

Broughton Fields



School Information
2019 - 2020

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Welcome to Broughton Fields Primary School

“A child’s life is the best story that is ever told” – Charles Dickens

Welcome to Broughton Fields Primary School. We are privileged to see unfolding stories every day. In the 14 years since we opened, we have grown from a new school of 45 children to a full school, firmly established at the centre of its community, with 420 children.

Our primary aim for all of our children, their families and our staff is to continually strive to be the very best that they can be. We set and expect excellent standards in the classroom through an inclusive curriculum that is creative, innovative and challenging. We are all expected to work hard, to be resilient, to embrace new experiences and to learn from mistakes in order to achieve greater outcomes. We readily embrace current educational thinking and research in order to deliver the very best teaching and learning opportunities, ensuring though that is always delivered within a happy, caring and motivating learning environment – a child will never achieve their potential unless they feel valued, loved and cared for.

Values Education is at the heart of all that we do. We judge outcomes not solely by academic measure but also by a child’s character – we really do educate the ‘whole’ child. We insist that our children respect, embrace and value everyone as well as themselves. We teach them to be kind, to offer help, to be a friend to the lonely, to share and to think of and encourage others. Fundamentally, we teach them to be optimistic and to always look for the good, for this is how they will truly become the very best that they can be. Our aim is to develop children who are not just fit for school but fit for life.

Fundamental to the learning of any child is the relationship between home and school. I hope that through our working together, at Broughton Fields, we will bring genuine enjoyment of learning and pride in achievement for your child.

Our school offers us all a great adventure, an exciting opportunity to begin a child’s learning journey that will develop the potential of everyone. The staff and I look forward to meeting you and working with you throughout your child’s time at our school which is now your school.

Nick Hearn, Headteacher



Our School Vision

Learning Together: *“A caring community committed to lifelong learning.”*

Our Statement of Purpose

We provide:

- A happy, welcoming and caring ethos; building positive partnerships to enhance everyone’s capacity to learn.
- An inclusive curriculum that is creative, innovative and challenging; inspiring children to explore, learn and grow.
- High quality teaching ensuring high standards of achievement; enabling all children to achieve their best.
- Opportunities to develop skills, knowledge and an understanding of the world, needed throughout our everyday lives.
- A safe and secure environment; fostering a sense of family.
- A diverse school community; developing independent learners with a strong sense of pride in everything they do.
- Values led education; placing positive relationships at the heart of everything we do.
 - Respect: We respect and treat each other kindly and with care.
 - Responsibility: We take responsibility for ourselves and our learning.
 - Trust: We trust each other and make the right choices.
 - Honesty: We act truthfully at all times.
 - Courage: We stand up for what is right and take risks in our learning.
 - Friendship: We are all friends supporting each other, no matter what.



How to contact us

School Information

Our address is:

Broughton Fields Primary School
Milton Road
Broughton
Milton Keynes
MK10 9LS

Telephone: 01908 235994
E-mail: office@broughtonfieldsprimary.org.uk
Website: www.broughtonfieldsprimary.org.uk

Our age range is four to eleven year olds. This includes Foundation Stage 2 (often referred to as 'The Reception Year') and Years 1 to 6.

Our School Hours are:

| | | |
|---------------------|---|---------------|
| 8.45am to 11.50am |) | Foundation |
| 12.50pm to 3.00pm |) | |
| 8.40am to 12.00noon |) | Years 1 and 2 |
| 1.00pm to 3.00pm |) | |
| 8.40am to 12.10pm |) | Years 3 and 4 |
| 1.00pm to 3.05pm |) | |
| 8.40am to 12.20pm |) | Years 5 and 6 |
| 1.10pm to 3.05pm |) | |

For Years 1 to 6: Classroom doors open at 8.35am, 5 minutes before school starts, and close at 8.40am.

For Foundation: Classroom doors open at 8.40am, 5 minutes before Foundation classes start, and close at 8.45am.

Our school office is open from 8.25am until 3.35pm.



Our Staff

In order to find our very latest staff list, please refer to the 'Who's Who' section in the 'About Us' page on our website, www.broughtonfieldsprimary.org.uk

Other Useful Names and Addresses

Local Authority: Milton Keynes Council
Saxon Court
502 Avebury Boulevard
Central Milton Keynes
MK9 3HS

Chair of Governors: Mr Richard Wardman

The Governing Body

The Governing Body works closely with the Headteacher and School Leadership Team, and is responsible for overseeing the strategic leadership and management of the school.

For the very latest list of our Governors, please refer to the Governors page on our website.

If you wish to contact the Chair of Governors, or another member of the Governing Body, this can be done by email to governors@broughtonfieldsprimary.org.uk. Alternatively, you can contact them in writing via the school office, or by calling the school office and leaving a telephone number so that they can call you back.



Term dates for School Year 2019-2020

Term dates for the children are as follows:

| | Open on the morning of: | Close at the end of the afternoon of: |
|---|--|---|
| Autumn 2019 | Tuesday 3 rd September 2019 | Friday 25 th October 2019 |
| | Monday 4 th November 2019 | Friday 20 th December 2019 |
| Training days in Autumn Term: Monday 2nd September, Friday 18th October | | |
| Spring 2020 | Monday 6 th January 2020 | Thursday 13 th February 2020 |
| | Monday 24 th February 2020 | Friday 3 rd April 2020 |
| Training days in Spring Term: Friday 3rd January, Friday 14th February | | |
| Summer 2020 | Monday 20 th April 2020 | Thursday 21 st May 2020 |
| | Monday 1 st June 2020 | Friday 17 th July 2020 |
| Bank Holiday: Friday 8th May Training day in Summer Term: Friday 22nd May | | |
| Therefore, school will be closed to <u>pupils</u> on the following days this academic year: Monday 2nd September 2019 Friday 18th October 2019 Friday 3rd January 2020 Friday 14th February 2020 Friday 22nd May 2020 Friday 8th May 2020 (Bank Holiday) | | |



Broughton Fields Primary School Admissions Policy

Broughton Fields Primary School is a community school. This means the Local Authority (LA) is responsible for school admissions. Our defined area for admission includes Broughton and Atterbury.

Brief information about the arrangements for admissions is set out below.

We would like to admit all children whose parents want them to attend Broughton Fields Primary School. However, there is a limit to the number of children who can be admitted so you should be aware there is no automatic right of a place at the school. The admissions procedure outlined below can be found in more detail in the Council's Information for Parents leaflet. If you would like a copy of the leaflet, please contact School Admissions on 01908 253338 or go onto Milton Keynes Council's website.

Starting school for the first time

Children starting school for the first time will be admitted to school in the September of the school year when they become five (60 places), i.e. children start school in the September following their 4th birthday.

For admission to other year groups – 1 to 6 (60 places in each year group)

The school will admit children to these year groups if there are spaces available.

In the event that there are more applications than places available, applications will be ranked as follows:

1. A looked after child or previously looked after child.
2. A sibling at the school who is expected to be on roll at the school at the time of admission of the younger sibling and the place of residence is within the catchment area of the school.
3. The child's place of residence is within the catchment area of the school and there is no sibling.
4. There is already a sibling at the school who is expected to be on roll at the school at the time of admission of the younger sibling and the place of residence is outside of the catchment area.
5. Distance from the school to the place of residence.

In the event of there being more applicants meeting any of the criteria above places will be allocated in distance order using the distance between the child's normal home address and the school's main entrance, measured in a straight line, using the council's computerised measuring system with those living closest to the school receiving the higher priority.



The Teaching Organisation

All classes have a pupil admission number of 30.

Within all classes our group structure and good differentiation of tasks ensures that the needs of all the children are catered for.

Most of the children's learning is within their own, mixed ability class. However, in Literacy and Numeracy we sometimes choose to group children of similar ability. We also follow a very structured Phonics Programme called Read Write Inc. For this, children in Foundation, Year 1 and Year 2 are put into small groups with children of similar ability. This can last up to 1 hour per day.

Alongside our class teachers, we also employ a number of Teaching Assistants (TAs). These valuable members of staff work both in and out of the classrooms with a mixture of small groups and individuals. This pattern varies according to the needs of the different cohorts of children.

For the vast majority of the time, your child will be taught by their class teacher. However, for specific subjects such as French, Music and Games, they may be taught by another teacher from across the school who is a specialist in that particular subject.

Values Education

Values Led Education

Our Values Led Education Curriculum aims to provide planned opportunities that develop attitude and skills of children

- as individuals
- as members of a family and of society
- as members of the wider community and environment

Self reflection is central to the establishment of a school that embodies values:

“Education is the drawing out of the best in the child body, mind and spirit”
Mahatma Gandhi

Children need

- to be loved
- to know clearly what is expected of them
- to feel valued
- to experience success
- to develop self awareness and an understanding of others
- to develop positive relationships

Young people who value and feel good about themselves are more likely to treat each other, and property, with respect and fairness and be motivated to work for what they want.



The Values approach to moral and social education is based on a list of universal values - concentrating on one each month over a two year cycle - introduced in assembly but permeating all aspects of school life, including lessons and responses to children's good and bad behaviour.

We were recognised as an Outstanding Values School in June 2017

2019-20 will be Year 2 in our current cycle

| Months | Values Year 1 | Values Year 2 |
|------------------|----------------------|----------------------|
| September | Resilience | Determination |
| October | Friendship | Responsibility |
| November | Care | Empathy |
| December | Peace | Hope |
| January | Courage | Aspiration |
| February | Love | Gratitude |
| March | Cooperation | Respect |
| April | Positivity | Humility |
| May | Patience | Tolerance |
| June | Happiness | Honesty |
| July | Appreciation | Trust |

The Curriculum

In planning the curriculum to allow for individual development, we provide an inclusive curriculum that is creative, innovative and challenging, to develop the whole person taking into account spiritual, moral, social and cultural needs and interests of each individual.

We aim to help each child acquire knowledge and understanding of the world, develop skills and learn to take the appropriate responsibility for their actions and attitudes, respecting the needs of the individuals and the wider community.

Children are encouraged to value positive relationships and to recognise the importance of working co-operatively with others and of sharing information and resources. They are motivated by their own high level of interest in knowing about the world, the assistance, praise and encouragement they receive from staff and the personal sense of pride and fulfilment that is achieved from gaining successful outcomes.

Central to the whole curriculum is the Early Years Foundation Stage (EYFS, which is explained in more detail below) for the children in Reception, and the National Curriculum for children in Years 1-6. Up to date details of the topics and subjects your children will be learning can be found on our website, and will be sent to you periodically through our termly newsletters.

The Early Years' Foundation Stage Curriculum (EYFS)

Children starting school are eager to find out about the world and are trying to make sense of it, they want to explore and investigate. Our aim is to welcome the children into a happy, welcoming, caring and secure environment where they will have the opportunity to explore and discover in order to understand. Children are given opportunities to talk about and listen to real, meaningful and imaginative situations in order to sequence and develop their thoughts. They are encouraged to think about what they are saying and to listen to others.

The curriculum in our Foundation classes is based on the Government's EYFS and Milton Keynes Local Authority's Early Years guidance. There are seven areas of learning:

Prime Areas:

- personal, social and emotional development
- communication and language
- physical development

Specific Areas:

- Understanding the World
- Expressive Art and Design
- Mathematics
- Literacy

At Broughton Fields, our learning and teaching is centred around the interests of our children. We feel that children have a natural desire to explore and learn and it is our job to provide them with a stimulating environment where this is possible. During the school day, the children learn through a mix of adult-led and child-initiated activities, and observations of the children's learning and achievements are used to inform our teaching. Through this approach, we feel that our children are



developing a high level of wellbeing and a real love of learning that will continue with them as they move up through the school.

Alongside this, we use a phonic programme called **Read Write Inc** to teach early reading skills. Within this programme, we teach the sounds that letters make both individually and when combined together. The Read Write Inc programme runs through Foundation Stage and into Key Stage 1, ensuring consistency for our learners as they move through the school.

We are sensitive to the needs of all our pupils and their varying abilities. Some children are quick to grasp new concepts, where others need more time and help. What all our children need is positive encouragement and support. During the early years, practical work, painting and drawing, construction play, outdoor play, sand, water and role play form a vital part of the curriculum. This essential exploratory and practical work provides a sound basis for later learning and more formal language and numerical skills, ensuring that our children are prepared to enter Key Stage 1 as confident and keen learners.

Health and Sex Education

The Governing Body is responsible for approving a policy for the teaching of sex and relationships education. In sex education our aim is to help children learn about physical differences, the beginnings of life, their feelings and helping them to understand the life cycle of living things. Many aspects of this are conveyed as an incidental part of the children's cross curricular topic work, including topics on 'Change', 'Growth', and 'Ourselves'.

In Upper Key Stage 2 (Years 5 and 6) the children will be taught about the changes as they grow up through established health programmes. Parents will be informed when sex education is to take place. Parents do have the right, after discussion with the Headteacher, to withdraw their child from planned sex education lessons.

Special Educational Needs

The needs that individual children bring to school will all be slightly different. We aim as far as possible to ensure that we meet these appropriately.

Sometimes it becomes apparent that a child has specific needs and that they are not able to access the curriculum without additional support. They may have a learning difficulty or be gifted in certain curriculum areas. In such cases we work closely in partnership with you, the parent, to assess those needs so that we can put in place the support necessary. It is important that support or special programmes of work are appropriately designed, monitored and evaluated. In some instances we create a plan to outline specific additional support.

In some cases children require more support than we as a school alone can offer. We then seek to obtain the provision of extra support. We are helped to do this by the specialist teaching teams, speech and language therapists and the Educational Psychology Service. This may mean that specific learning programmes are drawn up for a child, who may also need the support of a Teaching Assistant. All support is aimed at making the curriculum accessible to the child to ensure that they are making progress and enjoying learning.

At all times, our aim is to value each individual and to encourage everyone to achieve their best, whatever their needs. At all times we will work closely with you as parents to ensure that you understand the process.

All our Special Educational Needs (SEN) work is co-ordinated by Miss Hayley Hughes. The Governing Body has a Governor responsible for SEN, Mr Richard Wardman.

More information can be found in the annual SEND information report in the 'Key Information' section of our website.



Supporting the Curriculum

Behaviour Policy

Our school ethos at Broughton Fields Primary School is built upon fostering a sense of family, where we all have respect and show courtesy and care towards other people, school property and the school environment. It is our aim to build positive relationships at the heart of everything we do.

As a first principle we take a positive approach by valuing the good we see in the school, work or behaviour. Every opportunity is taken to give praise to children where it is deserved. Self-discipline is encouraged and self-esteem nurtured in everyone. Children will learn effectively if they behave appropriately and develop supportive friendships.

From Reception to Year 4, we follow the 'Good To Be Green' Behaviour System. Children in Years 5 and 6 follow a reward system similar to Oakgrove Secondary School, where the vast majority of our children move onto in Year 7. Both of these schemes have clear guidelines that reward good behaviour and sanction any behaviour that breaks our Golden Rules. The systems are explained in much more detail on our website.

On a Friday we gather together for a Celebration Assembly where we share the good things that have occurred in the school week.

We expect everyone to behave in a polite and respectful way when on the school premises, so that we are all setting positive role models for the children.

If you ever have a problem, please call in and talk it through with the class teacher, Children & Families Officer or the Headteacher. Please make us aware of any changes at home that may cause anxiety or change in your child's behaviour.

Communication with Parents

Communication between school and home is vital if we are all to enjoy school and support our children in achieving their best. We are always available to discuss any problems or anxieties concerning your child. We try to deal with matters as they arise, rather than wait for problems to grow. Please do contact us, either by speaking to your child's teacher or by phoning the school office if you have any queries or concerns.

Parents' Evenings

Opportunities are provided each term for parents to visit the school and to meet with your child's class teacher. Children in Foundation Stage have a different system for meetings between parents and teachers, which will be explained when your child starts school. However, you are also welcome to come into school to discuss your child at any time during the year. A note or telephone call beforehand will ensure an appointment is made for you.

Home Learning (Homework)

Our Home Learning Guidance is designed so that we strike a balance between reinforcement and extension of work undertaken in class, whilst also ensuring that children can enjoy after school time and develop out of school interests. Each child will have regular home learning each week. This might be reading or written, mathematical or topic related tasks. We encourage our children to read as widely as possible and to try to research into specific work being undertaken in the classroom.

We do ask for your support and help when children bring work home and take a real interest in your child's work.



Extra Curricular Activities

We offer a range of extra-curricular clubs organised by staff and outside providers. These will provide an opportunity for the children to follow up and develop skills and interests. They are entirely voluntary. The clubs may vary from term to term and we will inform you of the clubs on offer each term. There will be a charge for clubs run by outside providers. These are available to sign up for each term, and further details will be sent to you, explaining how this can be done.

Safeguarding Children

As a school we place utmost importance on our partnership with parents and carers to support children in every possible way. However, the Children's Act 1989 places clear responsibility on schools to ensure they work together with other agencies to safeguard the welfare of all children. As a result, if particular concerns are raised within school, or a child or parent reports a situation giving rise to particular concern, it may be necessary to contact Social Services without first contacting parents. This is in line with Government guidelines (and Milton Keynes Council guidelines) on Child Protection. Our designated team with responsibility for Child Protection are Mr Nick Hearn, Miss Hayley Hughes, and Mrs Jo Garvey. Our Governor with responsibility for Child Protection is Mr Sam Crooks.

Absence During Term Time

As a parent or carer you are strongly urged to avoid taking your child out of school during term time. If, however, it is absolutely unavoidable then you should fill out a 'Notification of Leave of Absence' form and return it to the Headteacher, who has the discretionary power to grant leave of absence for exceptional circumstances only. All requests will be considered separately and you should not expect such leave to be granted as of right. Holidays in term time are not granted and are always classified as unauthorised. If permission is withheld then any leave taken will be recorded as unauthorised. Unauthorised absences reaching a total of 5 days (10 school sessions) will automatically incur a referral to the Senior Attendance Officer at Milton Keynes Council, who then has the responsibility and power to issue a fixed penalty notice fine.

General Information

School Uniform

Main Uniform

Navy blue jumper, sweatshirt or cardigan

White shirt/blouse or polo shirt

Grey or black trousers, skirts or pinafores.

Plain grey, white or black socks

Plain grey or black tights (NOT white or patterned)

For the summer months, girls will be allowed to wear navy blue checked gingham dresses

Footwear

Black shoes or boots. These must be SUITABLE for school. In the summer months, we will allow children to wear flat sandals. Children are allowed to bring in trainers to change into for lunchtime, but need to change back before afternoon lessons. In bad weather, children can walk to school in wellies but MUST have their school shoes to change into for the school day.

PE

White T shirt

Navy blue shorts

Navy jogging bottoms and navy sweatshirt/hoodie for when it is cold outside

Trainers or plimsolls

All PE kit must be plain navy in colour with no branding, logos or stripes

Our school uniform providers are Maisies (www.school-kit.co.uk) and School Trends (www.schooltrends.co.uk). Maisies are based at 60-64 Church Street, Wolverton, Milton Keynes MK12 5JW, and can be contacted on 01908-313313. These two companies provide many of the above items with our school logo embroidered upon them. However, the logo is optional. All of the above items, without logo, can easily be purchased at Maisies, Tesco, Asda or other local stores.

Other Items

Bookbags, PE bags and school hats, all of which must be navy blue, can be purchased at the school office.

Jewellery

Only one pair of stud earrings may be worn. These must either be removed by the child before PE lessons, or tape will be provided to cover them. If your child has difficulty removing their earrings, a sensible approach is that earrings are not worn on PE days.

Lunchtime Arrangements

Children may bring a packed lunch, order a prepared meal from our hot dinner provider or go home to eat. Children staying at school eat their lunch under the supervision of the midday supervisor team. Lunchboxes should be clearly labelled and contain a healthy nutritious meal, including a drink. Fizzy drinks and sweets are not permitted in school and containers should not be glass for safety reasons.

If you wish your child to eat a nutritious hot meal from our hot meal provider, these must be pre-ordered and paid for in advance - please ask at the school office for more details. All children in Reception, Year 1 and Year 2 are entitled to a daily, free hot school meal. However, these still need to be ordered in advance. If you are in receipt of Job Seekers Allowance (income based), Income Support, Employment & Support Allowance or Child Tax Credit with no Working Tax Credit, then your



child may be entitled to a free hot meal, irrespective of their year group. Please ask at the school office for further details - it is easy to apply.

The school participates in the National Fruit and Vegetable Scheme for Schools. This provides a free piece of fruit or vegetable to our Key Stage 1 children and children in our Reception classes during the morning. Children in KS2 can bring a piece of fruit for their morning break. Children are not allowed sweet snacks, e.g. chocolate or crisps. Some parents also pay for milk for their child that is delivered daily and refrigerated. This is organised through 'Cool Milk' – please contact the office for further details.

Nuts in Lunchboxes or Snacks

Peanut allergy is the second most common food allergy in children and this is increasing, occurring in 1 in 50 children. Therefore, we ask parents to exercise care and consideration towards our pupils with nut allergies when planning the contents of their child's lunch box. Please could you totally avoid the following:

- Any type of nuts
- Fruit and cereal bars that contain nuts
- Biscuits, chocolate bars or sweets that contain nuts
- Sesame seed rolls (children allergic to nuts may also have a severe reaction to sesame)
- Nutella
- Peanut butter of any kind
- Cakes made with nuts or containing Almond Essence, e.g. Bakewell Tarts / Battenburg Cake / Almond Slices / Date and Walnut Slices
- Anything containing marzipan
- Baklava
- Nougat
- Biscuits that contain nuts
- Turkish Delight

This is not a definitive list as there are many items with hidden nut and sesame ingredients but these are some of the very worst offenders. This extends to any food or resource sent into school, for example cereal boxes or food packaging that had contained nuts.

What can you put in your child's lunchbox as an alternative that is nut free?

- ✓ Marmite or Vegemite sandwiches
- ✓ Cream Cheese or sunflower seed butter sandwiches
- ✓ Popcorn
- ✓ Dried fruit
- ✓ Yoghurt
- ✓ Cheese sticks
- ✓ Chopped or tinned fruit
- ✓ Check all biscuit labels and if you are not sure please leave it out

We are aware of the inconvenience that checking food labels and ingredients may cause, however we ask that you please help us in providing a nut free school and assisting those parents who have children who may have a life threatening reaction.



Water in School

Our children are able to have access to drinking water at all times. We encourage all children to bring their own bottle of water to school each day. There is proven research showing that children stay more alert and receptive to learning if they are able to drink water throughout the school day. Please ensure that your child's water bottle is clean and has a 'sport top', to prevent spillage, and is clearly named. They may only have water in their drink bottles; an alternative still drink may be included in their packed lunch.

Sickness Absence

If your child is ill, please do not send them into school. Please contact us on the first day of absence before 9.15am. This will ensure that their absence is authorised in the attendance register. We operate first day absence calls. This means that the school office will send a text message or make a phone call home on the first day of absence if we have not already heard from you. This is recognised as good practice for promoting child safety. Please note that if your child has been suffering from sickness and/or diarrhoea we operate a 24 hour rule, i.e. your child needs to be clear of both these conditions for 24 hours before returning to school, and they will not be allowed back into school until this time period has passed. We appreciate your support in reducing the spread of such illness.

If your child has an ongoing medical problem, please fill in details on the registration form – you may find it helpful to come in and talk this through with us as well.

First Aid

Basic First Aid is applied in school. We have a large number of staff with current First Aid Certificates. A list of qualified staff is held in the school office.

If your child is ill or hurt whilst at school we will make every effort to contact you or your named contact. It is essential that we have an up to date address and contact number of who to contact if necessary. Please make sure you let us know of any changes to your named contacts. If an accident needs hospital attention we will try to contact you first, but in the event that we are unable to, we will act on your behalf.

Medicines in School

When there are circumstances where children require regular medication, we will administer medication on your behalf as long as it is prescribed by your doctor and is required to be taken **4 times a day**. In these cases, please complete our 'Medicines in School' form which gives the school permission to administer medication to your child. All medicines must be in their original containers with clear dosage instructions.

Charging and Remissions Policy

The School Governing Body is required to observe Government legislation on charging and remission. Therefore, no mandatory charges will be made for curriculum activities with the possible exception of:

- Individual music tuition
- Board and lodging on residential trips
- Some finished products (to cover the cost of materials e.g. model making in design technology).

Where approved charges are to be made parents will be notified in advance of the activity.

As a school we hope to offer a wide range of extracurricular and enrichment activities. The way in which the school can manage such activities is through voluntary contributions from parents. All children eligible to take part are included, whether or not their parents have chosen to make a voluntary contribution. However, such activities can only go ahead if there is enough financial support from parents.

Complaints Procedure

Under the 1988 Education Reform Act the Local Authority (LA) and the School Governing Body are required to establish official procedures for parents to make formal complaints about any aspects of the school provision.

We very much hope to be able to resolve any problems through discussion within school. However, where concerns cannot be resolved locally, a formal procedure can be initiated through the school or LA. The policy explaining this can be found on our website, a copy can also be found at the back of this prospectus.

We hope you find our prospectus informative and useful. All the information in the booklet is correct at the time of publication, but may be subject to change as the year proceeds. Please check our website for the very latest information.

If you require any additional information or clarification please do not hesitate to contact us.

