



# BRIGHTLINGSEA JUNIOR SCHOOL

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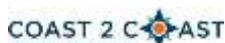
**Website** [www.brightlingsea-jun.essex.sch.uk](http://www.brightlingsea-jun.essex.sch.uk)

**Headteacher** Mrs. C.E. Claydon



## Information for Parents

May 2016 Edition



**Believe & Achieve at Brightlingsea Juniors**

*"A Child's Mind"*

*I dreamed I stood in a studio  
And watched two sculptors there,  
The clay they used was a young child's mind,  
And they fashioned it with care.*

*One was a teacher, the tools they used  
Were books and music and art.  
One was a parent with a guiding hand  
And a gentle loving heart.*

*And when at last, their work was done,  
They were proud of what they had wrought,  
For the things they had worked into the child  
Could never be sold or bought.*

*And each agreed they would have failed,  
If they had worked alone,  
For behind the parent stood the school,  
And behind the teacher, stood the home.*

*Author unknown*

## **A warm welcome from the Headteacher**

Brightlingsea Junior School welcomes and values all children. We are an inclusive school and we strive to deliver a fully accessible social and academic curriculum. Our aim is for all of our pupils to achieve and reach their full potential. We provide a welcoming, caring and supportive atmosphere, which allows children to develop emotionally, socially and academically. All of our staff play an important part in the children's development. Parents are actively encouraged to take a vested interest in the school so that together, the school, parents and the children can work together in partnership.

Our school opened in September 1974 to serve the community of Brightlingsea and Thorrington, on a site shared with Brightlingsea Infant School. The exterior of our building could be described as somewhat drab and grey, so to compensate for this we make a real effort to ensure the interior of our school is bright and colourful. The layout of the school building has changed over the years, but we always retain the wonderful family ethos that is at the core of our school. As Headteacher from January 2004, I am proud to be part of such an inclusive, warm and friendly school.

I warmly welcome you to visit Brightlingsea Junior School to see our children and staff at work and experience at first-hand what we have to offer!

Best wishes,

**Claire Claydon**  
Headteacher

## **Contents**

### **Introduction**

Welcome Message  
Contents List  
School Staff  
Governing Body  
Vision & Aims

### **School Curriculum & Organisation**

School Organisation  
Timings of the school day  
National Curriculum  
Literacy  
Mathematics  
Information Communication Technology (ICT)  
International Primary Curriculum  
Science  
Art  
Design & Technology  
Geography  
History  
Music  
Physical Education & Sport  
Personal Social Health & Citizenship Education  
Sex & Relationships Education  
Modern Foreign Languages (MFL) - Spanish  
Religious Education  
Special Educational Needs  
Children with Disabilities  
Parental Involvement  
Children's Behaviour  
'Believe & Achieve' Mentoring Programme

### **General Information**

Absence from School  
Admission Arrangements  
Arrangements for Parents to Visit the School  
Attendance Times  
Book Fairs  
Bullying  
Child Protection

Complaints Procedure  
Discipline & Pastoral Care  
Dogs  
Educational Visits  
Emergency Closure  
Exclusions  
Extra Curricular Activities  
Gifted and Talented Children  
Governors  
Holidays  
Homework  
Insurance  
Jewellery  
'Kids Club' Out of School Provision  
Lost Property  
Medical Information  
Mobile Phones  
Parent Letters  
Personal Property  
Pets As Therapy  
Road Safety  
Safeguarding Statement  
Schools Association (formerly PTA)  
School Council  
School Gateway  
School Meals (includes information on our Basic Meal Procedure)  
School Pets  
School Uniform  
Secondary Education  
Smoking  
Snacks & Drinks  
Water – Drink to think!

## **Appendices**

Holiday & Term Dates 2016/2017

## **School Staff – proposed from September 2016**

**Headteacher :** Mrs C Claydon  
**Deputy Headteacher :** Mrs A Higgins  
**Assistant Headteacher :** Mrs F May

### **Teaching Staff :**

| <b>Year 3</b>                | <b>Year 4</b>  | <b>Year 5</b>                        | <b>Year 6</b>              |
|------------------------------|--|--------------------------------------|----------------------------|
| <i>Miss J Girling</i><br>3JG | <i>Mrs A Higgins &amp;<br/>Mrs S Sparling</i><br>4HS | <i>Miss C Harris</i><br>5CH          | <i>Mr C Andrews</i><br>6CA |
| Mr C Hall<br>3CH             | Mrs H Wainford<br>4HW                                | Miss J Chambers<br>5JC               | Miss J Swan<br>6JS         |
| Mr B Jones<br>3BJ            | Mrs K Pedder<br>4KP                                  | Mrs E Goff &<br>Mrs M Andrews<br>5GA | Mrs F May<br>6FM           |

*Year group leaders are shown in italics*

**Cover Teacher:** Mrs V Nair

**Special Needs Co-ordinator (SENCO) :** Mrs A Higgins (Deputy Headteacher)

**Inclusion Leader :** Mrs Tokley

### **Learning Support Staff :**

Mrs Betteridge, Mrs Brett, Miss Cockerton, Miss Clarke, Mrs Cork, Mrs Glead, Mrs Hutchings, Miss King, Mrs Mclellan, Mr Peacock, Mrs Plummer, Miss Redgrave, Mrs Shepherd, Miss Tricker, & Mrs Woods.

**Higher Level Teaching Assistants (HLTAs) :** Mrs Baxter, Mrs Grimsey, Miss Randall, Mrs Slater & Mrs Witchalls

**PE & Sport Assistant:** Miss McDonald      **ICT Technician:** Mr Blanes

**Office Staff :** Mrs Daniel, Mrs Girling, Mrs Quay, Mrs Mclellan & Mrs Wills

**Senior Midday Supervisors :** Mrs A. Griggs & Mrs Hills

**Midday Supervisors :** Mrs G. Griggs, Miss Jackson, Miss Raven, Mrs Lewis & Miss Ware

**Lunchtime Playleader:** Miss McDonald

**Catering Manager :** Mrs Dixon      **Kitchen Staff :** Mrs Francis & Mrs Hilling

**Caretaker :** Mr Berry      **Groundsperson :** Mr I Polley

**Cleaners :** Mrs G. Griggs, Mrs Shaw & Mrs Savickiene

## **Governing Body**

### **Staff Governors**

Mrs A. Baxter  
Mrs C. Claydon (Headteacher)

### **Parent Governors**

Mrs K. Cook  
Mr J. Wills

### **Local Education Authority Governor**

Mr D. Dixon

### **Co-opted Governors**

Mr C. Bloor  
Mrs V. Chapman  
Mrs A. Higgins (Deputy Headteacher)  
Mr A. Johnstone (Chair)  
Mr C. Reade (Vice Chair)  
Mrs L. Schenk-Cooper  
Mr M. Tarala  
Mrs S. Witchalls  
Ms F. Wilson

### **Clerk to Governors**

Mr Angus Kerr  
Tel: 01206 728545 Mobile: 07743 826063  
Email: ajhkerr@hotmail.com

*Our Chair of Governors and Clerk to the Governors can be contacted via the school office.*

## Vision

Our children will be provided with the very best education. They will receive a rich, varied, challenging and inspiring curriculum that will enable every individual to fulfil her or his potential to the highest possible standard.

## Aims

1. We really care for the children in our school within a friendly and secure atmosphere. We encourage each child to develop moral and spiritual values, and to become self-disciplined and aware of the needs of others.
2. We believe that we provide a curriculum that is sufficiently broad, balanced and differentiated to embrace the physical, intellectual and aesthetic needs of pupils and to enable each child to reach their full potential.
3. We offer children carefully planned, structured and balanced learning within the framework of the National Curriculum and R.E.
4. We give children equal access to our curriculum irrespective of ability, race or gender and develop their understanding of issues such as other cultures and equal opportunities.
5. We aim to help each child to develop an awareness of care and concern for themselves and others and an appreciation of the physical environment of the school and the surrounding community.
6. We encourage our children to have positive attitudes, good behaviour, responsibility and high standards of learning.
7. We promote effective teaching in all classes through a variety of strategies such as individual, group and class teaching and a willingness to have a flexible approach.
8. We provide the staff with the opportunity for self-fulfilment and professional development that will enhance the school.
9. We ensure that all resources are managed effectively.
10. We encourage the children to develop a sense of belonging to the community of the school and to understand its role within the wider community.
11. We aim to promote the interest and involvement of parents, governors and others in the life of the school.

# School Curriculum and Organisation

## School Organisation

The children in the school are divided into two parts, Lower and Upper. Children in classes in the Lower School are Years 3 and 4 pupils, and those in classes in the Upper School are Years 5 and 6 pupils. The teacher in each class is responsible for the children's work for much of the time but children may work with other teachers and in other parts of the school. In Upper school Children are placed into ability sets for Maths to cater for different needs. A variety of teaching approaches will be used including whole class, group and individual teaching as appropriate.

## Timings of the school day

8:45am gates open (*pupils should not be on the premises before this time*)

8:55am pupils enter school

9am Registration

10:15am Years 4 & 6 Assembly & Years 3 & 5 Playtime

10:40am Years 3 & 5 Assembly & Years 4 & 6 Playtime

12 – 12:45pm Lower School Lunchtime

12:45 – 1:30pm Upper School Lunchtime

3:15pm Hometime

## National Curriculum

Many of the school activities are determined by the National Curriculum which provides a programme of study for each level of attainment. The National Curriculum consists of subjects which all junior aged children (Key Stage 2) must study at school. There will be increasing emphasis upon Literacy and Mathematics.

## Literacy

Our literacy curriculum is based on the New National Curriculum and builds upon the experiences and knowledge gained by pupils in the Infant School. Pupils are encouraged to read a wide range of literature and have a carefully graded reading book, chosen from our reading areas. Within each classroom, a specific area is designated for a range of high quality reading materials that are age appropriate for each year group. We additionally have a well-resourced library. Those pupils who require extra support with their reading are monitored and heard to read regularly by both school staff and/or voluntary helpers. Some children will participate in some catch-up programmes designed to improve their reading skill and confidence. We expect children to read at home at least three times each week. This should be recorded in the planner/home-school contact book. Teachers work regularly with

small groups of pupils in shared reading sessions, where texts are analysed in greater depth and where the focus is on comprehension.

All children are taught spelling, punctuation and grammar in line with the new curriculum requirements. Children will bring spellings home to learn, that are dependent upon their spelling ability. Some children will receive intervention sessions with a focus on phonics if it is felt necessary.

The daily literacy lessons cover a wide range of genres. In these sessions, pupils explore literacy through a range of media including books and film, through reading, writing, speaking and listening and drama. Pupils are also given regular opportunities to write at length, independently.

We teach a precursive style of handwriting using the Cambridge programme, and all children are encouraged to join their writing once they have mastered a printed script. If a child writes with consistently neat joined handwriting they can be given a pen licence.

## Mathematics

In our teaching of this subject through the daily Mathematics lesson, we attempt to ensure that the children enjoy Mathematics and that they appreciate that it is a useful tool for life. We believe that it is essential for the children to gain a thorough understanding of Mathematics through appropriate practical experience and careful recording. Investigational work will form an important part of the Mathematical curriculum and will enable children to acquire the necessary skills and concepts and to develop their mathematical thinking. Children will be involved in practising these skills and where appropriate will apply them to other areas of the curriculum. Proficiency in basic number work is stressed and computation is often linked with measurement, shape and money. We believe there is a need for children to have a rapid recall of number facts including tables and hope that parents will support their children to practise them at home.

**Bigfoot Maths** - All children are taught mathematics on a daily basis. In addition to this they complete a 'Weekly Basic Skills' test which enables us to identify areas to focus on. Following this test, the children are organised into groups according to the areas which the children need to be taught or practise. These groups change on a regular basis depending on the progress made. This also allows us to work with the children on their personal targets.

The session following on from the test is known as the BIGFOOT (Being In Groups, Focusing On Our Targets) session. Bigfoot maths is aimed at improving number understanding and calculation; the foundation of mathematical understanding. Other mathematical concepts, such as shape, space, measures and problem solving are taught alongside this throughout the week.

Even though we have only been running the Bigfoot sessions since September 2013,

we have already seen a marked increase in the children's confidence and accuracy when solving number calculations, puzzles and problems.

## Information Communication Technology (ICT)

ICT at Brightlingsea Juniors is taught in many different ways, principally through the use of PCs and laptops, but also using programmable devices, scanners, data loggers and digital cameras. Children are taught specific skills, using a wide range of software, as well as being given opportunities to apply their knowledge across the curriculum. Children are taught about e-safety and responsible use of the internet; they are also encouraged to use our safe learning platform which can be accessed both at school and at home. We are equipped with trolleys of laptops, and a trolley of IPADs, which can be used in classrooms; each class also has a PC or Laptop and an interactive whiteboard.

We have a school website [www.brightlingsea-jun.essex.sch.uk](http://www.brightlingsea-jun.essex.sch.uk) this is maintained and updated by school staff. It contains a great deal of information and key documents for parents and visitors.

## International Primary Curriculum

From September 2009 our school has been delivering the International Primary Curriculum (IPC) which is an internationally-minded, thematic, cross-curricular and rigorous teaching structure used in over 50 countries.

IPC is aimed at primary aged children growing up in the 21st Century. It nurtures a love of learning and encourages the necessary key skills and personal qualities. During the school year children will follow a number of units on different themes. These are designed to be creative and challenging. At the start of each unit we will send out a letter to parents to let you know:

- What your children are learning
- What activities they will be doing
- How you can help / support

You can find out more about IPC on their website <http://www.internationalprimarycurriculum.com/> Our IPC Route Map has been updated to ensure coverage of all requirements of the new National Curriculum. The new route map has been finalised and you can download a copy from our school website [www.brightlingsea-jun.essex.sch.uk](http://www.brightlingsea-jun.essex.sch.uk)

## Science

Pupils use a range of methods of enquiry with emphasis placed on the practical and 'hands on' approaches. Through such practical activities scientific skills and processes are introduced and developed and the child's natural curiosity and desire to find out about their world is embraced. The provision is further enhanced through the use of our extensive grounds, wildlife garden, school pets, educational field trips and

increasingly the use of ICT. ICT is embedded within the science curriculum and is used for simulations, recording and graphing of data and research.

## Art

As well as our scheme of work for art we find that art work also arises from all areas of the curriculum. Art often affords opportunity for self expression coupled with awareness of colour, pattern, space and shape. Our pupils will experiment with a range of media. The styles and techniques of successful artists are used to develop awareness of art and to widen the possible techniques to be experimented with and applied.

## Design and Technology

Children are involved in a wide range of practical 'design and build' projects linked to other sections of the curriculum. These projects develop their planning, drawing, measuring, cutting, shaping and modelling skills while using a variety of resistant and pliable materials.

## Geography

The teaching of Geography will be linked to a theme to enable the children to explore areas of experience in depth and to foster their natural curiosity. Pupils will study how people live, work and get together to make a society. They will develop an understanding of how the physical land dictates what people can do. A study of maps and the use of ICT, such as 'Google Earth', enables children to find their place in the world. Pupils will study our natural world and discover how land is formed and is ever changing.

## History

Through our teaching of History we aim to give children a perspective of time and an awareness of the world around them. Children learn to be "detectives": to look at evidence and clues from the past, placing important dates on a timeline, and investigating the consequences and effects of key events in time. They learn to imagine what it would have been like to have lived at times in the past. Wherever possible, the children have access to primary evidence, learning to evaluate its reliability and to detect misleading or biased information. History studies include visits to museums or other historical places where possible, including some historical recreations where the children really get to experience life in another time.

## Music

Children have many opportunities to listen to, enjoy, and respond to a wide variety of musical genres from different cultures. They also learn to improve their singing, and play both tuned and non-tuned instruments in whole class and group sessions.

Peripatetic music teachers visit the school to give individual lessons on a variety of instruments.

## Physical Education and Sport

All children at Brightlingsea Juniors take part in twice weekly PE lessons which cover a range of sports and games. Our children take part in the following sports at different times of the year and according to their age:- Football, Netball, Hockey, Rounders, Athletics, Cricket, Rugby (tag) and Swimming. Swimming is taught off site at Clacton Leisure Pool.

Team sports and competition are encouraged. For example the teaching and coaching of Athletics culminates in a competitive sports day, which has now become an important diary date in our sporting calendar. Such events promote a competitive sporting attitude whilst encouraging sportsmanship.

Extra- curricular clubs are also an important element in the promotion of a fit and healthy lifestyle. These clubs usually run after school and are not part of the statutory curriculum. The range on offer will vary according to the current interests and passions of the school staff.

Some sports clubs and PE lessons are organised and run by qualified professional coaches.

## PSHCE (Personal Social Health & Citizenship Education)

PSHCE is an important part of our school curriculum that helps to give pupils the knowledge and understanding they need to lead confident, healthy, independent lives and to become informed, responsible citizens.

It is taught both intrinsically through other subjects like science and PE and explicitly during dedicated PSHCE and Circle Time lessons. PSHCE topics also form part of our Collective Worship time. Specific lessons, role play and drama, class discussions and many informal conversations with children can be occasions for promoting our school ethos and the values which PSHCE encompasses.

Children will learn consideration for others, the responsibilities of being part of a community, the value of human relationships and the moral values of right and wrong. They are taught that with rights come responsibilities.

Our PSHCE curriculum also covers hygiene, physical fitness – which is taught alongside PE, nutrition and physical growth and development at child appropriate levels.

### **Controversial and Sensitive Issues**

Staff are aware that views around some PSHCE related issues are varied. However, while personal views are respected, all PSHCE issues are taught without bias. Topics

are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions but also to respect others who may have a different point of view.

### Sex & Relationships Education (SRE)

Work concerning family life, parental care, growth and development, personal relationships and caring for others will provide opportunities for children to ask questions about the basic facts of reproduction and about values and attitudes. Sex & Relationships Education will be linked to our Personal Social Health & Citizenship Education Programme. We involve Health Professionals in this aspect of work. Parents have the opportunity to see videos before they are used in the classroom. Parents can withdraw their children from all or part of the Sex & Relationships Education provided, except that which is required as part of National Curriculum Science.

### Modern Foreign Languages (MFL) - Spanish

A few years ago when Modern Foreign Languages were added to the primary curriculum, we introduced Spanish lessons for all children in the school. At Brightlingsea Juniors, we believe that learning a language is a valuable experience for our pupils and hope to introduce them to another language in a way that is enjoyable and fun. We also aim to help the children develop their awareness of cultural differences in other countries and to stimulate their curiosity about other languages. By teaching our pupils Spanish from Year 3, with support and advice from our secondary colleagues, we hope to lay the foundations for future study.

### Religious Education

School assemblies, based broadly on Christian principles, set out to emphasise the belief that children should live and grow together in harmony. They also promote a greater understanding of other people's needs and beliefs both locally and world wide. Our Religious Education scheme of work is also mainly focused on Christianity but will also cover the main elements of other world religions including Buddhism, Hinduism, Islam, Judaism and Sikhism. Parents who wish their children to be withdrawn from Religious Education and Collective Worship should consult the Headteacher and alternative arrangements will be made.

### Special Educational Needs

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure all pupils are achieving as much as they can. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. We also make ongoing assessments of each child's progress which

enables us to identify children with Special Educational Needs (SEN) who need additional help in school.

Additional support is given to all children with Special Educational Needs, whether for learning, physical, emotional or social difficulties. This is given either within their classroom setting or during individual/group time in a distraction free environment and with minimal disruption to their daily class lessons.

A range of teaching styles and intervention programmes are used to support pupils individual learning in order to improve their basic skills. Parents are always kept informed of any programme of learning. Some of the programmes we regularly use, that have proved to be successful in raising attainment include:

- **Read Write Inc** – A structured literacy intervention programme aimed at developing children’s reading and writing using synthetic phonics. The children learn how to sound-blend words for reading at the same time as developing handwriting and spelling.
- **Speech & Language Therapy Groups** – Experienced and trained support staff help children develop their language and communication skills. Through this, children increase their confidence in the classroom when talking to others and in their narrative writing.
- **Gym Trail** – Weekly group sessions led by trained support staff to develop children’s gross and fine motor skills. Activities support children in achieving basic physical skills and improving core stability and balance, co-ordination and body awareness.
- **Talking Partners** – Talking Partners is a short term intervention strategy. It is delivered by a trained learning support assistant. Its aim is to increase independence in speaking and listening. The children learn how to listen more actively and talk for a range of purposes. It is a ten week programme, with three sessions per week, for about 20 minutes each time.
- **‘Bubble time’ & Social Skills Groups** – Experienced and trained support staff help children who have social/emotional and communication difficulties or may experience problems with friendships to develop their skills and independence. These sessions allow the children to learn through discussion and role play.

We regularly monitor and assess all children’s learning and progress and we discuss this at least termly with parents. We have a range of additional interventions to support children’s learning and development. Children with SEN will be continually monitored by their class teacher and their progress will be reviewed formally every half term through our Believe and Achieve system which includes assessments in reading, writing, mathematics, as well as attitudes to learning. The progress of children with a statement of SEN or an EHC (Education Health Care Plan) will be formally reviewed with all adults involved with the child’s education. The SENCo and/or Inclusion Leader will also regularly check that your child is making good progress.

## Children With Disabilities

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in 1995. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment, within its resources, that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access. We use specialist equipment as and when necessary for pupils. Our Accessibility Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Our SEN & Inclusion policy aims to highlight our commitment to raising standards for all children and sets out the expertise and resources that already exist within our school.

Teachers ensure that all children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their actions
- Are taught in groupings that allow them all to experience success
- Use materials that reflect a range of disabilities and social and cultural backgrounds, without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Participate fully, regardless of disability or medical needs

### Admission arrangements for disabled pupils

Admissions are controlled by the Local Authority. We recommend that parents/carers make contact with school as soon as possible if they are considering applying for a place. This will allow the school time to plan and prepare for the admission in terms of securing specialist equipment, support and advice. At Brightlingsea Junior School disabled pupils will not be treated less favourably for a reason related to their disability. We do not discriminate against children in admission arrangements and will endeavour to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.

## Parental Involvement

We encourage parents to take an active interest in the education of their children and to feel involved in the work and life of the school. The school welcomes the involvement of parents who feel able to help in the classroom.

At the start of each school year, in September, each year group holds a 'Meet the

Teacher' session. Information on topics for the forthcoming year along with other useful information is shared with parents. There are opportunities for parents to discuss their child's progress at Parent Evenings and to find out about various aspects of the curriculum.

Please don't wait until the next Parents Evening if you are worried about something or think there is anything we need to know about your child. You can call into the office and leave a message or book an appointment with the classteacher. If you are still concerned after your chat with your child's teacher then please make an appointment with our Deputy Head or our Headteacher. We want to work together with you, in partnership, to ensure your child is happy and reaches his or her full potential in our school. The Headteacher and teaching staff believe a child will only develop fully if school and home act together as partners with a shared responsibility for the child.

### Children's Behaviour

In the school and its surroundings there are ample opportunities which the teacher uses to encourage better social behaviour, for example: in the playground, at school meals and moving around the school as well as the classroom. Above all there is a consistency of social standards in the class and throughout the school shown by the outlook of the Head, the teachers and all the staff, so that the children understand our expectations of them. Parents will be contacted quickly if their child is experiencing particular behavioural or academic problems and we hope parents will not hesitate to come in if they have any anxieties or queries.

### Code of Conduct

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. Our school rules are displayed throughout the school and reinforced by all staff.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

### **Our Code of Conduct is:**

|               |  |
|---------------|--|
|               | <b><u>Take Care of Yourself</u></b>  |
| <b>1.</b>     | <ul style="list-style-type: none"><li>Do anything silly or dangerous where you might be hurt.</li></ul>      |
| <b>Never</b>  | Stay in school at break times or leave school without permission.  |
| <b>Always</b> | <ul style="list-style-type: none"><li>Tell someone if you are unhappy, being picked on or bullied.</li></ul> |
|               | <b><u>Take Care of Others</u></b>  |
| <b>2.</b>     | <ul style="list-style-type: none"><li>Do anything to hurt others (such as hitting/name calling).</li></ul>   |
| <b>Never</b>  | Distract others from working.<br>Be cheeky or rude to adults.  |
| <b>Always</b> | <ul style="list-style-type: none"><li>Be friendly to visitors, newcomers and other children.</li></ul>       |

|  |   |
|--|---|
| <b><u>Take Care of your School</u></b>   |   |
| <p><b>3.</b></p> <p><b>Never</b></p>   | <ul style="list-style-type: none"> <li>• Steal or deliberately damage school equipment.</li> <li>Drop litter or damage the school building.</li> <li>Give the school a bad name.</li> </ul>   |
| <p><b>Always</b></p>   | <ul style="list-style-type: none"> <li>• Be proud of your school.</li> </ul>  |
| <b>Our Listening Code</b>  | <b>Our Line up Code</b>   |
| <p><b>When I am asked for my attention I:</b></p> <p>Stop what I am doing<br/>                 Empty hands/show me five<br/>                 Look at the teacher<br/>                 Keep quiet and still<br/>                 Listen to instructions</p> | <p><b>When I am asked to line up I:</b></p> <p>Walk to the end of the line<br/>                 Leave a person space<br/>                 Keep my hands and my feet to myself<br/>                 Keep quiet and still<br/>                 Listen to instructions</p> |

These basic rules displayed in all classrooms and corridors and regularly verbalized in assemblies and PSHCE lessons.

### **Rights and Responsibilities**

|   |   |
|---|---|
| <b>Children's Rights</b>  | <b>Children's Responsibilities</b>  |
| <ul style="list-style-type: none"> <li>• To be respected</li> <li>• To be heard</li> <li>• To be believed</li> <li>• To be trusted</li> <li>• To learn</li> <li>• To be safe</li> </ul> | <ul style="list-style-type: none"> <li>• To show respect</li> <li>• To listen</li> <li>• To tell the truth</li> <li>• To be trustworthy</li> <li>• To allow teaching</li> <li>• To take care</li> </ul> |

### **Rewards and Sanctions**

We believe in rewarding good behaviour. It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

We use a variety of rewards including stickers, certificates and Headteachers Awards. We also have regular Achievement Assemblies and we hold termly Governors Awards presentations.

A range of sanctions are available when behaviour falls short of expectations. When sanctions are applied, children should be helped to understand why what they have done is not acceptable.

## 'Believe & Achieve' Mentoring Programme

All parents want the best for their children. So does Brightlingsea Junior School. From September 2013 we introduced a new method of tracking a child's progress and setting targets for improvement. This is our 'Believe and Achieve' mentoring programme. 'Believe and Achieve' will be the main vehicle for ensuring that children reach their potential. It also forms the basis of parental consultations and reporting to parents.

Our 'Believe and Achieve' mentoring programme involves all children and all staff, all of the time.

### **Aims of 'Believe & Achieve'**

- To raise standards for all
- To motivate and involve children
- To inform and involve parents

The child will remain central to the whole process throughout.

### **Find out more**

Class teachers will share further information on the programme with you at the 'Meet the teacher' sessions at the start of the school year, and later in the the Autumn term at your parent consultation meeting. You can also find out more by visiting the 'Believe & Achieve' section of our school website [www.brightlingsea-jun.essex.sch.uk](http://www.brightlingsea-jun.essex.sch.uk)

# General Information

The following information has been set out for your easy reference.

## Absence from School

It is very important that you inform the school of any absence either by telephone or by sending a note to the class teacher on the first day of absence. By law the school must know why your child is away. Any unauthorised absences are required to be reported in our returns to the Authority.

Should your child become unwell whilst at school we may need to contact you or a relative. Please do make sure that you keep the school office up to date with any changes of telephone number, address or workplace as well as other contact names and telephone numbers.

## Admission Arrangements

### **Brightlingsea Junior School**

Eastern Road, Brightlingsea, Colchester CO7 0HU

Telephone (01206) 303618

Email: [admin@brightlingsea-jun.essex.sch.uk](mailto:admin@brightlingsea-jun.essex.sch.uk)

Community

7 - 11

DfES Number: 881-2072

Published admission number 2016/2017: **90**

Number on roll: **333**

### **Admissions Policy**

There is no guarantee of a place for children living in the priority admission area. Looked After Children and previously looked after children (as defined in the Primary Education in Essex 2016/2017 booklet) and children attending the partner infant school who request a place at the junior school will be allocated a place providing an application is received by the closing date.

In the event of oversubscription any remaining places will be allocated using the following criteria in the order given\*:

1. Children with a sibling attending the school or the partner infant school;
2. children living in the priority admission area;
3. remaining applications.

In the event of oversubscription within any of the above criteria, priority will be determined by straight line distance from home to school, those living closest being given the highest priority.

\*For applications received after the start date of Year 3 Looked After Children and previously looked after children will be given priority ahead of all other applicants. Waiting list held until: end of autumn term.

#### Agreement for children living in the priority admission area

The LA may, in exceptional circumstances, offer places above the published admission number (during and after the normal time of admission): if the journey to the next nearest school with a space is not reasonable in terms of distance, accessibility or cost.

#### **Applying mid-year for a school place:**

Applications made after the start of the autumn term need to be made directly to planning and admissions. <http://www.essex.gov.uk/Education-Schools/Schools/Admissions/Pages/Applying-mid-year-for-a-school-place.aspx>

Please note that you will need to complete and submit the form in one session, it is not possible to save the form and return to it later.

On receipt of an application after the start of the autumn term the LA will contact the school in writing for the up-to-date numbers. If there are spaces in the year group an offer will be made or if not a refusal will be sent and the right of appeal given if it was a first application for the year group. The LA expect to be able to let you know the outcome by letter within 2-3 weeks of receipt of your application.

#### **General advice from Essex LA Planning & Admissions**

We recommend that you contact the schools you are interested in directly about place availability before submitting the application.

There is no guarantee of a place at a preferred school. We advise you carefully check the availability of places at schools when considering moving house.

Please remember, moving schools is a serious step to take. You should not remove your child from his/her current school before you have an offer of another school place.

#### Arrangements for Parents to Visit the School

If you have any concerns about your child's welfare or progress at any time please come into school and speak with your child's teacher about this. The office staff will be happy to arrange an appointment before or after school if you require a longer meeting with the classteacher.

Parents of new entrants will be invited to a meeting during the school year prior to their child's transfer from the adjacent Infant School. The children will attend separate sessions. This provides an opportunity for both parents and children to see the school and meet some of the teaching staff they will be in touch with during the years to come.

## Attendance Times

School Session Times :

Lower School : 9.00am - 12.00 noon and 12.45pm - 3.15pm

Upper School : 9.00am - 12.45pm and 1.30pm - 3.15pm

Children should not arrive at school before 8.45am as the school cannot take responsibility for any child before this time, however, please ensure that your child is punctual as lateness is disruptive. Before school children should make their way directly to the playground area where there is supervision from 8.45 am. Gates will remain locked until this time. During a normal school week 23.75 hours will be spent on teaching. This time includes Religious Education but excludes Assembly, Registration, Morning and Lunch Breaks.

### Why is good attendance important?

Good attendance is essential if children are to fulfil their potential and is viewed as a parental responsibility. We believe that if your child is to benefit from education, good attendance is crucial. School work is easier to cope with. Pupils feel more secure. School work is more satisfying and results are better.

### Why is punctuality important?

Poor punctuality causes your child to miss essential teaching inputs and is an unacceptable disturbance to lessons. We regard good punctuality as a parental responsibility.

### What is meant by unauthorised absence?

Some absences are allowed by law. For example, if a child is ill or there is a family crisis such as a funeral. However, there are other times when pupils are absent which are not permitted. We need the help of parents to cut down on the following

#### **unacceptable types of absence:**

Going to have their hair cut

Going out to buy shoes

Sleeping in

Doing the shopping

Having a birthday

Christmas shopping

We realise that on some occasions there may be a particular problem that causes your child to be absent. Please let us know and we will deal with it sympathetically.

### Brightlingsea Juniors - Absence record for pupils (September 2014/ End of July 2015)

Number of pupils of compulsory school age on roll for at least one session 343

Percentage of sessions missed through authorised absence 4.1%

Percentage of sessions missed through unauthorised absence 0.5%

## Book Fairs

From time to time we organise Book Fairs. These are a good way to promote reading by displaying a wide selection of books for children and parents to purchase. These events also help to raise vital funds for the school, much of which is then spent on replenishing our school library and class library stocks.

## Bullying

Bullying can include the following:

- Frequent name calling and teasing (more than a friendship dispute)
- Threats and extortion
- Physical violence
- Damage to someone's belongings
- Leaving pupils out of social activities deliberately and frequently
- Spreading malicious rumours
- Bullying by mobile phone text messages or email.

### **Parents and families have an important part to play in helping schools deal with bullying:**

Discourage your child from using bullying behaviour at home or elsewhere. Show them how to resolve the difficult situations without using violence or aggression. Watch out for signs that your child is being bullied or is bullying others. Parents and families are often the first to detect that a problem exists. Don't dismiss it. Contact the school immediately if you are worried.

**If your child is bullying other children.** Often parents will be unaware that their child is involved in bullying.

Children sometimes bully others because:

- They don't know it is wrong
- They are copying older brothers or sisters or other people in the family who they admire
- They haven't learnt other, better ways of mixing with their school friends.
- Their friends encourage them to bully
- They are going through a difficult time and are acting out aggressive feelings

### **What to do if your child is being bullied**

- Tell your child that bullying is not acceptable behaviour and that you will do what you can to get the bullying to stop.
- Listen to your child's fears, reassure your child that it is not their fault and that this is not something they will face alone.
- Let them know that you will help them.
- Don't pressurise them to talk to you.
- Help them build up their confidence.
- Praise and encourage them.
- Talk to his/her teacher and try to work with the school on tackling the problem\*

- Keep a bullying report - keep records and written details of incidents and if known, the names of perpetrators.

\*At Brightlingsea Junior School we take allegations of bullying very seriously and we have a comprehensive Anti-Bullying policy. If you have concerns about your child we ask that you discuss these initially with your child's classteacher as soon as possible. This is the first important step you need to take. This enables us to monitor the situation in school and investigate what has been going on. Usually most issues can be resolved at this stage.

If you have already discussed concerns about bullying with your child's classteacher and things are not getting any better then you need to make an appointment to meet with our Deputy Headteacher, Mrs Higgins.

### Child Protection

Please see 'Safeguarding Statement'

### Complaints Procedure

We hope that your child's time at Brightlingsea Junior School is happy and productive. We are always keen to discuss matters with parents, to ensure that every child achieves his or her full potential. If, at any time, you have any concerns about your child at school, then please do not hesitate to contact the school and, if necessary, make an appointment to see relevant staff members to discuss any issue.

It is important that parents and carers support the school in its constant drive to raise standards and we would much rather discuss any grievance with you than it being discussed in other forums. Therefore, we would recommend that any concerns or issues are not discussed on social media sites as this could be potentially damaging for the school and pupils.

A copy of our complaints procedure, including guidance for parents, is available from the school office or our website [www.brightlingsea-jun.essex.sch.uk](http://www.brightlingsea-jun.essex.sch.uk)

### Discipline and Pastoral Care

Throughout the school children are praised and rewarded for good behaviour and effort.

The staff have responsibility for all the children in the school as well as more particular responsibility for the children in their own classes. This care is carried beyond the class area situation to play and dining areas for the whole time the children are at school.

The values, standards and attitudes of the school community are made clear by example and discussion and the rules referred to earlier in this prospectus. If a child displays persistent anti-social behaviour, consultation is arranged between the teacher and parents so that a combined effort can be made to improve the situation. We have a clearly defined Pupil Discipline Policy.

## Dogs

Dogs are not permitted in certain areas of the school grounds. These areas are clearly signed, and include the junior playgrounds and side entrance and the infant playgrounds. Dogs are allowed in other shared areas such as the field and central gate area. Governors have ruled that if parents bring dogs onto the school site they must be on a lead and under the control of an adult at all times. Dog mess must be immediately cleaned up by the owner, spare bags are available from the Junior School office if you forget to bring one.

Dogs (other than assistance dogs), are not permitted in the school building, with two exceptions - the school is occasionally visited by Mrs Claydon's dogs, a french bulldog named Bonnie and an english bulldog named Spike. Bonnie and Spike are registered 'Pets as Therapy' visiting 'PAT' dogs and have undergone training and passed a special assessment to enable them to visit schools, retirement homes and hospitals etc. They are both very calm and friendly and have been successful in helping some of our pupils overcome a fear of dogs. Bonnie and Spike have also proved useful as a teaching aid to support work in PSHCE on staying safe around animals and being a responsible pet owner – so much so that Bonnie has been invited to visit other local schools. Bonnie and Spike also listen to pupils read, as part of a recently introduced Pets as Therapy scheme – 'Read 2 Dogs'. Our pupils look forward to these Pets As Therapy visits.

## Educational Visits

Visits to an appropriate part of the locality are often an important element in the children's work. When these visits take place during school time we ask parents to make a voluntary contribution towards the costs. These trips can only take place if parents support us by making these payments. If any family finds these payments difficult please contact the Headteacher to discuss this in confidence. The school policy on charging and remissions is in line with that of the Local Authority. A copy of this policy is available in school.

## Emergency Closure

If there is very severe weather or a major incident outside the school's control the Headteacher and governing body would have to make a decision to close the school. In the event of very heavy snow it is likely that our school will have to close as almost all of our class teachers, as well as our Head and Deputy, live outside Brightlingsea and have to drive to work. Clearly if these staff are unable to get to school there

would not be enough adults in school to safely supervise your children. Whenever possible a joint decision would be made with Brightlingsea Infant School. A decision would be made as early as possible in the morning.

Some radio stations have advised that they will no longer be able to list school closures on their websites, however ECC have introduced a new online notification system to keep parents informed. This is the best place for parents and guardians to access information as it will provide a definitive list of any closures. We hope radio stations will also continue to support us by announcing closures on air and on their websites but, as we have no control over this content, the new council webpage should be considered the first port of call. Notification of a school closure will be added to a live feed on the emergency school closures page on the council's website: <http://www.essex.gov.uk/Education-Schools/Schools/Dates/Pages/Emergency-School-Closures.aspx>

The page will refresh at 6pm each evening and closure lists for the next day will then go live.

In addition to this new ECC website system we will continue to also take the following action to keep parents informed of any closure in the event of severe weather:

- We will post a closure message on the **News** page of our school website
- [www.brightlingsea-jun.essex.sch.uk](http://www.brightlingsea-jun.essex.sch.uk)
- We will endeavour to use our **SchoolComms** service to personally **text** parents to let you know of school closures but parents should not rely on this method, as in previous years when many schools closed due to snow the Parentmail system we were using could not cope with the demand and failed to deliver the messages we sent!
- We will also 'tweet' school closure messages on **Twitter** - you can follow us at <http://twitter.com/BrightlingseaJ>
- **Signs** will be placed at the **school gates** to inform parents and pupils that had missed the website bulletins.
- Our Site Manager will update the **school answer machine** with a school closure message.

There would be a limited number of staff in our school (who live within reasonable walking distance) but not enough staff to safely supervise pupils in the school for that day. Please try to avoid phoning the school if at all possible so that the lines can remain free for outgoing calls e.g. to parents to collect children that have arrived at school.

The same procedures would apply if we have to close early, during the school day, due to worsening weather conditions. We would update the Essex County Council (ECC) website and use our SchoolComms system to text parents. All children will be kept at school until an adult arrives to collect them.

In the unlikely event of the school ever having to be temporarily closed at short notice for any other reason, e.g.: burst pipes, lack of heating or closure of the road into Brightlingsea etc., the same procedures would apply. Once again an early decision would be taken whenever possible, texts would be sent to parents, a closure notice placed on the ECC website and our school website and notices would be placed at the school gates.

## Exclusions

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to fixed term exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

In exceptional cases, the Headteacher may exclude a child from the school for a fixed period, or may propose permanent exclusion. Parents have a right to make representation (written in the case of fixed term exclusion) to the Governing Body and Local Education Authority at the meeting(s) called to consider the exclusion.

## Extra Curricular Activities

Clubs take place after school and parents will be sent a letter each term about the choices and times of activities. Their exact nature varies with the time of year and the interests of the staff. A permission slip must be completed by parents or carers for each club. In the event of oversubscription a waiting list will be drawn up.

If your child joins a club, we expect him or her to attend each week, unless the teacher concerned is informed by the parent.

In the past clubs have included Olympic Legacy, Drama, Critters Club (animals & nature), Football, Press Pack (Journalism), Tag Rugby, Netball, Rounders, Choir, and Gardening. If you would like to know about current extra curricular activities on offer please ask.

## Gifted and Talented Children

The school aims to develop each child intellectually, socially and emotionally and it is within this that we recognise and provide provision for the gifted and talented pupils in our school. We regularly celebrate achievement and success which will also include that accomplished outside school.

## Governors

The school has a Governing Body which is responsible for many aspects of school life, including the Finances and the Curriculum. The governors meet several times per term and oversee the running of the school. Representatives from the Governing Body attend termly parents evenings to enable all parents to ask questions or put forward points of view.

The Governing Body consists of the Headteacher, staff representatives, parents and other members representing public service, commercial enterprise and the local community.

### Governor Awards

Twice a year our Governors hold a special award ceremony. Parents and carers of award winners are invited to attend and join in the celebrations. Refreshments are served, including delicious star shaped biscuits from our school kitchen.

Each class selects one pupil to receive an award in each of the following categories:

**Teamwork**

**Progress**

**Great Attitude towards learning**

**Kindness & friendliness**

In addition each year group selects one pupil to receive a **Special Recognition** award.

Certificates are presented at the ceremony and pupils are given a special gold star badge to wear on their school uniform.

## Holidays in Term Time

**The Education (Pupil Registration) (England) (Amendment) Regulations 2013 make clear that Headteachers should not grant any leave of absence during term time unless there are exceptional circumstances.**

Any unauthorised absence can result in a Penalty Notice for £120 (£60 if paid within 21 days); a Penalty Notice will be issued to each parent for each child taken out of school. If parents do not apply for leave of absence in advance of taking it, the absence will be recorded as unauthorised. If you keep a child away for longer than was agreed, any extra time is recorded as unauthorised.

The school can only consider authorising requests for leave if the conditions detailed in the application cover letter can be deemed as an exceptional circumstance. It should be noted that explanations such as a parent could not get time off work in the Summer are no longer considered an exceptional circumstance, because it is expected that thought should be being given to whether it is possible for a family to take holiday during one of the five other school closure periods during the year. In addition no requests for leave can be granted if the period of absence would include any

internal or external examinations (or the month immediately before these take place). For Y6 this would be the KS2 SATs tests which take place in May.

Updated leave of absence forms are available from our school office and any application must be accompanied by a letter clearly outlining the exceptional circumstances. The application should be made by the parent with whom the child resides.

The school is still able to authorise absence for extra-curricular events such as sports events or music exams.

In the interest of your child's education please try to take holidays in school holiday time whenever possible. A 2 week holiday in term time would mean that your child would miss at least 50 hours of education. Missing two weeks of term time in each year of a child's school life is the same as missing one whole school year. Details of school terms and half-terms are in Appendix 2

## Homework

Homework is an important part of education and the school tries to ensure that the work set is relevant, limited and manageable. Homework completion and return is tracked through our 'Believe and Achieve' Mentoring Programme and is seen as an important element of the Attitude section of performance. Please check regularly if your child has homework and help them to ensure it is completed and returned on time.

All children will be asked to practise reading at home. For younger children this may mean reading aloud but for older children it may mean talking about their book to develop comprehension skills.

Children taking responsibility for their homework lays down the foundations for future study habits and we hope parents will support this practice.

## **Learning Logs**

Your child will bring their learning log home on a fortnightly basis. It will be sent home on a Friday and should be returned to school by a week on Monday. This gives ten days to work on the learning objectives set.

Your child's teacher will stick in a label to remind each child what learning they have covered and should develop and extend in their learning log.

There is no right way or wrong way to complete the learning log. Children can choose how they would like to present their work, through pictures, diagrams, writing, photographs, or even 'lift the flaps'. The work should be child-led. Please feel free to give support and encouragement but do not do it for them!

Only one double page should be completed each fortnight. If your child wants to extend the space they have available, they could carefully attach fold outs or flaps. This should all fold neatly back into the book.

Please explore the following web-site for more information and ideas on how to get the most out of your child's learning log. <http://www.learninglogs.co.uk/>

## Insurance

Parents should be aware that the Authority does not have personal accident insurance for pupils and they should make their own arrangements if they feel it necessary.

## Jewellery

Watches and plain stud earrings are the only items of jewellery which may be worn at school and these **must be removed during P.E. and swimming lessons.**

Teachers are not permitted to assist children with the removal of jewellery. If children cannot remove earrings themselves they should be taken out at home on the days the child does PE, swimming or after school sport clubs. Children should not have more than one stud in each ear.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others, for this reason Essex LA now insist that earrings be removed for all PE lessons (taping over earrings is no longer permitted).

If your child wishes to have their ears pierced it would be appreciated if this could be done at the start of the summer holidays in order to prevent them from being unable to participate in PE, Sport (including after school clubs) and Swimming for 6 weeks.

## 'Kids Club' Out of School Provision

We are fortunate to be able to offer 'The Kids Club' Out of School Provision on our school site. This provision is managed by Brightlingsea Infant School and is open to all pupils at both the Infant and Junior Schools. It operates five days a week almost all year round.

Sessions are from 07:30 to 09:00 and 15:00 to 18:00 during term times and 08:00 to 18:00 during school holidays. Children can attend for breakfast or after school sessions during term times or for half day sessions or full day care during the holidays.

## Lost Property

We keep a 'lost property' box near the rear entrance to the school. Staff make every effort to reunite named items with their owners. Items without names or with illegible names will be placed in the lost property box, which is emptied at the end of each term. Unclaimed items of lost uniform will be donated to the PTA to be sold at their events, other items will be donated to local charity shops.

**Please ensure that all of your child's clothing and possessions are clearly marked with their name.** Please check this regularly to ensure it is still legible.

We will always do our best to recover items that go missing, but unless they are clearly marked it is sometimes very difficult, with many similar items, to establish the correct owner. Items of value should not be brought to school. The school accepts no legal liability to make good any loss.

## Medical Information

If your child has an on-going medical condition it is essential that you put details of this and any necessary medications, on the the admission form for the school. Please also indicate if there is anything physical your child should not do as a result of the condition. If your child develops a medical condition during their time at this school please ensure that the above information is reported to the school office.

If your child has been ill but is regarded by the doctor as fit to return to school, provided a prescribed medicine is taken, then a form can be obtained from the office. This must be completed by you to inform us of the medication, the dosage and the time it is required to be given during the school day.

Pupils suffering with asthma should keep an inhaler in school. Inhalers should be kept in classrooms. Spares, if needed, can be stored in the school office.

## Mobile Phones

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the headteacher. Parents who insist that children require a mobile phone during school hours must express these reasons (i.e weekend sleepover) in their request to the headteacher in writing. Such requests will be considered on an individual basis.

If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours. All phones handed into the office must be clearly labelled with the child's name.

Reasons: During school hours contact is possible through the school's land lines. Mobile phones in school present an unacceptable disturbance to lessons, potential for theft, cyber bullying and online exploitation.

### Parent Letters

Parents are kept in touch with forthcoming events through the means of regular school newsletters. These bright orange letters are sent home with every child and we hope most of them arrive safely! Please check your child's bag regularly. Copies of newsletters and all other letters sent to parents are kept in a file in the entrance foyer.

### Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coat. The school accepts no legal liability to make good any loss.

### Pets As Therapy

Please see 'Dogs'

### Road Safety

For reasons of safety parents, children and visitors are requested not to use the staff car park as a short cut. The path to the main entrance should be used at all times when visiting the school.

To ensure that it is as safe as possible for children entering or leaving the school premises please don't park your cars too close to the school. It will help greatly to reduce congestion and improve the safety of all our pupils.

**The school site is not accessible to cars between 8.30 and 9.00 am and 3:00 and 3.30pm.** During the school day vehicular access to the site is restricted to official school visitors, disabled drivers and deliveries. **NO PARENTS CARS ARE PERMITTED IN THE SCHOOL CAR PARK.**

We have a small waiting area outside the Western Road gates which may only be used by authorised vehicles (school bus and taxis) parents are not permitted to wait or park there.

We have bicycle racks available for pupil's cycles. Please ensure your child has traffic awareness and the cycle has a lock. We would also strongly advise you provide a cycle helmet. Bicycles must not be ridden on the school site in the interests of safety. Pupils should not ride on the pavement and should be aware of other road users.

## Safeguarding Statement

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children.

### **Keeping Children Safe in Education (DfE 2015)**

Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies before we contact you. We will always try to ensure that our concerns are discussed with the parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

The procedures we follow have been laid down by the Essex Safeguarding Children Board (ESCB). The ESCB is a statutory multi agency organisation which brings together agencies who work to safeguard and promote the welfare of children and young people in Essex. If you want to know more about this procedure, please speak one of our Designated Safeguarding Officers or a copy of our Safeguarding Policy can be downloaded from the Parents & Carers page of our school website.

Our Designated Safeguarding Officers (DSOs) are:

- Claire Claydon – Headteacher
- Amanda Higgins - Deputy Head
- Gill Tokley – Inclusion Leader

If you are concerned about a child's welfare, please record your concern, and any observations or conversation heard, and report to one of the DSOs as soon as possible the same day. Do NOT conduct your own investigation. If your concerns relate to the actions or behaviour of a member of staff, then you should report this to one of the DSOs in confidence, who will refer the matter to the Headteacher (or the Vice Chair of Governors if the concern relates to the Headteacher) – who will consider what action to take.

## Schools Association (PTA)

Brightlingsea Infant and Junior Schools Association is a registered charity aiming to raise funds to increase the quality of our children's educational experience through fun and memorable events for all the family.

Our main events are the Christmas and September fairs but we also hold a Christmas gift table, art & craft sales, school discos, film nights, pre-loved school uniform sales and social events.

In the past money has been raised for both schools which has been spent on interactive whiteboards, computer equipment, library furniture and books, playground and PE equipment, a projector and screen for the Junior hall and contributions

towards building and structural work. Most recently money raised by the PTA was used to resurface an area of the grounds with artificial grass to enable it to be used all year round.

We consist of a core committee with a number of other regular and floating members. Meetings are held when forthcoming events and ideas are discussed and organised. We welcome all new and existing parents and carers and urge anyone who wants to have a bit of fun whilst working towards a good cause to get involved in the organisation, running and attendance of our events. It's a great way to make new friends and contribute to your child's education. You can do as much or as little as you wish, from organising whole events to folding raffle tickets in the comfort of your home or just attending our fun and varied events throughout the year. If you use Facebook please join our PTA group and keep up to date with planned events <https://www.facebook.com/groups/brightlingseaschoolspta/>

**All help and support is gratefully received and we would like to thank you in anticipation for your assistance in the forthcoming year.**

### School Council

Each of our classes holds regular class council meetings. Elected representatives from each class meet regularly with the Deputy Headteacher to form a school council. Our school councillors are very important members of our school community, they represent their fellow pupils and are involved in decision making. Our School Council provides a basis for active learning of important life skills, such as speaking and listening skills, teamwork, emotional literacy, problem-solving, moral reasoning skills, self-esteem and self confidence. The School Council experience provides a dynamic foundation for learning about citizenship and enables our children to have a voice and to understand that their opinions count.

### School Gateway (electronic payment system)

School Gateway is the safe and secure way for parents to pay money to the school using credit or debit cards. At Brightlingsea Juniors you can use School Gateway to pay for school trips, dinner money and/or school uniform.

You will find a link to the School Gateway payment site on the 'Parents & Carers' section of our school website.

### School Meals

We run our own kitchen and provide a balanced menu of home cooked meals, using local produce where possible. We have a school nutrition policy and all school dinners meet current nutritional guidelines. You can view and download copies of our latest menus from our school website [www.brightlingsea-jun.essex.sch.uk](http://www.brightlingsea-jun.essex.sch.uk)

All dinner money should be brought to school on Monday (or the first day of the week that the child is at school). However, we do appreciate that it is sometimes necessary for a child to stay for a lunch at short notice and in these cases payment may be sent on the day the lunch is required. All money should be in an envelope labelled with the child's name and class. Cheques should be made payable to "**Brightlingsea Junior School**".

Since September 2014 the cost of a school meal has been £2:00 and there are no plans to increase this from September 2016.

#### Packed lunches

Pupils may, instead, bring packed lunches from home in a clearly labelled container. Sweets and chocolate bars are not permitted in lunchboxes. Please support our work to maintain our National Healthy Schools status by providing your child with a nutritious and healthy packed lunch.

#### Basic Meal Procedure

In the past the school has experienced significant problems with the payment of dinner monies. With the agreement of the Governing Body the school introduced a basic meal policy in 2009 to prevent dinner money arrears. This procedure was effective and reduced our arrears drastically and we haven't had to evoke the procedure for a considerable amount of time.

The basic meal policy prevents further arrears from building up as the basic meal will be provided by the school free of charge, once arrears have been cleared normal school meals will resume. This will help to prevent families from going further in to debt.

If payment is not made and a school dinner is requested then your child will receive a school meal as normal in the first instance. Parents will then be contacted and notified that they owe the school the cost of a school dinner and given a reminder of the basic meal policy. If the money is paid before the next school dinner is requested normal meals will be provided. However, if payment is not made and another school meal is requested, the child will only be supplied with a basic sandwich, a piece of fruit and a drink of water. There will be no charge for this basic meal. The school will make every attempt to notify parents on the morning of a basic meal being provided, to enable them to bring in the dinner money before lunchtime or send in a packed lunch for their child. Basic meals will continue to be provided until the arrears are cleared and then normal school dinners will resume.

This will have no impact on the majority of our parents who always pay in advance or on the day for school dinners. It should also have no impact on those parents that have genuinely forgotten to send in the dinner money, or the child who has mislaid their money, providing they bring the money in promptly, as the basic meal is only triggered once a second unpaid meal is requested. Our aim is only to target our persistent offenders and to prevent the school from building up further arrears.

Your child may be able to get **free school meals** if you get any of the following:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on – paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit

Please see Mrs Wills in the school office if you think you may be eligible. **If you are entitled to free school meals please take up this entitlement as free school meal levels affect the way in which the school is measured against other schools; it is vital that figures are accurate.** Eligible families transferring from Year 2 into Year 3 will need to apply for free school meals in July in order for that funding to be available from September when their child joins us.

### School Pets

We have two large outdoor enclosures housing our school pets. Currently we have a small herd of guinea pigs. Spending time with our school pets is a popular reward for many of our pupils.

### School Uniform

Wearing school uniform encourages a pride in being a member of Brightlingsea Junior School. It ensures that children are dressed appropriately for school activities. Uniform reinforces school identity and eliminates 'brand' fashion and stigma. Parents and staff actively encourage the wearing of School Uniform, which can be purchased from the School Office. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day.

#### Uniform List

**Girls:** Grey skirt, pinafore dress or trousers, with red polo shirt, and a navy jumper or cardigan or school sweatshirt. In summer these could be substituted for a red and white gingham dress.

**Boys:** Grey trousers, red polo shirt with navy jumper or school sweatshirt. In summer trousers may be substituted for grey school shorts or short trousers in navy or grey (these should be as plain and smart as possible).

Shoes or boots (no trainers), should be plain black, sensible and suitable for running and playing in the playground. In the summer months sandals or summer shoes may be worn, these should be as plain as possible and black or white, or the school colours

of navy, grey or red. High heeled footwear and 'flip flop' style sandals are not permitted as they are unsafe for the school environment. Many falls in school are caused by ill-fitting or inappropriate shoes.

Socks should be plain black, navy, grey or white. Tights, if worn in the colder months, should be in the school colours of navy, red or grey.

Watches and plain stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Make up and nail varnish are not permitted.

It is recommended for safety that long hair is tied back throughout the school day, hair accessories should be sensible and preferably in school colours. Extremes of hairstyle are not acceptable.

Red fleeces and navy reversible waterproof coats, for outdoor wear, featuring the school logo are available from the school office. We also stock polo shirts, sweatshirts and PE t-shirts featuring the school logo. Other items of uniform are available to order, direct from the manufacturer, via the school office. A price list and order form can be collected from the school office.

**It is essential that every item of clothing and footwear is clearly marked with the child's name.** We will always do our best to recover items that go missing, but unless they are clearly marked it is sometimes very difficult, with many similar items, to establish the correct owner. Items of value should not be brought to school. The school accepts no legal liability to make good any loss.

#### P.E Kit List

For P.E lessons it is essential that the children are correctly dressed in a manner appropriate to the activity.

**PE Kit:** Plain red T-shirt, black or navy shorts and plimsolls.

Red T-shirts featuring the school logo can also be purchased from our school office. Children may change into plain trainers for outdoor games lessons only. Tracksuit bottoms, in a dark colour, are permitted for outdoor PE in colder weather. **Please label all articles of clothing.**

#### Secondary Education

We maintain close links with The Colne Community School and the majority of pupils transfer there in Y7. Senior staff at the Colne Community School make contact with Y6 pupils and their parents in the preceding year. Pupils also have the opportunity to spend time at The Colne Community School as part of their induction process.

During Y6 the children may take the Secondary Selection Procedure (11+), organised by the Consortium of Selective Schools and we will provide details of this in a school newsletter at the appropriate time.

## Smoking

The school is a non-smoking establishment. It is against the law to smoke on school premises.

## Snacks and Drinks

Children may bring raw fruit or vegetables to eat as a snack at morning playtime. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and chocolate.

We have a number of children in school who are **allergic to nuts**. In some cases these allergies can be life threatening. If your child brings nuts as a snack or as part of their lunch (e.g peanut butter sandwiches) please inform school staff – even touching someone else who has recently eaten nuts can provoke a reaction. We do not want to ban nuts but we do want to keep all our pupils safe and we hope you will support us.

## Water ***Drink to Think!***

Water is provided for all children at lunchtime. We have three water fountains in school for pupils and we also strongly encourage our pupils to bring a bottle of water to sip from during lesson times. **Water bottles in classrooms are sometimes allowed on tables during lessons and therefore must only contain plain water.** Bottles should have push up (sports type) caps. Bottles should be clearly marked with the child's name. Guidance issued by the Local Authority's Health and Safety team advises that these bottles should be washed frequently and replaced regularly to prevent the plastic deteriorating.

We encourage our pupils to bring in water to sip during lessons because:

- Drinking adequate amounts of water regularly throughout the day can protect health and contribute to well-being.
- Water is one of the most important nutrients for children
- Drinking adequate amounts of water can help prevent a range of short and long-term health problems from headaches, bladder, kidney and bowel problems to cancer.
- The ability to maintain adequate levels of hydration throughout the day is very important for school children. Poor hydration is not only bad for general and dental health, but can also adversely affect children's mental performance.

## Brightlingsea Junior and Infant School

### Term and Holiday Dates for Academic Year 2016-2017

| September 2016 |    |    |    |    |    |    | October 2016  |    |    |    |    |    |    | November 2016 |    |    |    |    |    |    | December 2016 |    |    |    |    |    |    |   |
|----------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|---|
| M              | T  | W  | T  | F  | S  | S  | M             | T  | W  | T  | F  | S  | S  | M             | T  | W  | T  | F  | S  | S  | M             | T  | W  | T  | F  | S  | S  |   |
|                |    |    | 1  | 2  | 3  | 4  |               |    |    |    |    | 1  | 2  |               | 1  | 2  | 3  | 4  | 5  | 6  |               |    |    | 1  | 2  | 3  | 4  |   |
| 5              | 6  | 7  | 8  | 9  | 10 | 11 | 3             | 4  | 5  | 6  | 7  | 8  | 9  | 7             | 8  | 9  | 10 | 11 | 12 | 13 | 5             | 6  | 7  | 8  | 9  | 10 | 11 |   |
| 12             | 13 | 14 | 15 | 16 | 17 | 18 | 10            | 11 | 12 | 13 | 14 | 15 | 16 | 14            | 15 | 16 | 17 | 18 | 19 | 20 | 12            | 13 | 14 | 15 | 16 | 17 | 18 |   |
| 19             | 20 | 21 | 22 | 23 | 24 | 25 | 17            | 18 | 19 | 20 | 21 | 22 | 23 | 21            | 22 | 23 | 24 | 25 | 26 | 27 | 19            | 20 | 21 | 22 | 23 | 24 | 25 |   |
| 26             | 27 | 28 | 29 | 30 |    |    | 24            | 25 | 26 | 27 | 28 | 29 | 30 | 28            | 29 | 30 |    |    |    | 26 | 27            | 28 | 29 | 30 | 31 |    |    |   |
|                |    |    |    |    |    |    | 31            |    |    |    |    |    |    |               |    |    |    |    |    |    |               |    |    |    |    |    |    |   |
| January 2017   |    |    |    |    |    |    | February 2017 |    |    |    |    |    |    | March 2017    |    |    |    |    |    |    | April 2017    |    |    |    |    |    |    |   |
| M              | T  | W  | T  | F  | S  | S  | M             | T  | W  | T  | F  | S  | S  | M             | T  | W  | T  | F  | S  | S  | M             | T  | W  | T  | F  | S  | S  |   |
|                |    |    |    |    |    | 1  |               |    | 1  | 2  | 3  | 4  | 5  |               |    | 1  | 2  | 3  | 4  | 5  |               |    |    |    |    |    | 1  | 2 |
| 2              | 3  | 4  | 5  | 6  | 7  | 8  | 6             | 7  | 8  | 9  | 10 | 11 | 12 | 6             | 7  | 8  | 9  | 10 | 11 | 12 | 3             | 4  | 5  | 6  | 7  | 8  | 9  |   |
| 9              | 10 | 11 | 12 | 13 | 14 | 15 | 13            | 14 | 15 | 16 | 17 | 18 | 19 | 13            | 14 | 15 | 16 | 17 | 18 | 19 | 10            | 11 | 12 | 13 | 14 | 15 | 16 |   |
| 16             | 17 | 18 | 19 | 20 | 21 | 22 | 20            | 21 | 22 | 23 | 24 | 25 | 26 | 20            | 21 | 22 | 23 | 24 | 25 | 26 | 17            | 18 | 19 | 20 | 21 | 22 | 23 |   |
| 23             | 24 | 25 | 26 | 27 | 28 | 29 | 27            | 28 |    |    |    |    | 27 | 28            | 29 | 30 | 31 |    | 24 | 25 | 26            | 27 | 28 | 29 | 30 |    |    |   |
| 30             | 31 |    |    |    |    |    |               |    |    |    |    |    |    |               |    |    |    |    |    |    |               |    |    |    |    |    |    |   |
| May 2017       |    |    |    |    |    |    | June 2017     |    |    |    |    |    |    | July 2017     |    |    |    |    |    |    | August 2017   |    |    |    |    |    |    |   |
| M              | T  | W  | T  | F  | S  | S  | M             | T  | W  | T  | F  | S  | S  | M             | T  | W  | T  | F  | S  | S  | M             | T  | W  | T  | F  | S  | S  |   |
| 1              | 2  | 3  | 4  | 5  | 6  | 7  |               |    |    | 1  | 2  | 3  | 4  |               |    |    |    |    | 1  | 2  |               | 1  | 2  | 3  | 4  | 5  | 6  |   |
| 8              | 9  | 10 | 11 | 12 | 13 | 14 | 5             | 6  | 7  | 8  | 9  | 10 | 11 | 3             | 4  | 5  | 6  | 7  | 8  | 9  | 7             | 8  | 9  | 10 | 11 | 12 | 13 |   |
| 15             | 16 | 17 | 18 | 19 | 20 | 21 | 12            | 13 | 14 | 15 | 16 | 17 | 18 | 10            | 11 | 12 | 13 | 14 | 15 | 16 | 14            | 15 | 16 | 17 | 18 | 19 | 20 |   |
| 22             | 23 | 24 | 25 | 26 | 27 | 28 | 19            | 20 | 21 | 22 | 23 | 24 | 25 | 17            | 18 | 19 | 20 | 21 | 22 | 23 | 21            | 22 | 23 | 24 | 25 | 26 | 27 |   |
| 29             | 30 | 31 |    |    |    |    | 26            | 27 | 28 | 29 | 30 |    | 24 | 25            | 26 | 27 | 28 | 29 | 30 | 28 | 29            | 30 | 31 |    |    |    |    |   |
|                |    |    |    |    |    |    |               |    |    |    |    |    | 31 |               |    |    |    |    |    |    |               |    |    |    |    |    |    |   |

= Schooldays / Weekends    
  = School holidays    
  = Bank holidays

In addition, schools allocate five non-pupil days out of the school days indicated, or the equivalent in disaggregated twilight sessions.

|                     |  |          |
|---------------------|--|----------|
| <b>Autumn Term:</b> | Thursday 1 September 2016 – Wednesday 21 December 2016<br><i>Half Term 24 October - 28 October</i>             | 75 days  |
| <b>Spring Term:</b> | Wednesday 4 January 2017 – Friday 31 March 2017<br><i>Half Term 13 February - 17 February</i>                  | 57 days  |
| <b>Summer Term:</b> | Tuesday 18 April 2017 – Thursday 20 July 2017<br><i>Half Term 29 May – 2 June, and May Bank Holiday, 1 May</i> | 63 days  |
|                     |  | 195 days |

**INSET Days (School closed to pupils): Thursday 1<sup>st</sup> & Friday 2<sup>nd</sup> September, Friday 18<sup>th</sup> November, Monday 21<sup>st</sup> November 2016, Wednesday 4<sup>th</sup> January 2017.**  
*Some of these Inset Days may be disaggregated to the equivalent twilight sessions.*

## Believe & Achieve at Brightlingsea Juniors



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