VICTORIA PRIMARY SCHOOL
PROSPECTUS 2011 - 2012

Together we aim for the stars.

School Prospectus

Contents **Page**

1. School Information 2
2. School Staff 4
3. Governing Body 5
4. Admission Regulations 7
5. School Organization 8
6. School Rules 8
7. Absences 9
8. School Meals 9
9. Communication / Accidents and Emergencies / Medical / Health 10
10. School Uniform 10
11. Home School Links 10
12. Home School Agreement 11
13. Homework Policy 11
14. School Ethos 12
15. Curriculum Statement 14
16. Learning and Teaching Policy 18
17. Behaviour Policy and Anti-Bullying Policy 24
18. Charges and Remission Policy. 36

The Annual Governors' Report to Parents contains information that would be repeated in the Prospectus. To avoid duplication please read the report that is attached or read on the school website.
The Annual Governors" Report is normally updated each Autumn term.

1. Chair of governors introduction and invitation to meeting. 3
2. Names and Status of Governing Body 4
3. Next Election of Parent Governors 5
4. Financial Statement (i) Out-Turn for the last financial year. 5
(ii) Amended Budget for the current financial year.
5 Progress since the last inspection . 6
School Improvement Priorities
6. Community Links 8
7. School Prospectus 8
8. School's Inclusion Policy / School Access Plan 8
9. Policies – school policies including **Complaints Procedures** can be found on the school website 9
10. Dates and Sessions 9
11. School Council 11
12. Performance and Target Information 12

1. School Information

VICTORIA PRIMARY SCHOOL
YSGOL GYNRADD VICTORIA

Cornerswell Road

PENARTH

Vale of Glamorgan

CF64 2UZ

Tel: 029 20 709225 **Fax: 029 20 709123**

E-mail: victoriaps@valeofglamorgan.gov.uk
Web site on: www.victoriaprimary.co.uk

Head Teacher: Mrs T Taylor Msc. B.Ed

Chairperson Miss C O'Callaghan Community Governor

Foreword

Dear parents,

Choosing the right school for your child is vitally important.
Most parents want a good education for their children but they also want them to be happy and to feel safe and secure. We believe that Victoria Primary offers all these things.
We pride ourselves on the broad, balanced, exciting and challenging education that we provide for all our children from 3 – 11 delivered in a very happy, caring and safe environment.
Our philosophy is about developing the whole child and nurturing their unique talents in all areas of learning.

We have high expectations for children's efforts and achievements as well as attitudes and behaviour. These high expectations are matched by high quality active learning and teaching provided by an excellent professional team of teachers and support staff who are committed to the children and the school.

Our last inspection in April 2009 confirms that we achieve our expectations and we were awarded 7 grade 1's.

I am fully confident that you will have made the right decision when you send your child to Victoria Primary School.

I look forward to meeting you soon.

Yours sincerely

T.Taylor

Headteacher

Our learning goal is to ignite our curiosity, motivate, challenge and inspire us so that:

Together we aim for the stars.

2. School staff

Class teacher and learning support assistants.

Nursery		Emma Dobson , Nicola Caldwell
	LSA's	Jan Gooding,
		Kelly Keating,
		Jenny Starke
Reception	Class 1	Claire Lee
	Class 2	Alun Steen
	Class 3	Debbie Haddon
		Anna Barnett
		Shauna Griffiths
		Lisa Howe
		Samantha Mear
Year 1	Class 4	Rachel Glover
	Class 5	Laura Halliwell
		Kirsty Davies
		Amy Warne
Year 2	Class 6	Rebecca Watson
	Class 7	Emma David
		David Adams
		Carys Roberts
Year 3	Class 8	Angela Davison
	Class 9	Gemma Wason
		Joanne Tunley
Year 4	Class 10	Rebecca Penn
	Class 11	Simon Husband
		Rachel Carolan
		Clare Price
Year 5 / 6	Class 12	Helen Kerr
	Class 13	Lee James
	Class 14	Stuart Evans
	Class 15	Aneesa Najjar

	Kate Welsh	
	Huw Richards	
ALN Co.	Judith Jones / Jayne Hall	SEN / EAL / MAT
PPA	Kath Wragg	RE / ICT
	Amy Anthony	PE
	Anne Mealing	Maths support

Secretary	Pamela Borde
Secretary	Helen Moreton
Caretaker	Kerry Taylor
Cook	Jan Brinkworth
Assistant cooks	Paul Westmacott, Christine Davies
Lunch time supervisors	Margaret Downs, Laura Holiday, Wendy Owen, Carol Plowright, Julie Spear Sarah Strong, Jeanette Williams, Sarah Williams

3. SCHOOL GOVERNORS

Chairperson Miss C O'Callaghan Community

V.Chairperson	Cllr Mrs J Birch	LEA
	Ms J Minns	Community Governors
	Mrs R Ferrier	
	Mr. R. Taylor	
	Mrs K.Richards	Parent Governors
	Mrs. R. Connor	
	Mrs. R Miles	
	Mrs. N. Lacey	
	Mr N Skinner	
	Mr. P. Charles	LEA
	Cllr.Mr M Wilson	"
	Mrs. A Reynolds	"
	Cllr Mr J Fraser	Town Council
	Mr S Husband	Teacher Representatives

Mrs H Kerr	
Mrs C Price	Staff Representative
Mrs T Taylor	Head Teacher Governor

Clerk to Governors: Mrs. H. Moreton, Victoria Primary School, Penarth.

The Governing Body meet at least once each half term as a whole Body, and sub committees meet regularly and report back to the full body. A report to parents is complied every year. With the increasing workload, it is necessary for governors to attend training courses to learn the extra skills needed for the management of schools. To this end, our governors have attended LEA sponsored training sessions throughout the County during the past year. Parents/Guardians and anyone with concern for the well being of the school and the pupils should not be afraid to approach our Governors on any matter, however small that matter seems to be. It is only with your help that we can attempt to constantly improve the conditions and effectiveness of our School.
When parent governors end their term of office, there will be an election for each vacancy as and when it arises. Any parent is eligible for election. A parent by definition includes 'a guardian and every person who has actual custody of the child.' All people with a 'parental responsibility.' Any parent seeking nomination will require a proposer and a seconder from amongst the other parents, either of which may be a spouse. The Authority will issue a standard nomination form, which will contain space for candidates to provide a short (up to 50 words) statement of information about themselves. This information will be circulated with all ballot papers to all parents on the school voting list. An election will only be necessary if the number of nominations received exceeds the number of vacancies available for parent governors on the Governing Body. The election is a secret ballot. Each parent has one vote per vacancy, irrespective of the number of children he/she has in the school. Proxy voting is not allowed. Simple majority decides the election. The candidates receiving the highest number of votes are elected.

Next Parent Election – September 2011

Victoria School

Victoria primary school is a traditional two storey Victorian red brick building.
The main building houses the head teacher's office, the administration office, one research room and 11 classrooms for year 2 to year 6 and the assembly / PE hall on the upper floor.
There is a separate building accommodating all reception and year1 pupils and the basement of this building is the school canteen.
Our nursery unit is in another separate building purpose built in 1998, a nursery annexe has been created in the ground floor of the caretaker house and the school garden connects the two nursery buildings.

We have an extensive yard area that we are continually developing to improve the outdoor learning environment available to the children and a school field that is about 2 minutes walk from the school.
Pupils attending the school come from quite a mixed catchment area that is neither predominantly advantaged nor disadvantaged. There are many pupils at the school who live outside the catchment area but have opted for our school.
Please see our website gallery for photographs of the site developments.

4. Admission Regulations

Children can enter the Nursery class in the Autumn term when they are rising four or at the start of the new term after their third birthday if there is room. Children transfer from Nursery to the Reception class in the September of the year they are rising five. All parents wishing to register their children for Nursery or reception should do so at the earliest opportunity. All parents have to apply to the county council who authorize all admissions. Pupils living in the catchment area will be given priority and then older pupils living outside the area in age order. Please notify the school as well as it helps us to forecast numbers for the following year and this affects our annual budget allocation from the LEA.

Parents wishing to send their children to our school are very welcome to visit before any decision is made. Please contact the school for an appointment with a member of the school senior management team. Open days are held regularly for parents of prospective nursery and reception pupils.

The children's age's range from three to eleven years, and when they leave they go on to Stanwell Comprehensive School, **if they live in the catchment area**. Parents of pupils living outside the catchment area have to appeal for a place at Stanwell.

Parents moving into the area should make an appointment to view the school but again the county council must give authorization.
Pupils will be accepted if numbers allow in the appropriate age groups.
Parents living outside the normal catchment area may apply to the LEA if they wish their children to attend Victoria Primary School. It is best to notify us first, we will give details of persons to whom applications should be made. Normally, applications are successful if there are vacancies in the school. If the application is not successful then parents may lodge an appeal.
We have several pupils from other areas that have joined us because parents have been impressed with our ethos, facilities, high standards of achievement and care and guidance.
COUNTY ADMISSIONS CONTACT OFFICE- 01446 709726
If you wish to view our full admissions policy go to the school information link or contact the office to request a hard copy.

5. School Organisation

Session Times

Nursery sessions	8.55 to 11.25 and 12.50 – 15.20
Reception sessions	8.55 to 15. 20
Year 1 and 2	8.55 to 15. 25
Years 3,4,5,6	8.55 to 15.30

School sessions start at 8.55.
All school doors are opened at 8.45 so that children can enter and settle ready to start promptly at 8.55 am.
Staff take the register at 8.55 and start reading groups at 9.00am
School gates are closed at 9 o'clock sharp.
School gates are re-opened at 15.15 to allow parents to collect children from school.

Infant lunch time 12.25 – 13.25
Junior lunch time 12.00 – 13.00
Hours of teaching time in Key Stage One (children 5-7) = 22.5 hrs.
Hours of teaching time in Key Stage Two (children 7-11) =23.75 hrs.

Parents are requested not to enter classrooms at the start of the day, messages can be left with learning support staff at entrances. Parents may meet with teachers at the end of the day
If you feel that the discussion will take some time, please make an appointment to see the class teacher or senior management.

Victoria Breakfast Club

Free breakfast club runs every day between 8.10 and 8.55.
Please contact the office for registration forms.

6. General Rules

- **Reception to year 6 children wear school uniform every day unless a special non-uniform day has been arranged.**
- **Only watches can be worn to school, NO JEWELLRY.**
- **No dogs other than guide dogs are allowed on the school site or school field.**
- **The school is a NO SMOKING ZONE.**
- **At the end of the day parents and siblings are asked to wait outside the red back door and front red gates until they are opened by the caretaker.**

7. Absences

If your child is unable to attend school for any reason, please notify the class teacher or the school on the **first morning** of the absence. A note may be sent with a sibling or a telephone call made to the school, or an e-mail sent into school. Parents of pupils who are not in school and have not informed the school will be contacted to check on the child's whereabouts.
As long as a satisfactory reason is given, the absence will be recorded as authorised. If no explanation is given, the absence will be recorded as unauthorised, as is statutory requirement. Attendance figures are recorded electronically and supplied on request.

Children who are late for school will be given a late mark but pupils more than half an hour late will be marked as an unauthorised absence in accordance with the Government Legislation.

The school hopes that parents will make every effort to avoid taking holidays during school time as this does hinder pupil progress. If this is unavoidable, the headteacher should be informed using the school proforma before the holiday is taken.

If pupils are persistently late or show a regular pattern of absence, parents will be invited in to discuss these issues following communication and warning letters that punctuality and attendance is being monitored.
If no acceptable resolution is reached then the Education Welfare Officer will be contacted.

8. School Meals

Money for school meals is collected on **MONDAY MORNINGS** and should be sent in a sealed envelope, with the child's name and class on it.
Junior Meals – £9.50 per week
Infant Meals - £9.50 per week
Cash is acceptable, cheques are made payable to the Vale of Glamorgan County Council.
Dinner money can be paid for the half term or term in advance if required.
Please see Mrs. Moreton in the office between 9.00 and 3.45.

If your child/children are eligible for Free School meals you will need to contact the Vale of Glamorgan County Council who will issue you with the relevant form.
Free Meal registration numbers affects our budget, so we need everyone eligible to apply, whether they have meals on a regular basis or not.

9. Communciation

Please ensure that the office has up to date contact information – address, telephone number, mobile, e-mail etc. as regular information is sent out by text, e-mail or hard copy. Also emergency contact details.
Accidents, emergencies, health and safety.
Please ensure that we have an **up to date telephone number** where we can contact you during school hours. If you are not on the telephone at home, please let us know where we can contact you. This is of the utmost importance if parents are working and no one is at home during the day. Please do not send your child to school if he/she is unwell.
If a child has an accident in school, which is at all worrying, or he/she becomes ill, we will contact the parents or the emergency contact number. If we cannot reach you or a representative and it is a real emergency, the child would be taken to hospital accompanied by a teacher or teaching assistant
ALWAYS let us know if the child is on any medication.
We will only administer prescribed medicine that has the child's name and address on it.
Parents have to sign a consent form if medication is to be administered during the school day; these forms are available at the office .
Headlice – If headlice are seen on a child we will immediately telephone home so that the child / children can be removed for treatment to stop further infestation. Class members would receive a letter to ask them all to check their children too.

10. School Uniform

We would like all full time pupils to wear uniform. It helps to affirm their school identity that the children can be proud of and establishes equality amongst the children. Please send your children to school in uniform every day. Jeans or multi-coloured trousers and shirts are not acceptable for school wear.
Please send them in the uniform colours of white, gold, burgundy, black and grey. Several retailers now stock very cheap gold polo shirts, black and grey trousers and burgundy sweatshirts and of course stock is always available from J.M.Textiles in Penarth and Class Apart in Dinas Powys.
Uniform lists and pricelists are available from the bookcase in the entrance foyer.

11. Home School Links

Parents with children on the Nursery waiting lists are invited to visit the Nursery school. All parents are invited to help with group reading each day at 9.00am. We have many parents who come into school and work regularly alongside the teachers, and we are very grateful to them. We can always use more, so let us know if you could spare a few hours. Our school contact person is Mrs. J.Jones or any of the staff.
We have a small but excellent nucleus of parents and staff on the Parent Teacher Association committee and we are always looking for more to join us. Last year was an exceptional year with very successful events including the annual Summer Fete, annual Christmas Fayre, Breakfast with Santa and special evenings for the children including disco's, theatre group visits, etc. The PTA raised over £9,000 which has been used to buy laptops. resources, support visits out of school and buy sports equipment and kit.

12. Home School Agreement

In accordance with government legislation, the school has a home school agreement form, which should be read by parents and pupils before entry to the school and signed by the parents or guardians and the children if appropriate. A copy is given out with all admission information and is available from the school office.

13. Homework Policy

Nursery

- Home tasks - variety of activities linked to the term topic or weekly numeracy and literacy focus.
- Reading books , story sacks for families to enjoy together.

Reception

- As above plus literacy or numeracy activities appropriate to each child's stage of development.

KS1 & KS2

- All children will take home books, which we expect them to read. Reading of books only during school time is not sufficient for any child; they should also be encouraged to read as much as possible, from a diversity of reading material from comics to reference books.
- Children may also be asked to read specific chapters or books relevant to their main literacy focus in class.
- All children will be given a weekly spelling list to learn, these words will be appropriate to their stage of development. As and when ready pupils will be asked to put the words into context using grammatically correct sentences. This will also serve as handwriting practice.
- All children will be given mathematical tasks, games or problem solving activities or multiplication tables, when necessary, to consolidate and extend new concepts learned in class.

- All pupils will be encouraged to research additional information relevant to different curriculum topics and to complete activities to complement work on going in the classroom.
- Junior children who do not complete the set amount of work during class time, due to inappropriate behaviour or attitudes, will be given the tasks to complete for homework but parents will always be informed when this is the case.
- Homework tasks will be set each holiday and will take the form of research, investigations, design/making, games or problem solving.
- In addition, Year 6 will be given more regular skills based homework to prepare them for transition to the comprehensive. Homework will be discussed with the pupils at an appropriate time in the following week.

14. School Ethos

MISSION STATEMENT AND SCHOOL AIMS

MISSION STATEMENT

Our learning goal is to ignite our curiosity, motivate, challenge and inspire us so that together we aim for the stars.

TOGETHER WE AIM FOR THE STARS

SCHOOL AIMS

We will experience a curriculum which will be challenging, fun and motivate us to develop our skills for lifelong learning.

We are a community that cares for each other and ourselves. We respect other peoples' views and achievements and celebrate our individuality

As global citizens we respect our community and the world to which we belong; caring and contributing to a sustainable future.

Our positive school environment encourages everyone to achieve their goals through equality in all aspects of school life.

We expect the parents, governors and all members of our school community to support and guide us on our journey to the stars.

At all times we encourage an awareness and pride in our Welsh culture and heritage. Staff in and around the school uses incidental Welsh and all staff teach Welsh to their classes. Assemblies are sometimes given through the medium of Welsh or focus on Welsh people or places. We are very proud of Victoria School and its importance to the town and its wider community.

Visitors to our school frequently comment upon several positive qualities:-

1. The courtesy and politeness of the pupils.
2. The happy and warm atmosphere which exists among all staff and pupils.
3. The cleanliness and tidiness of the whole school.

All these factors contribute to a happy, caring safe environment, which can only be achieved through the professionalism and commitment of <u>everyone</u> associated with the school. We have an 'Assertive Discipline' policy that focuses on the positives of the children and asks pupils to follow the good role models in their classes. There are set ground rules that every child must follow, those who deviate have different levels of sanctions that are enforced. This system is applied throughout the school by all staff and all support staff. See item 17.

We respect the needs of all individuals and have made alterations to the premises to cater for the needs of disabled children or adults. In addition to ensuring access for all, we also have well thought out organisational procedures and implement a strict code of conduct in line with our school **equal opportunities policy.**

We have a detailed **Health and Safety policy,** which is implemented by all staff and pupils in an effort to ensure that the school is a safe and secure place for all. We make every effort to ensure that the school is secure. We have security entry system on main doors. We have installed additional security gates inside the school grounds.

In 2010 we installed CCTV to cover all entrances and exits as additional security.

When the school is in session, **Pedestrian access is only available through the main gate located on Cornerswell Road.**

Vehicle access is only available through the double gates on Cornerswell Road.

Parents can help by always ensuring that they close the doors and gates behind them.

All teaching assistants, midday supervisors and some teachers have received the first aid at work training programme aimed at adults working with children. A full copy of our Health and Safety Policy is available on request.

We hope the information given will provide a better insight into the management and organisation of this school. We strive to achieve the highest educational standards for our children and rely upon your continued support. Of utmost importance to us is that the

children achieve their full potential in a safe caring environment where **each and every child is happy.**

Together we aim for the stars.

15. Curriculum Statement

This statement has been drawn up with reference to several documents including,

- National Curriculum Revision 2000
- South Glamorgan's Curriculum Policy Statement (1990)
- School Governors: A Guide to the Law (W.O. 1991)
- The Practical Curriculum (School Council 1981)
- The S.E.N. Code of Practice (1994)
- The Foundation Phase Framework
- Curriculum 2008

Introduction

The curriculum is the whole experience the child gets in school, not only the 'formal' time tabled part. It includes all those activities, which take place in school time as well as after school activities of a voluntary nature. There is also the 'hidden' curriculum, which finds its expression in the complex pattern of the school life, and the experiences it affords. In addition, daily worship either in individual classes or across age phases or as a whole school serve to reinforce spiritual, moral and social codes introduced through subject teaching, circle time activities that address social and emotional aspects of learning or weekly religious education lessons.

Aims

1. To help pupils to develop lively, enquiring minds, the ability to question and argue, and to apply themselves to tasks and physical skills.
2. To help pupils to acquire knowledge and skills relevant to adult life and employment, in fast changing world.
3. To help pupils use language and number effectively.
4. To instill respect for religious and moral values, and tolerance of other nations, religions and ways of life.
5. To help pupils to understand the world in which they live, and the interdependence of individuals, groups and nations.
6. To help pupils to appreciate human achievements and aspirations.
7. To help pupils achieve the aims and objectives set out in each curriculum area.

The Design of the Curriculum

To achieve these aims every pupil is given learning experiences in the following main areas:-

- Aesthetic and Creative
- Scientific and Technological
- Human and Social
- Ethical and Spiritual
- Mathematical
- Physical

These are not taught as discrete elements in isolation from each other but as major parts of the whole curriculum.
The curriculum must have the following qualities:-

Breadth

The curriculum must be BROAD, introducing pupils to wide range of knowledge and experience and develop a range of important skills -intellectual, practical and personal.

Balance

The curriculum must be BALANCED. Each area of the curriculum should be allocated sufficient time to make its specific contribution, but not so much that it squeezes out other essential areas.

Relevance

The curriculum must be RELEVANT. The curriculum must be linked with the pupils own experience and include a practical dimension to learning to prepare pupils for a society in which new technology is commonplace. The relevance of the curriculum should be enhanced by links with those outside formal education circles - in particular those making a significant contribution to the community.

Differentiation

The curriculum should be DIFFERENTIATED. What is taught and how it is taught, must be matched to the child's age, ability and aptitude.
These four principles will apply to the formal education of every child. Every effort will be made to enable children with special needs to follow a curriculum based on these four principles.

Additional Needs

To meet the requirements of those pupils with additional needs, the school has developed the following policy:-
The school aims to provide access to the whole curriculum to all pupils. We are committed to total integration. Pupils are supported within the classroom by the class teacher and wherever possible by the Special Educational Needs Co-ordinator. The work set for these children is differentiated in two ways:

a. task differentiation, where the pupil is given a particular task to help with his/her specific learning difficulty.
b. expectation differentiation, where the length or type of response expected is dictated by the child's ability.

In these ways the school endeavours to meet the particular needs of individual pupils as appropriate.

Pupils may also be withdrawn individually or in groups for specific work with teaching assistants, the school SEN co-ordinator or visiting specialist teachers.
This support includes the compilation of an Individual Education programme for the child, created in consultation with the class teacher, S.E.N Co-ordinator and external agency advisory staff who all work towards the same end; i.e.: to develop each child to their full potential.

Curriculum Content

The Foundation Phase (3-7)

There are seven areas of learning that form the Foundation Phase curriculum. Emphasis has been placed on developing children's knowledge, skills and understanding through experiential learning, - learning by doing and by solving real life problems both inside and outdoors. The seven areas of learning are:

- Personal and Social Development and Well Being
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh language development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development.

We have been implementing the foundation phase approach since January 2007 ensuring that the pupils are learning in many different ways to suit the varying learning styles of children. We aim for a good balance of practical experiential learning as well as focused learning activities with the staff. We are developing their independent learning skills preparing them for lifelong learning.

We plan anticipated outcomes linked to cross-curricular themes over a half term or term but planning is flexible enough to respond to pupils' interests so that they are fully involved in what they learn as well as how they learn.

A similar approach is used in key stage two with pupils becoming far more involved in what and how they learn with themes chosen to ensure coverage of the National Curriculum programmes of study.

Pupils are more involved in the assessment of their progress and need to take more responsibility for their learning.

Emphasis is on developing skills that will prepare the children for lifelong learning. Specific skills will be learned through cross curricular application but discrete subject skills will also be taught as and when appropriate.

The subject skills taught at key stage 2 are:

- Maths
- English
- Science
- Welsh

- History
- Geography
- InformationTechnology
- Design technology.
- Physical Education
- Music
- Art

Health education including substance abuse and reproduction of plants and animals are taught through science and PSE (personal and social education) throughout the school with depth of delivery depending on the age of the pupils. Recent legislation for PSE encourages staff to teach the correct biological terms for all parts of the body from reception up. Children are not taught actual human reproduction in explicit terms but year 6 pupils receive a talk on puberty during the summer term.
The school will be piloting a new scheme in 2011.
Pupils progress through levels appropriate to their needs and abilities. The staff has high expectations for all pupils and encourages each and every child to achieve their full potential.

Delivery of the Curriculum

The curriculum is delivered in several ways including:-

1. Formal teaching, where a specific skill is taught to the whole class or group.
2. Learning through 'doing', where a child or group are given practical activities and investigations to encourage the understanding of new concepts, and subsequent problem solving activities to provide opportunities for pupils to apply new found skills and concepts.
3. Learning through research, where pupils are asked to find the answer to particular questions by using reference material.
4. Individual teaching, where a child with a specific difficulty is taught separately and given an individual work programme.

Some work is taught as a discrete subject, whereas other areas are taught through an integrated project or topic. The school aims to make the curriculum as interesting and meaningful as possible by bringing in, wherever possible, people who have specialist knowledge and experience from the community, eg. Parents, Local Clergy, the LEA, and services such as the Museum service and people from Industry, and by taking the pupils out into their local and wider community to apply their knowledge and understanding in a variety of natural situations.

To support the school curriculum the school organizes an extensive extra-curricula programme.

Conclusion

To ensure the delivery of this Curriculum Policy Statement the School relies heavily on the continued goodwill and professionalism of the Staff, and the continued support of the Parents and Governors.

16. Learning and Teaching Policy

This Learning and Teaching policy supports the implementation of the preceding Curriculum Statement.

Rationale

Learning and teaching is at the heart of school life. It is the means by which we offer and put into practices, a curriculum which is broad and balanced and appropriately differentiated meeting the requirements of the Foundation Phase Framework, National Curriculum 2008 and Religious Education. We also endeavour to make our learning and teaching FUN!

"Learning is most effective when it is fun" Peter Kline - The Everyday Genius

Purpose and Aims

Our aims for learning and teaching are that all children will:

.

- develop a responsible and independent attitude towards their work and towards their roles in society.

- achieve their full potential in terms of academic progress, aesthetic appreciation and spiritual awareness.
- be tolerant, sensitive and understanding showing respect for the rights, views and property of others

Broad Guidelines

1. Learning and teaching is a process of co-operative teamwork and the involvement of parents and others in the community is welcomed and encouraged.
2. We aim to promote a high degree of individual pupil responsibility and involvement in curriculum planning. Within classrooms, resources are organised to enable independent access. Children are provided with challenging tasks, which support differentiation and a variety of groupings that utilize self and peer evaluation. Teacher assessment is ongoing with teacher assessment levels reported at the end of key stage one and two.
3. All members of the school community work towards the school aims by:

    - Esteeming children as individuals and respecting their rights, values and beliefs.
    - Fostering and promoting good relationships and a sense of belonging to the school community.
    - Providing a well-ordered environment in which all are fully aware of behavioural expectations.
    - Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
    - Encouraging, praising and positively reinforcing good relationships, behaviour and attitudes.
    - Working as a team, supporting and encouraging each other.

Role of Teachers

Teachers are expected to:

- Provide a challenging and stimulating curriculum designed to enable all children to reach the highest standards of personal achievement.
- Recognise and be constantly aware of the needs of each individual child according to ability and aptitude.
- Ensure that all teaching is progressive and has continuity.
- Maintain an up to date knowledge of the Foundation Phase framework and Curriculum 2008.
- Work collaboratively with a shared philosophy and commonality of practice.

Support staff are encouraged to work on raising pupils' understanding of what is required of them and how to achieve it rather that simply rehearsing or doing tasks for pupils, as this serves
to decrease rather than increase their independence.

Strategies

Our curriculum provides a topic based approach where appropriate. Links across the curriculum are emphasized at every opportunity and key skills are planned for and reinforced at all appropriate times.
During recent years we have trialed different teaching strategies in an effort to improve practice in all our classrooms. Staff react positively to new initiatives and as a staff we have selected those strategies which fit our aims for curriculum delivery to benefit all pupils. We involve the pupils at all levels ensuring that they are fully aware of the learning objectives for each lesson, the place of new skills in other curriculum areas and their application in lifelong learning.

Remember jigsaw puzzles:" they're much easier when you can see the whole picture first." Gordon Dryden

English

Group reading on a daily basis, children grouped by ability reading at instructional level with staff and adults or at confidence and practice level with other children, but always reading to an audience, reading for a purpose and encouraging fluency, expression and comprehension at all levels.
English is taught through response to literature or cross curricular themes. Big books in Early Years and KS1. Selection of text extracts. Big books or novels at KS2. Literature texts are chosen to compliment topics, give different cross curricular themes, multi-cultural and Curriculum Cymreig emphasis present children with a range of styles and variety of authors. The whole class has access to the text with differentiated activities to meet the range of abilities within the class. Each class has some additional teacher or learning support assistant time each week so that the needs of pupils at both ends of the additional needs spectrum can be met.

Mathematics

The school has decided on a Numeracy approach that combines some whole class direct teaching emphasizing development of mental agility and application of concepts with an increasingly more focused use of practical and problem solving activities. These are differentiated to meet wide-ranging needs. Mathematics is taught following the detailed steps of progression as exemplified in National Numeracy Strategy. Early Years and KS1 rely heavily on practical apparatus and teacher produced resources plus selected use of commercially produced resources. Abacus Evolve, a commercially produced scheme has

been introduced in 2008 as it brings together all relevant approaches to teaching mathematics including interactive resources, investigation problem solving and differentiated challenge for pupils at various stages of development. KS2 staff is utilising the Abacus scheme supported by numerous practical tasks and self produced activities to consolidate the learning of new and varied mathematical concepts.
Junior classes are set for mathematics and additional support is given to individuals through the Numeracy Catch Up Programme. Pupils who are underachieving are targeted for this support as well as pupils that are under attaining. More able and Talented are also given additional challenges.

Science

The school staff are currently adopting an effective learning model in Science.

All the teaching strategies adopted by staff ensure that pupils are engaged at the start of each lesson, followed by questioning to explore the concept further and establish what the children already know. Pupils are then given and appropriate challenge to extend their learning and opportunities to apply their new found knowledge to other situations. The important plenary session permits them to reflect on what they have learnt and how they learnt it. Differentiation may be included at an appropriate stage of the lesson as shown in the planning, to ensure extension activities for more able pupils and reinforcement for less able pupils.
This practice allows for direct teaching, differentiated group/paired/individual activities and ensures well paced, challenging lessons to motivate and stimulate our children. Our main focus is to encourage a stronger enquiry based approach to learning so that children apply their science skills and develop as independent learners.

Information Communication Technology

Specific skills are taught to the pupils and planning ensures pupil access to ICT for many different curriculum areas. Pupils have structured supervised use of the Internet throughout the school.
The school has recently set up two research rooms for lower and upper juniors and laptops are available to all classes.

Foundation Subjects and Religious Education

The curriculum is planned over a two or four year cycle to ensure that children may revisit skills but through a different topic.
Planning details opportunities for key skills to be reinforced wherever possible. Daily and weekly evaluations and assessments inform subsequent planning to ensure continuity and progression that will lead to better standards of achievement. Thus our learning and teaching policy enables us to fulfill our aim of meeting the needs of every child.
There are now 16 support staff in the school- 7 who assist with early years children, 4 others who work with key stage one pupils and 5 others who support junior classes or work with particular groups of children with additional educational needs in Key Stage 2.

Volunteer helpers, mainly parents, assist in some classrooms with general tasks, listening to readers, working with groups, utilising personal expertise e.g. artistic flair, assisting on school trips and in providing other help, such as preparing resources and developing contacts with industry, commerce and local services. Comprehensive school pupils and further education students on work experience are welcomed into school, as are teaching students from UWIC who are in partnership with the school.

The emphasis of our learning and teaching policy is on first hand experience. We encourage children to participate freely in investigation work, to communicate findings in a variety of ways especially verbalising their understanding and knowledge and to become actively involved in decision making.

Excellence is celebrated in display and performance. Each child is given the opportunity to have work of a high standard displayed at some time during the school year; school events such as concerts and assemblies are seen as opportunities for all pupils to demonstrate their abilities. Pupils' work is moderated to ensure a consistent approach and a common understanding by all of the expected standards.

Pupils' academic, creative and social efforts and achievements are celebrated throughout the school.

Planning

Planning is a process in which all teachers are involved.

Policy Documents and Schemes of Work are collated by curriculum leaders but developed in collaboration with the whole staff.

Termly plans and weekly plans clearly identify learning objectives are written by individual teachers or age phase teams and monitored by the curriculum co-coordinator, team leaders, deputy head teacher and the head teacher.

Regular weekly INSET meetings are used to discuss various aspects of the curriculum and to ensure consistency in approach and moderation of standards, as well as discussions on the administration and management of the school. Staff training is available to teachers and learning support assistants and is planned to meet the needs of individual staff, differing age phases and school improvement priorities.

Role of the Curriculum Leaders & Team Leaders

Curriculum leaders fulfill a variety of roles. They take the lead in policy development and production of schemes of work. They offer support to colleagues, monitor progress in curriculum areas and write annual self-evaluation reports that feed into the next year's school improvement plan. They take responsibility for the purchase and organisation of specific resources and are expected to keep up to date through reading and attending relevant courses. They have an important role in monitoring and reviewing standards in their subjects. Team leaders monitor learning and teaching standards within their team and report to senior leadership.

Assessment and Record Keeping

Assessment, Recording and Reporting follows guidance set down in our policy. We recognise the value that formative assessment plays in a child's learning and in our teaching. Pupils are becoming far more involved in assessing their own learning and that of their peers. Formative assessment is used to guide the progress in each area of the curriculum, determining what each child has already learned and what therefore should be the next stage of the learning. Assessment is a continuous process, carried out by the children and teachers in the course of their learning and teaching and is always part of the planning, learning and assessment cycle. Summative assessment is carried out at the end of each Key Stage (Year 2 and Year 6) and reported to parents.

Informing Parents

Parents are informed of their child's progress and development on a half-termly basis through Open Hours or open evenings and at the end of the year in annual written report.
Parents are aware that they may meet with the class teacher at the end of the day informally, or head teacher at any time by prior appointment to discuss any particular concerns about individual children, curriculum progress and access.
Parents of SEN pupils are invited in regularly to discuss progress and evaluate achievement on their Waves of Progression.

Resources

Each classroom is equipped with an extensive collection of basic resources, as well as centrally organised resources.
All resources will be appropriately accessible and clearly labelled. Children are made aware of where resources are kept and the rules for their access and use. Children are encouraged to act independently on choosing, collecting and returning resources where appropriate. Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
Central resources are generally the responsibility of the curriculum leaders who each have a budget for the year.

Community

We also make constant use of the wealth of resources within our local community, Penarth town, the surrounding area, Cardiff and South Wales.

Staff Training

All staff have the opportunity to attend LEA run course and INSET organised by other agencies. Relevant information is passed on to other staff through INSET Days and weekly INSET meetings.

Success Criteria

a. Each child will fully develop their academic, creative, social, physical and spiritual potential within a happy, caring and stimulating environment.

b. Pupils will develop the skills necessary for lifelong learning through a broad and balanced curriculum which delivers and extends beyond the requirements of the Foundation Phase, Curriculum 2008 and Religious Education.
c. Pupils will have experienced and celebrated achievement building self –esteem and self worth in readiness for life outside of school.

"The mind is not a vessel to be filled but a fire to be ignited." Plutarch

Behaviour Policy

All those people involved in the life and work of the school will be responsible for the implementation of this Policy.

Mission Statement

ETHOS: This school believes that everyone has the right to feel safe at school, to learn to the best of their ability, to be treated with dignity and respect.

This policy:

- Ensures that every child has a right to a safe, secure and happy environment, free from physical and emotional threat.
- Encourages independence, self-discipline thereby raising self-esteem so that everyone learns to accept responsibility for their own behaviour.
- Ensures that all everyone has a consistent approach to behaviour with clear expectations.
- Encourages parents to work in partnership with the school.
- Encourages positive, caring attitudes where everyone feels valued.

A review of this policy along with responsibilities, time scales, consultation and update training will be included annually on the Self Evaluation Document and School Improvement Plan.

The behaviour policy will be updated, discussed and shared with all stakeholders annually. Feed back from parents and pupils will be given full consideration.

This Policy will be implemented alongside Equal Opportunities, Racial Awareness, Disability and Discrimination and Anti Bullying Policies

Procedures and Practice

The majority of interaction in schools is in the main between staff, pupils and their peers.

The use of a behaviour code will enable pupils to know what behaviour is expected of them and enable teachers to teach, encourage and reinforce responsible behaviour.

Behaviour is a whole school issue.

Individual behaviour takes place in a whole school environment.

Rules

- Follow instructions.
- Use appropriate voice in and out of school
- Keep hands, feet objects and unkind words to yourself.

Rewards and Consequences

Rewards

Positive recognition motivates pupils to choose appropriate behaviour and creates a positive atmosphere in the classroom.

It also allows pupils who almost routinely follow the 'behaviour' code to receive appropriate recognition for this.

It increases pupils' self-esteem and helps improve relationships by focusing on positive as opposed to negative aspects of interaction.

Rewards include:

- Verbal praise
- Non-verbal praise, e.g. 'thumbs up' or smile.
- Stickers
- Merit/house points / Raffle tickets KS2
- Celebration assembly certificates
- Class rewards / raffle
- Proud to Present KS1 and Nursery
- Starfish of the week KS1

Consequences:

- Will be something pupils do not like but will never be physically or psychologically damaging

- Will be designed not to humiliate pupils i.e. be fair, appropriate and commensurate to the cause
- Be immediate
- Will be appropriate for the pupils
- Be applied consistently but individual circumstances will be taken into account

When the pupil first breaks rules he/she should receive:

First time:	A warning KS1 – Two warnings
Second time:	Time out in the classroom
Third time:	Minutes off your playtime
Fourth time:	Time out with senior management, ultimately the head teacher
Fifth time:	Parents involved.

Further Consequences

- Removal from the group (class).
- Interruption of break or lunch-time privileges.
- Withholding privileges.
- 'Internal exclusion' from, for example, part of the school or a particular lesson or peer group.
- Completion of assigned work or extra work.
- Discussion and Reflection s

After one or more of the recommended sanctions is applied severe incidents will be logged.

Playground Behaviour

Children will expect to:

- Play safe, friendly games and the use of school equipment if possible
- Receive kind behaviour from other children
- Receive respect and firm but fair treatment from the adults on duty

Mid Day Supervisors will expect

- To feel that they are a valued part of the school structure
- The children to be well behaved and respectful
- To have First Aid Training if needed
- To have a copy of the school Behaviour Policy as a guide
- To have training in play ground games and behaviour management

- To have the use of school rewards and consequences
- To have back up from the teaching staff in the school when there are problems that they are unable to solve

Playground rules

- The bell will be rung at the end of play time
- All children will be expected to stand still
- Classes will enter school quietly and calmly
- Monitors will collect and store all playground equipment
- All litter is to be placed in the bin
- Only snacks as stated in the Healthy School Policy
- Children who are hurt should go to the First Aid station / opposite the staff room
- Games will be played in the appropriate zones
- Rewards will be given for good behaviour
- Consequences will be applied consistently for problem behaviour

The Role of the Behaviour Co-ordinator

At Victoria Primary school the behaviour co-ordinator is Mrs. Helen Kerr

"The consistent application of positive behaviour policies that are agreed by all staff and effective monitoring by senior management in schools, helps to ensure an atmosphere where expectations of good behaviour are high." (Behaviour in Wales ESTYN 71)

The Behaviour Co-ordinator has an important role to play in supporting and guiding staff in the implementation of the whole school Behaviour Policy.

The Behaviour management team (team leaders and senior management) will:

- Visit classrooms to offer practical advice on classroom management and organisation
- Suggest strategies that will help to improve the classroom behaviour of difficult pupils
- Suggest ways of improving the confidence and self esteem of pupils and teachers
- Help to improve the expertise of teachers in managing behaviour
- Remind staff and pupils of school rules, ensuring consistency throughout the school
- Support individual pupils when difficulties occur
- Organise parenting programmes
- Liaise with outside agencies in order to improve understanding of the problems experienced out side school
- Ensure that the learning needs of the pupils are not adding to difficulties of behaviour
- Take the lead in reviewing the school discipline policy
- Ensure that recent innovations in behaviour strategies are considered
- Attend relevant courses

- Provide whole school INSET for behaviour
- Demonstrate strategies such as Circle Time

The Unresponsive Child/ The Child in Crisis

The vast majority of pupil behaviour will be managed effectively by the consistent use of positive recognition and the systematic application of consequences.
However, there may be some instances where action has to be taken immediately to deal with a pupil's disruptive behaviour.

It will be essential to:

- Discover the exact nature of the problem.
- Show empathy and concern.
- Find out why, where and when a problem occurs.
- Work with the pupil to improve behaviour.
- Agree on a course of action.

There will be a small minority of pupils for whom the usual behaviour management strategies of the school are insufficient to address their difficulties. Additional steps will then need to be taken for these pupils.
At this point consideration must be taken to placing the child on the SEN register at School Action.

The class teacher, SENCO, Behaviour Co-ordinator, and members of the Senior Management Team, should be involved in planning a way forward using detailed Individual Behaviour Plans .
Staff will liaise with the local authority Educational Psychologist and Behavioural Support team as well as working in partnership with parents / carers in planning the way forward.

Pupils at School Action Plus

Pupils who do not respond positively to the plan drawn up at School Action may be referred to the appropriate agency. These agencies could include Educational Psychologists, Education and Welfare Officers, Health Professionals, Specialist Teachers for Learning or the Primary Behaviour Improvement Team.
These children may be placed at School Action Plus in relation to the Code of Practice.
Before a child is referred school staff will ask the following questions:

- Is the child following class rules, rewards and consequences and are they being applied consistently?
- Have parents been involved?
- Have learning issues been discussed and has work been appropriately differentiated?
- Have Circle Time, Circle of Friends, Anger Management strategies been used?

- Have SEAL (social and emotional aspects of learning) strategies been used?
- Have at least two IEPs/ IBPs been implemented and reviewed?
- Has liaison between school staff, the school doctor or nurse occurred?

However there is a need to be aware that occasionally there can be an emergency situation.

For these pupils a fast track system must be used.

- It is crucial that these children are referred to the relevant services – (Educational Psychologist and the Primary Behaviour Improvement Team.)

- A Pastoral Support Programme may be prepared and implemented. This is important for the child who is at risk of exclusion

The main principles behind the Pastoral Support programme (PSP) are as follows:

- The Pastoral Support Programme is a school-based intervention. The behavioural outcomes for the child to work towards should be precise and realistic.

- The programme is implemented if a child is at risk of permanent or long term fixed exclusion or is disaffected.

- The needs of the pupil will be addressed and a graduated response implemented, drawing on the range of expertise within the school.

Exclusion
Exclusions may take place:

- In response to serious breaches of a school's discipline policy.
- Once the range of alternative strategies (PSP) have been tried and failed.
- If allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or of others in the school.
- In all cases the school will follow the LEA guidelines for exclusions with reference to Circular 1/2004

EXCLUSION

Only the Headteacher has the right to exclude your child. If the Headteacher is absent, then the most senior teacher may exercise this power.

The Governing Body or its Discipline Committee must not be involved in the decision to exclude ~ it has to remain impartial in order to discharge its duty to fairly review the use of exclusion and to exercise its power to reinstate pupils when appropriate.

Your child should only be excluded:-

- in response to serious breaches of the school's behaviour policy;
  and
- if allowing your child to remain in school would seriously harm the education or welfare of your child or others in the school.

The Headteacher can:

EXCLUDE A PUPIL FOR A FIXED PERIOD
This can be up to 45 days in 1 academic year.
OR
EXCLUDE A PUPIL AT LUNCHTIME ~ each lunchtime exclusion counts as a ¼ of a school day
OR
EXCLUDE A PUPIL PERMANENTLY

The Headteacher must report exclusions to the Governing Body and the LEA.

The Education Welfare Officer will be informed and, if you wish, can contact you to discuss the situation in more detail.

Further information on exclusion is available form the school office.

Anti Bullying Policy
All those people involved in the life and work of the school will be responsible for the implementation of this Policy.

Definition

"Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms."
(Tackling bullying in schools: A survey of effective practice – Estyn 2006)

Procedures and Practice

Bullying is wrong and damages individual children. In this school we will do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
This policy aims to produce a consistent school response to any bullying incidents that may occur.
Bullying should be dealt with as a whole-school issue.
We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- Physical – pushing, kicking, hitting, punching or any use of violence.
- Racist – racial taunts, graffiti, gestures.
- Sexual – unwanted physical contact or sexually abusive comments.
- Homophobic – because of, or focusing on, the issue of sexuality.
- Verbal – name calling, sarcasm, spreading rumours, teasing.

Bullying can take many forms, but the three main types are:
- Physical – hitting, kicking, taking belongings, sexual harassment or aggression.
- Verbal – name calling, insulting, making offensive remarks.
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, MSN, sending malicious e-mails or text messages on mobile phones.

Verbal bullying may:
- Involve name calling
- Making use of written notes, e-mails or mobile telephone messages.
- Include threats of physical violence.

Physical bullying may:
- Often consist of deliberate jostling, bumping, pushing or shoving. Those responsible may easily maintain that it is accidental when detected for the first time. It is a criminal offence where it involves assault, actual bodily harm or wounding.
- May involve theft or damage to property (accompanied by the threat of violence). Not all theft or damage is bullying, but it is where the intention is to create fear and use power improperly.

Manipulative bullying may:
- Involve social networks with the intention of excluding, ostracising or marginalizing individuals from their friends and normal relationships.
- Involve spreading rumours or malicious accusations.

Strategies to reduce bullying

The following will be used to prevent or reduce incidents of bullying:

- Co-operative group work
- Circle Time
- Circle of Friends
- Buddying
- Discussions at School Council meetings
- Mediation by adults and / or peers
- Assertiveness training groups
- Direct and indirect discussions through areas of the curriculum e.g. PSE, literacy, drama, history, RE and SEAL

Bullying incidents will be recorded on the school's bullying register in the following way:

- Names of those involved, including the victim, bully and any witnesses.
- Dates of incidents.
- Details of incidents.
- Action taken.
- Monitoring of situation.
- When the situation will be reviewed.

The bullying register is a collection of incident forms that are used for bullying and racist incident reports.

The Role of the Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The Governing Body will review the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way that the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Governing Body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body will notify the Headteacher, and ask him/her to conduct an investigation into the case, and to report back to a named representative of the Governing Body.

The Role of the Head Teacher

It is the responsibility of the Headteacher to implement the school Anti-bullying Policy and to ensure that all stakeholders are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher will report to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Headteacher will ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this type of behaviour is wrong.

The Headteacher will ensure that all staff, including MDS, receives sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher will encourage a school climate of mutual support and praise for success, so making bullying less likely. When children feel that they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Teacher and Support Staff

Everyone in our school take all forms of bullying seriously and seek to prevent it from taking place.

If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher. Teachers and support staff will do all they can to support the child who is being bullied.
In the Head Teacher's Office there is an anti-bullying logbook in which staff will record all incidents of bullying that occur both in and out of class. We will also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the logbook.

When any bullying has taken place in the classroom the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and consequences for the offender. Time will be spent talking to the child who has done the bullying explaining to them why their action was wrong and how they should change their behaviour in future.

If a child is repeatedly involved in bullying, the Headteacher and the special needs co-ordinator will be informed. We will then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies, such as Social Services or the Pupil Support Service.

All members of staff will attend training, to equip them to identify bullying and to follow school policy and procedures with regard to behaviour management.
Teachers will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use drama, role-play, stories etc., Circle time will be used to praise, reward and celebrate the success of all children, and thus help create a positive atmosphere.

The Role of the Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

If they are not satisfied with the response, they should contact the Headteacher, If they remain dissatisfied, they should follow the school's complaints procedure.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The Role of the Pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must tell other people.

Pupils are invited to tell us their views about a range of school issues, including bullying, in class discussions. Our School Council supports the school's anti-bullying policy.

Procedures for Dealing Specifically with Incidents of Bullying

Stage 1 (Teacher Concern)

- Child reports to Headteacher.
- Head teacher has full discussions with the victim and the perpetrators.
- Apology to victim – verbal
- Apology to victim – written
- Appropriate consequences.

Child is counseled by class teacher (and SENCO / Headteacher if necessary).

Consequences should be used in line with the school Behaviour Policy but could include:

- A possible loss of privileges.
- Informing parents.

Stage 2 (School Action)

- Class teacher / reports to SENCO and may discuss with Headteacher.
- Child is given notice that 'bullying' and other inappropriate behaviour is being recorded.
- Record is begun containing Date and Description of incident.
- Class teacher and SENCO or Headteacher counsel child formally.
- Parents are involved in counselling.
- Evidence is collected and in consultation with parents the teacher, SENCO and or Headteacher decide if the child has a Special Educational Need.

Stage 3 (School Action Plus)

- Headteacher / Outside Agency / SENCO implement strategies to correct behaviour.
- Parents work in tandem with school.
- Governors may be involved
- Suspension and/or exclusion may be considered.

Reviewing the Policy

The Headteacher and staff will monitor the effectiveness of this policy on a regular basis.

The Governing Body will review this Policy every two years. The governors may, however, review the Policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

More information including strategies for parents are available from the school office on request.

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18. Charging and Remissions Policy

The following code of practice has been drawn up in accordance with the requirements of the Education Reform Act 1988 and covers the circumstances in which pupils will be charged for activities organised by the school.

1 Visits

a) No charge will be made for visits within school hours (see Appendix) but the school may ask for voluntary contributions to defray the cost of admission fees, transport, etc.

Children will not be prevented from taking part in a visit because of an inability to make a contribution.

If there are insufficient voluntary contributions it will be made clear that the visit may not take place.

When pupils take part in a residential visit deemed to be in school hours, charges will be made for travel and board and lodging costs. Charges will not exceed the actual costs.

Parents in receipt of family credit or income support can apply for board and lodging charges to be remitted. However, voluntary contributions may be made.

b) Optional extras not necessitated by the National Curriculum will be charged to the pupils.

2 Materials used by pupils

The school will make no charge unless the pupil wishes to keep the completed article in which case the parents must either purchase the materials from the school or provide the materials themselves e.g some Design and Technology projects.

3 Music

Peripatetic music lessons will be charged to the pupil to cover the cost of provision. Parental agreement will be sought in advance of charging for tuition.

Pupils entitled to free school meals may be awarded a bursary form the county council. Parents will be asked to fund the difference between the bursary and actual costs.

4 Team Games

No charge will be made to pupils for travel expenses to away games. Voluntary contributions from parents towards the cost are welcomed.
All swimming lessons given in year 5 are paid for by the school but pupils are asked to walk to Cogan leisure centre to save costs of bus hire.

5 Replacement of School Property

The replacement cost of lost or damaged items of school property may be charged to the pupils when this is a result of the pupil's behaviour.

Parents are asked to contribute to the cost of replacing home reading books that are borrowed but not returned.

Activities organised by Third Parties

While the school may pass information from third parties to parents it will not accept liability in the event of parents making agreements with such parties whether the activity takes place inside or outside school hours.

6 The charges outlined in this policy, in exceptional circumstances, may be remitted in whole or in part at the discretion of the Head Teacher.

Appendix

The Education Reform Act 1988 distinguishes between visits which take place mainly during school hours and are referred to as "school visits" and those which take place mainly out of school time and are referred to as "optional extras". A "school visit" is one in which fifty per cent or more of its total duration, including travelling time, falls within the school day excluding lunch break. For "school visits" of more than one day there is an extended definition.

ESTYN SCHOOL INPSECTION

The school was inspected in April 2009 and was awarded 7 grade 1's. the highestachievement possible.

If you wish to read the document please see the school website or go to the Estyn website.

The head teacher will be happy to discuss any of the contents of this Prospectus or Annual Governor's report to parents or the Estyn report.

Please contact the school to make an appointment.

We look forward to meeting you and working with you and your children.