve parents.
 - e. It is important to communicate the problem to everyone who comes into contact with the children concerned.
3. Send out Bullying Leaflet annually.
4. Use the School Council to:-
 - a. Discuss issues from the pupil's point of view - circle time.
 - b. Reinforce school policy.
5. Use Circle Time to alert children to school issues or individual's problems.
6. Department assemblies are also a good time to address issues
7. Keep a "Moments that Matter Book" for each class. This needs to be a special book - it should look special and be kept in the same place, which also looks special. The children should be encouraged to write in it at any time. It is a good idea to keep the 'Worry Box' in the same place.
8. Home/School Contracts
Review through negotiation and regularly remind children about the contract initial signing at KS1, re-sign at Year 3 and again at Year 5. New children should also sign an appropriate contract on entry into school.
9. Behaviour Strategy Systems
Positive strategies should be used wherever possible to encourage appropriate behaviour. Each Double Year Team will decide what specific rewards they are to use and can review and amend this through the year as appropriate.

Headteacher's Certificate

Children can be nominated by the staff to receive the Headteacher's certificate at any time. The nomination can be for good work, effort, positive attitude, care, behaviour or general improvement. The certificate is presented in Assembly.

MTA Awards

Each Meal Time Assistant has stickers to award to individuals for good behaviour at lunchtime. MTA's can also send celebration postcards home.

MTA's keep a notebook to note consistent bad behaviour. They will inform the class teacher when a child's name has been noted 3 times.

MTA's are trained on an annual basis in behaviour strategies.

Support Systems

At times pupils may need to be withdrawn from the class environment due to unacceptable behaviour.

This may involve:-

- working/sitting at a separate table in the next part of the base, working in a partner class within the base, time out in a partner class in another base
- removal to work with a senior member of staff or Headteacher.

If this happens on a regular basis, parents will be informed, and if this situation does not improve, a child may ultimately be excluded. Exclusion may also be considered in the case of one off serious incidents such as violence/abusive behaviour to children or staff, or insolence/verbal abuse towards any member of staff.

Working in Partnership with Parents

Parents play a vital role in promoting good behaviour in school and consequently home/school liaison is important.

The school has a right to expect that parents will give their full support in dealing with their child's behaviour.

All new parents receive a copy of our Behaviour Policy and protocols in the prospectus and will be asked to sign our Home-School Agreement.

Always talk through Behaviour Issues

Apart from the day to day routines in your classroom, if a member of staff is having problems with a particular situation it is important to remember that there is **always** someone to support them. Senior Staff will always give advice and support. It is crucial that detailed notes are kept at all times in the class notebook of all difficult and ongoing behaviour issues.

Behaviour Protocols

There are clearly defined behaviour protocols for managing behaviour:

These are adhered to **consistently by all staff**.

Thornbury Primary School
Sex and Relationship Education Policy 2012-2015

Principles

Personal, social, health education and citizenship education helps to give children the knowledge, skills and confidence they need to become confident, healthy, well informed, independent and active individuals in a community. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral and social and cultural issues that are a part of growing up.

For all pupils there is a need for clear, explicit and repeated teaching about sex and relationships to avoid confusion and address misconceptions. They need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives and about their own safety.

The policy takes account of the school's legal obligations and the Dfes guidance. It has also been written in line with the outcomes of the Every Child Matters agenda with its five key outcomes of:

- Be healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

Moral and values framework

All children and staff are encouraged to promote the values which will include respect for oneself, respect for others, responsibility for one's own actions and responsibility to family, friends, school and the wider community.

Cross curricular objectives:

Process

The PSHE coordinator, headteacher, governors, together with advice from the lead subject consultant and parent views have reviewed and remodelled the current Sex and Relationship Education policy.

The following issues are considered:

- Aims of the Sex and Relationship education programme
- The content of the programme
- The delivery of the programme
- Teaching and learning styles
- Child protection
- The withdrawal of children
- The monitoring and review of the programme

Aims and objectives

The Relationship and Sex Education programme will be developmental and relate to the needs and age of the children in the school. Although the biological aspects of physical development will be addressed and taught in a number of ways, emphasis will focus on the concept of building positive relationships and a safe and secure school environment which reflects the school's supportive school ethos. Clarification of attitudes and values, developing self-esteem and developing the skills to manage relationships will be paramount in teaching.

Other school policies which have relevance to the Relationship and Sex Education programme include:

- | | | |
|-----------------------------------|---------------------------|---------|
| Equal Opportunities | Special Educational Needs | |
| Behaviour | Anti-bullying | |
| Child protection and Safeguarding | Confidentiality | |
| Teaching and Learning | Drugs education | |
| Healthy eating | Health and Safety | Science |

Equal Opportunities

Thornbury is committed towards equal opportunities in all aspects of school life and the resources and teaching programme will support this commitment.

Ethnic and cultural diversity

The school will consult parents/carers about the needs of their children and take into consideration their views and promote respect for and understanding of the views of different ethnic and cultural groups. Resources being used will be available for parents and families to view if they wish.

Content of Relationship and Sex education programme

Thornbury Primary school follows the recommendations of the Dfes guidelines, in addition to Ofsted 2002 guidelines in its teaching of Relationship and Sex education. The school proceeds in a Healthy school whole school approach, ensuring that teaching and learning is tailored to the age and emotional maturity of the children. Lessons will be both within discrete lesson time and also in conjunction with PSHE and RE subjects.

By the end of KS1, children will have experienced teaching of: (see appendix for detailed breakdown)

- Keeping safe

- Similarities and differences between themselves and others, learning that their actions have an impact on others

- Feelings

- Keeping yourself clean and healthy

- Friends

- Families of all kinds

- Choices and consequences

- Gender stereotypes, recalling the physical differences boys and girls and the questioning whether children have to conform to gender stereotypes

At the end of KS2 children will have experienced lesson themes such as:

- Reproduction and birth

- Growing and changing and puberty

- Feelings

- Keeping safe

- Friends

- Families of all kinds

- Choices and consequences

- Gender and sexuality

- Knowing that there is someone to talk to

- Identification of male and female reproductive systems

Organisation:

Using 'Laying the Foundations' Handbook as a framework, with units will be allocated to double year groups where appropriate. Lessons will be delivered within other topics where relevant. The subject leader will monitor and evaluate lesson and feedback from pupils and parents, using the monitoring and evaluation handbook. For CPD development arrangements, the subject leader will engage with the LA officer, attend CPD and organise staff training on a group and /or individual basis.

Specific issues within SRE

Thornbury Primary school has the legal responsibility to provide a relationship and Sex Education programme and is prepared to update this programme and policy regularly and ensure it is available to parents and carers. The school will acknowledge the right of every parent to withdraw their children from

any lesson within the Relationship and Sex education programme of study. Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of this subject matter. There are clear parameters as to what will be taught in a whole class situation and what may be taught in a small group or individual setting. Children will be taught to use the correct names for body parts and precautions will be made to minimise any embarrassment within the classroom. Children also need to understand that staff cannot keep any secrets (Confidentiality policy) and any sensitive disclosures may need attention of the school's Child Protection officer.

Dissemination

A copy of the policy will be available for governors and staff on the school's computer system. Paper copies will be available within the school's prospectus.

Moral and values framework

All children and staff are encouraged to promote the values which will include respect for oneself, respect for others, responsibility for one's own actions and responsibility to family, friends, school and the wider community.

Policy on Collective Worship

1. It is the practice at Thornbury Primary School to hold an Act of Worship every day.
2. Organisation
 - On Monday there is a whole school act of Collective Worship.
 - On most Fridays the whole school gathers together and classes take it in turn to present an Assembly to parents of that class as well as the school.
 - Each month there is usually a visiting speaker or minister. These are generally Christian in nature, however we also have a visiting speakers of other faiths
 - On the other three days the Junior and Infants meet separately.
3. Collective Worship is mainly of a Christian nature as laid down by the 1988 Education Act and includes a short period of reflection.
4. Opportunities are taken during the year to make children aware that there are other Beliefs and Values and we all have to live in a world where we learn to appreciate and tolerate each other's differences.
5. Children can be withdrawn from Collective Worship by their parents for various reasons **after** discussion with the Head. If this amounts to a large number of children, parents would be asked to supervise them during Assembly time.
6. Children of non-Christian beliefs may not only be withdrawn from Collective Worship but also from Religious Education lessons for instruction by their parents in their own beliefs.
7. Assemblies are used to promote positive values and to reward effort, achievement and attributes leading to a healthy and productive life.

**Thornbury Primary School
Complaints Procedure**

Stage 1 – Teacher or Head of Department

All schools are happy to receive suggestions and to talk about concerns, which help them identify areas of success and areas in which they could improve. Where a concern is brought to the School's attention it can often be resolved with a single conversation. Sometimes an issue is more complex and will take more than one discussion to resolve.

Occasionally, despite the best efforts of all parties these discussions do not resolve the concern, which then may become an issue and will then be passed on to the Headteacher or Deputy Head. Any concerns should be raised as soon as possible, within one month at the latest.

It is also of note that the school cannot always agree with, or grant every request of individual parents, and the Governors cannot intervene in the day to day running of the school, or where certain decisions are solely within the Headteacher's remit.

Concerns about a member of staff's alleged serious misconduct i.e. of a Child Protection Nature, should be raised immediately with the Headteacher.

Concerns about the Headteacher's alleged serious misconduct i.e. of a Child Protection Nature, should be brought to the Chair of Governors' attention.

This will invoke the Managing Allegations about Staff Policy, not the complaints policy.

Stage 2 – Informal Consideration by Headteacher or Deputy Headteacher

On receiving the concern, the Headteacher or Deputy Head will make contact with the parent/carer (if it is passed on by a member of staff) or will speak to the parent/ carer there and then. The concern may be resolved at this point or the Head or Deputy will need to investigate the circumstances surrounding the concern. The Head or Deputy will share their findings with the parent/carer within one week.

Stage 3 – Formal Consideration by Headteacher

If Stage 1 and Stage 2 have been followed and the matter has not been resolved, the Complainant may be asked to confirm the complaint in writing to the Headteacher. This will be acknowledged in writing (marked 'Stage 3') within one week. As appropriate, the Headteacher will copy relevant papers to any members of staff named in the complaint and carry out an investigation. Normally within two school weeks the conclusions will be written up and conveyed to the Complainant.

On receiving the written response, the Complainant will be offered a meeting with the Headteacher.

If the Complainant is still not satisfied, they should raise this in writing to the Chair of Governors within two weeks of the meeting taking place (Stage 4).

Stage 4 – Complaint to the Chair of Governors

This can be made only if the Complainant has:

- Sought to resolve the concern through approaches to the School as described in Stages 1, 2 and 3
- Allowed reasonable time (normally two school weeks) for investigation of the concern
- Accepted any reasonable offer by the School to discuss the result of the investigation
- Taken part in any process of mediation offered by the School
- Put the complaint clearly in writing (normally within two weeks of receiving the Head teacher's written response at Stage 3)

The complainant should write to the Chair Of Governors as follows:

- Marking the letter as Stage 4 Formal Complaint
- Enclosing all correspondence about the complaint to date
- Explaining why they are not satisfied
- Explaining what they would like as an outcome

The Chair of Governors will then investigate the complaint and will respond in writing within 20 working days.

Informal Mediation will be offered at this point chaired by a member of the Governing body, with the Chair of Governors and Headteacher and /or Deputy Head present.

If the Complainant has followed all the steps above, and is still not satisfied, they should raise this in writing to the Chair of Governors within two weeks of the mediation taking place (Stage 5).

Stage 5 – Formal Complaint to the Governing Body

If for any reason the child has been withdrawn from the School, but a formal complaint is made, it should still be heard either by the Complaints Panel or the LA, whichever was deemed appropriate. The parents should be informed about who is dealing with the complaint.

The Governing Body has set up a Standing Committee, known as the Complaints Panel to deal with complaints. It is their responsibility to hear and decide about formal complaints, which have not been resolved at the earlier stages.

The Panel consists of three Governors who have **not been involved** in dealing with the complaint. The Panel will be chaired by the Chair of Governors unless they are disqualified through involvement in dealing with the complaint, in which case it will be chaired by one of the other members. **The Headteacher will NOT be a member of the Complaints Panel.**

Membership of Complaints Panel (usually to select Panel from, although other Governors may be called on if there are problems with availability)

- *Chair of Business*
- *Two members of the Business Committee*
- *Chair of Governors (or Vice Chair if Chair has been involved)*
- *2 members of the Governing Body*

(Statements in *this font* are to be proposed at next Full Governors to clarify practicalities).

The Complainant should write to the Governing Body Clerk at the School requesting a meeting of the Complaints Panel. Enclosed with the letter should be a copy of the written complaint submitted at the earlier stages, indicating which matters remain unresolved. **No new complaints may be included.**

The Governing Body Clerk will immediately contact the Chair of the Complaints Panel nominated by the Governing Body as part of the their Committee arrangements. The Clerk is responsible for making all the arrangements for the meeting, including time and place. The Clerk will immediately send the text of the formal complaint to the Headteacher and Chair of Governors. The Headteacher may have up to ten school days from receipt of this notification to submit a response to the Clerk. The meeting will be arranged as soon as possible and no later than twenty working days after receipt of the Complainant's request for a formal meeting. If there is difficulty agreeing a date the Chair of the Panel makes the final decision.

Any documents from either the Complainant or the Headteacher to be considered by the panel, and the names of any witnesses or friends who might attend, must be received by the Clerk at least seven days before the meeting. Copies of all papers submitted plus the agenda will be sent to the Complaints Panel members, Complainant, Headteacher, Chair of Governors and Director of Education at least five days before the meeting date. The Headteacher will copy relevant papers to any member/s of staff named in the complaint.

The Complainant may bring a friend, interpreter or advocate to the meeting.

The Headteacher may bring a friend or professional representative.

If teachers or other members of staff are asked by the Headteacher to be present at a Complaints Panel Meeting, they have the right to bring a friend or professional representative.

It is **not** appropriate for a child/pupil to attend, unless they are bringing the complaint on their own behalf being over the age of eighteen.

The panel will consider the complaint on the basis of the papers they receive and what is said at the meeting. In the event of either party not attending the meeting, the Panel Chair has discretion to proceed or to adjourn at any stage.

The Panel Chair controls the meeting and will aim to complete all business at a reasonable hour without the need to adjourn to another day. It is important that all participants help by being clear about the points they wish to make, by keeping to the point, and by being courteous throughout. **The Clerk should take minutes, which must be confidential under "Part 2" procedure.**

The Complaints Panel can:

- uphold the complaint in full or in part, and make recommendations to the Governing Body for action **or**
- decide to recommend no action be taken and give reasons for the decision.

Having come to a decision about the complaint, the Panel may additionally refer issues of principle or general practice to another forum, such as the Governing Body, or to an individual such as the Headteacher.

The Clerk will send the Complainant, Headteacher, Chair of Governors and Director of Children's Services a letter with the outcome of the meeting within seven days of the meeting.

The Director of Children's Services has the right, under this procedure, to have a representative present at all stages of the Governing Body Complaints Panel meeting and to have a copy of all associated paperwork.

No further appeal to the Governing Body is available in the matter of the complaint.

In respect of a grievance arising from a member of staff, this will be heard separately under existing grievance procedures.

Stage 6 - Complaint to the Local Authority

If the Complainant wishes to pursue the matter further, the Local Authority (Plymouth City Council) will only consider the case if the complaint is one deemed relevant under Section 409 Education Act 1996 (Complaints and enforcement). Such a request must be addressed to the Director of Children's Services and be received within fifteen days of the date of the letter from the Clerk giving the outcome of the meeting.

The Local Authority has a statutory responsibility to consider a relevant complaint about the curriculum which has not been resolved by the Governing Body.

It may be difficult to agree whether a complex complaint is subject to the statutory arrangements for curriculum complaints (see "Arrangements for the Consideration of Complaints about the School Curriculum and Related Matters"). The Director will therefore take the advice of the City Solicitor as to whether the complaint may be considered.

There is no further appeal to the Local Authority.

Stage 7 - Complaint to the Secretary of State or Local Government Ombudsman

If a Complainant wishes to pursue the complaint he/she has recourse to the Secretary of State or Local Government Ombudsman. The City Council will advise on the procedure to be followed in those cases.

Reviewed by Business Governors, September 2015

Equality Policy

Overarching statement

In accordance with the school ethos, we pledge to respect the equal human rights of all our pupils and to educate them about equality.

We will also respect the equal rights of our staff and other members of the school community.

In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

Who is responsible?

The governors are responsible for:

- making sure the school complies with the relevant equality legislation ; and
- making sure the school Equality Scheme and its procedures are followed.

The head teacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed;
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.
- Appointing one member of staff to be responsible for recording incidents

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.

The Headteacher/Deputy is responsible overall for:

- dealing with reports of hate-incidents.

Visitors and contractors are responsible for:

- knowing, and following, our Equality Scheme.

Inclusion Policy Statement 2015-2016

AT THORNBURY WE CELEBRATE DIVERSITY AND DIFFERENCE IN OUR CHILDREN

RATIONALE

What is a Special Educational Need?

The Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015) defines SEN as :

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."

The provision of Special Educational Needs at Thornbury is often identified by looking at the following criteria:

- *Communication and Interaction
- *Cognition and Learning
- *Social, Emotional and Mental Health Issues
- *Sensory and/or physical needs

These may present with varying degrees of difficulty.

A child may have a need in one or more of these four areas.

It is important to note that gifted and more able children, and children with English as an Additional Language (EAL) may also have Special Educational Needs. However difficulties relating solely to limitations in English as an additional language should not be identified as SEN. Slow progress and low attainment do not necessarily mean that a child has SEN, however they may well be an indicator of a range of learning difficulties or disabilities.

GENERAL AIMS

- a. To integrate and educate all children with Special Educational Needs in a mainstream school and its activities where this does not affect the individual child or the rest of his/her class adversely.
- b. Within the team teaching philosophy of the school, have high aspirations, to plan and teach each child according to his/her individual needs and abilities, taking into account the National Curriculum requirements where appropriate, enabling them to achieve their best and make as much progress as is possible.
- c. To prepare children for later life; having confidence, being independent, understanding and following rules, awareness of informal social codes of conduct, to make a successful transition to adulthood.
- d. To follow the procedures outlined in the SEND Code of Practice: 0-25 years (January 2015)
- e. To involve the Child by seeking their views and according to their developmental understanding, to have ownership of the strategies used to support them.

- f. To involve Parent/Carers, so that they are aware, and supported in understanding their child's SEN, the planning for their child, and any agreed provision.
- g. To work closely with staff and other multi-agency experts in the discussion and execution of provision and emotional development of the child, as soon as a need is noticed.
- h. To promote the early identification of children's needs, along with early intervention to support them, to provide the best possible outcome for all children.

PRINCIPLES

We will maintain a positive approach when following agreed provision to support the development of the child, in line with the philosophy running throughout the whole curriculum at Thornbury Primary School.

All children are treated as individuals since it has long been established that although cases may be similar, no two cases are the same.

Children will be given opportunities to access a broad and balanced curriculum according to their needs.

Class teachers are responsible for the progress and development of all pupils in their class, including those with SEN.

Wherever possible, children with SEN will fully participate in the activities of the school.

Parent/Carers are a valuable part of the education of the child with SEN, and we will make every effort to work alongside them at all stages of the process.

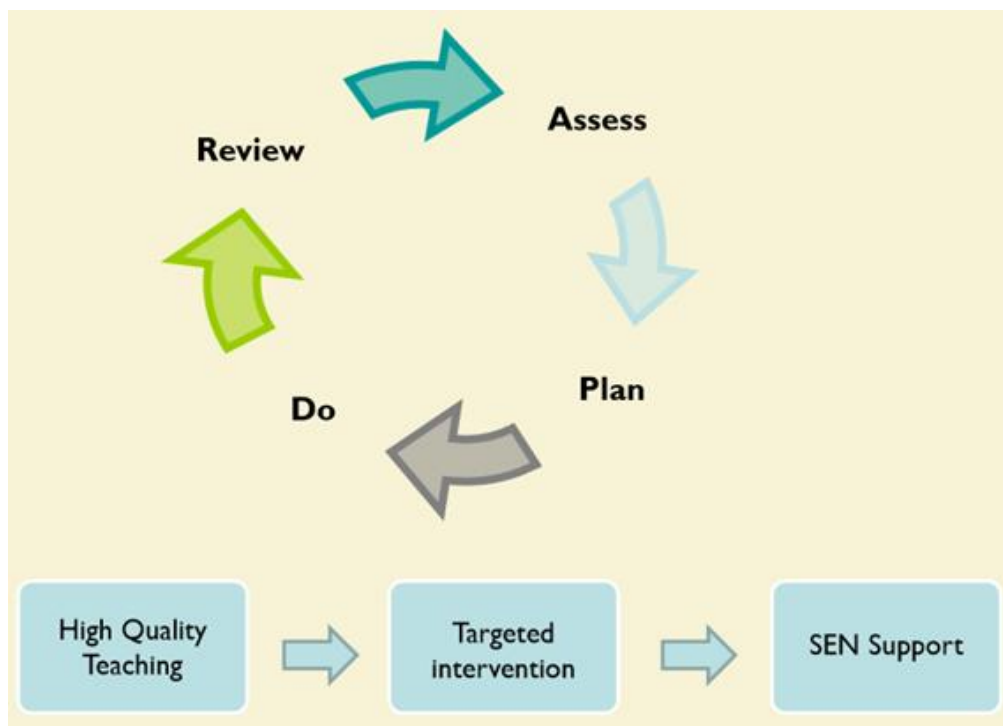
We will recognise the importance and value of the views, wishes and feelings of the child, and where appropriate will include them in participating in decision making and planning of provision.

We will work collaboratively and positively with a range of agencies; for example the Multi-Agency Support Team (MAST), the Communication and Interaction Team, Speech and Language specialists, Sensory Support Team, Children and Adolescent Mental Health Service (CAMHS) and the Local Authority.

IDENTIFICATION AND ORGANISATION

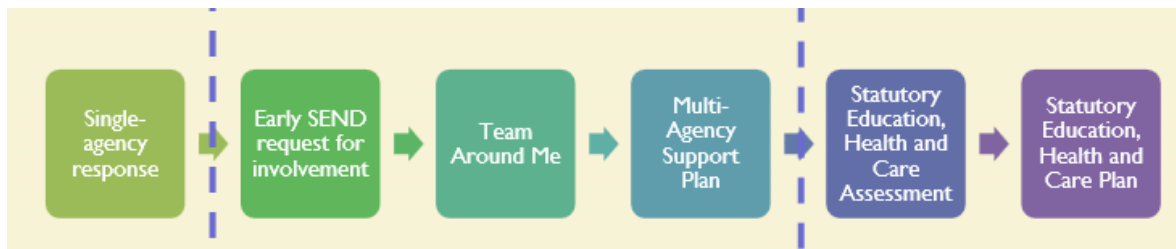
- Internal assessments at the appropriate time are likely to reveal those children who need extra support in specific areas.
- A carefully planned and differentiated curriculum with high quality teaching is in place for all children
- The ethos of the school values all children, celebrates difference and recognises similarities; we are all part of our school community
- The 'Hidden Curriculum' is inclusive and supportive, believing that children do their best when they are clear about expectations, and feel they have a voice. There are many strategies in place to support this in practice, e.g. a visual timetable, worry box, pre teaching of vocab, speech bubbles, clear rules and consequences, visual and concrete methods in lessons, Communicate in Print symbolic notation.
- There are some children, who despite the above, and in a variety of ways, may be of concern. This is identified by close observation, and in depth knowledge of each and every child.
- All staff in school communicate regularly, often to the smallest detail, and it is these informal observations, of the child with different staff, at different parts of the day, that may flag up that there is an additional need which needs further consideration, ensuring effective early identification.
- At this point it is the teacher's responsibility to consider any modifications to the curriculum or strategies which could be put in place; this may be done with advice from key staff such as SENCO (Special Educational Needs Co-ordinator) / Pastoral Support Lead/ HT (Headteacher) / DHT (Deputy Headteacher) / HoD (Head of Department) / Subject Leaders.

- These 'in-class' strategies and approaches should be noted on the Tracker, with any key discussion dates noted. They are also likely to be flagged up with senior staff at Pupil progress Meetings.
- Staff will consider all information gathered from within the school about the pupil's progress, including an early discussion with the child and their Parents / Carers at consultation evenings, or informally on a more regular basis. Agreed outcomes should be noted on the tracker and meeting notes stored in the year group orange folder and a copy given to parents.
- A clear date for review should be made.
- If these strategies are not having notable impact over the review period, the teacher will liaise with the SENCO and complete a 'Concern Sheet', noting areas of concern, and strategies employed to date.
- Consultation then follows with year group team teachers, other staff who teach the child and the Special Educational Needs Co-ordinator (SENCO). Possible lines of enquiry and alternative strategies are considered. Other specialists may be invited in to assess the child or to give a view on current strategies
- In the case of the very young children, or borderline cases, a decision may be taken to continue to implement the strategies and monitor progress before make a decision on SEN.
- A meeting is held with the Parent/Carers and class teacher and sometimes with SENCO to make a decision about identifying a child with SEN.
- Where it is decided that a child does have SEN, the decision should be recorded on the SEN concerns sheet, and the child's parents / carers must be informed in writing that SEN provision is being made.
- A graduated approach to planning provision for children with SEN will be used: 'Assess, plan, do, review'.



- If a child has been identified as having SEN despite high-quality teaching and targeted intervention, a child will be identified on the school SEN register as needing 'SEN support'.
- An Individual Educational plan for the child, closely matched to their needs will be written and reviewed in collaboration with school staff, parents/carers and the child.
- The SEND pathway will be used as guidance in planning provision for children with SEN.

SEND PATHWAY



Step 1) Single- agency response = Provision will be managed within school resources. The child and Parent/Carer will be regularly involved in the planning of provision. Staff will consider the skills, knowledge and resources within school. Progress will be regularly monitored and tracked.

Step 2) Early SEND request for involvement = If appropriate staff will consider whether referral to the Educational Psychologist is appropriate, or advise Parents/Carers to contact their GP in regard to health concerns. The child and Parents/Carers will be regularly involved in the planning of provision. If there are wider SEND concerns the SENCO will contact the Single Point of Contact (SPOC) for further support.

Step 3) Team Around Me

(Multi-Agency Support Plan) = Where a range of multi-agencies are involved a 'Team Around Me' meeting will be arranged with the Parents/Carers and child, if appropriate, to give the opportunity to share information and plan together. A Multi-Agency Plan will be written and outcomes will be regularly reviewed.

Step 4) Statutory Education, Health and Care Assessment = Where a child's needs are considered to be significant and enduring a request for a Statutory Education, Health and Care Assessment (EHCP) to the Local Authority may be made, in consultation with Parents/Carers and all involved multi-agencies.

Step 5) Statutory Education, Health and Care Plan (EHCP) = Following the assessment process, an EHCP may be written for the child. This statutory document will be reviewed annually in an 'Annual Review' meeting. If significant changes occur, an interim review may be called.

Please Note: From September 2014 transitional arrangements will be in place to support the changeover from the previous code of practice to the new system. Therefore any children with an existing Statement of Special Educational Need will be converted to an Education, Health and Care Plan over a three year period.

THORNBURY PRIMARY SCHOOL SAYS 'NO TO BULLYING' POLICY STATEMENT

Aims

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable at our school.

If bullying does occur, all pupils should:

- be able to tell someone
- know that incidents will be dealt with promptly and effectively.
- know we are a *LISTENING AND TELLING* school.

This means that **any child** who knows that bullying is happening is expected to tell a teacher or another adult in school. This could be via a note put in the Worry Boxes which are within each base.

What Is Bullying?

Bullying is the use of consistent aggression with the intention of hurting another person.

Bullying results in pain and distress to the victim.

It is important staff allocate time to ensuring children understand that bullying is behaviour that happens repeatedly and is not a 1 off incident which maybe responded to in different way.

Bullying takes 5 main forms. They are:

- Physical: pushing, kicking, hitting, punching or any use of violence
- Verbal: teasing, name calling, sarcasm
- Racist: racial taunts, graffiti, gestures
- Emotional: being unfriendly, excluding, tormenting, spreading rumours.
- Cyber: bullying which occurs through multimedia forms such as phones and the internet.

NB: All children will undertake a Computing unit each year with a specific focus on Internet safety - for further details please refer to the Computing at Thornbury document which every staff member has.

Obviously these areas overlap each other.

Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving. Children who are bullied need support to move on.

Thornbury Primary School takes seriously its responsibility to respond promptly and effectively to issues of bullying.

Our aims are that:

- All governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All children and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- All children and parents can be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Thornbury Primary School
Communication with Parents and Carers
Protocol

NB: In this policy, the term 'Parents' includes carers and those with the parental role, such as Grandparents with Special Guardianship.

Principles

Parents are fundamental to the education and welfare of their children

Parents who are actively involved in their child's education have the most positive outcomes

Parents know their child well

By working together we get to know the child in the most rounded way

Parents play a key role in behaviour and discipline

Where parents are apart, they both have a role to play in their child's education

Although school and a parent may not agree all the time, a partnership of mutual respect and courtesy is vital

Admission

New families are invited to meet the Head Teacher and to view the school.

At this visit, the school's values will be shared with the family.

For children coming into Foundation, the previous pre-school / nursery will be contacted for pertinent information, to ensure a smooth transition.

Where there have been concerns at the previous pre-school or nursery, and / or the child has Special Educational Needs, a transition meeting will be provided between the pre-school / nursery and the family to ensure the best possible outcome for the child.

Parents are given a welcome pack, and complete various permission forms, including the home/ school agreement. The birth certificate is checked.

On the first few occasions, the new parent may bring their child to Reception, and will meet the class teacher, rather than using the usual doors.

New parents are given the school website details. (www.thornburyprimaryschool.co.uk)

Parents are reminded that should they have any concerns, however small, they are very welcome to talk to any member of staff.

There is a programme of visits and meetings for New Foundation parents, including home visits.

General Communication

A regular newsletter is sent out. This includes

- Key upcoming dates
- Information about school improvement
- Celebration of school activities such as fund raising
- A reminder that should a parent have a concern to speak to us straight away
- Reminders about school policy such as attendance
- Health reminders such as norovirus

When the newsletter is sent out, it is posted on the website.

School website contains all the statutory policies and information. www.thornburyprimaryschool.co.uk

It also holds the most recent newsletters and school dates.

The website contains all our current urgent plans such as snow closure information.

Trip letters and other such post is sent in the child's book bag to the resident parent; parents are reminded in the newsletter to check the book bags every day.

Teachers mingle with the parents at the end of the day.

Mrs Hardisty, or Mrs Banks, (Deputy head) are usually available every morning in the office in case parents wish to talk.

Curriculum Communication

Parents are made aware of the homework policy and expectations; they are also invited to comment or ask questions in the homework book, or ask should they require any explanations for example about the maths method being used.

Parents are invited to parent/ teacher/ child consultations three times per year.

Parents are invited to workshops on particular issues related to school priorities e.g. phonics.

Parents are invited to attend Open House sessions, where they can see and join in everyday lessons.

Parents and families are invited to the class assemblies, where the class shares their learning.

There is a comprehensive report sent home in the summer term, which details current attainment, progress, and assessments against key objectives. It also gives next steps. There is a very comprehensive pastoral comment.

Parents are invited to comment on the reports on the reply slip.

Parents who do not request a parent meeting are still sent a suggested date and time; the onus being then on the parent to attend or rearrange (Autumn and Spring).

Concerns

Staff 'on the doors' in the morning take brief notes if a parent brings something to them; these are passed onto the relevant staff member. If we have concerns, we will speak to the parent as soon as possible.

If a parent raises a concern, we will endeavour to investigate and address as soon as possible.

SEN and Pupil Welfare

Pupils on the SEN register have an IEP which is shared with the parent, and reviewed together.

Pupils are often referred for other services, in which case the parent will be fully involved in making the referral.

We often hold joint meetings such as triangular consultations with the Mental Health Service (CAMHS), parent and school.

Apart Parents

The school will ask the parent for the birth certificate; this will enable us to check whether all those with parental responsibility (PR) are named on the child's details.

The admitting parent has the responsibility to ensure that we have up to date information for the other parent.

If there is no court order or legal notification, we cannot prevent a parent with PR from coming to school or collecting their child. However, the caveat for this is that in Foundation and Key Stage 1, staff will only allow a child to go with a known adult.

When the newsletter is sent out it is also posted on the website. To those who we have knowledge of, a text is sent informing the parent that the website has been updated.

Although many of our apart parents do come together for parents' evenings it is recognised that for some parents this is not possible. Therefore apart parents are welcome to request an additional parents' meeting, which will be arranged at a mutually convenient time.

The school's key events are published at the beginning of the academic year. This enables apart parents to see when these events are taking place. They are also welcome to ring up to request a place at these events such as sports day/ concerts.

Annual reports are also sent to apart parents who have requested this.

Monitoring and Evaluation

At school workshops parents complete an evaluation.

Parents visiting Open Day also complete an evaluation.

Over the year, parents are invited to complete a parent questionnaire at parents evening, ensuring a good coverage over the year. These are shared with Governors.

Accreditations such as Primary Talk, and Basic Skills involve parents giving views.

We seek views from parents at Statement Annual Reviews.

There is a comment book in the Entrance Hall.

Parent Governors are regularly in the playground.

Parent View is an online questionnaire available on the Ofsted website.

Social Networking e.g. Facebook and School Comments

You may have seen in the press about schools who have been dealing with unpleasant comments made about the school and school staff on Facebook or other social media sites.

I would like to inform all parents of what the school, local authority and the Safer Internet national body's view is on this.

In any schools, playground chat may occur; there may be minor disagreements for example. However, when this is put in writing, for example on Facebook, it puts it onto a different legal footing, which could be construed as malicious or harassing, and therefore libellous. This is particularly in the case of when a member of staff is mentioned, even if they are not named directly.

Any such harmful gossip which could bring the school into disrepute does not help the children's education, rather it causes considerable stress to the school staff and could take up a great deal of time investigating and meeting with parents, rather than getting on with the core business of education. This is clearly not in their child, or others' interests. Also, in such a case, a school does not have a right of reply, as schools would never discuss such business in a public forum. This is patently unfair, and can be very damaging to any school.

This also results in a breakdown of the trust relationship with the parent concerned, and steps such as only meeting that person when they have made an appointment, or with the Headteacher present, comes into play.

It can also impact on the child, as any teacher placed in such a situation would be understandably reluctant to be in sole supervision of the parents' child in question for example in class or at clubs, in case the parent continues commenting online, or engaging in vexatious gossip.

In some cases, schools who have had difficulties of this nature have taken legal steps to intervene, and have also contacted providers such as Facebook to remove postings, and Facebook for example will bar specific parents from being members.

Any concerns that a parent may have must go directly to school, following normal channels: a note in the book bag, a message with the person on the door, a phone call, or request to speak to the class teacher, Head of Department, Mrs Banks, or myself. If another parent approaches you with a concern, we would request that you direct them to follow the above protocol, as becoming personally involved often complicates matters,

We are very lucky that we have an excellent relationship with parents, and therefore anything arising is dealt with as quickly as possible.

Looking to the future, I would also urge any parent that becomes aware of any derogatory comments about the school made on social networking sites to let me know.

Thank you

Yours sincerely

Claire Hardisty