

BRIGHTLINGSEA PRIMARY SCHOOL AND NURSERY

**Eastern Road
Brightlingsea
Colchester
Essex
CO7 0HU**

Telephone 01206 302719

Website www.brightlingsea.essex.sch.uk
E-mail admin@brightlingsea.essex.sch.uk

Primary School for Children aged 2 – 11 years.

Headteacher: **Julia Hunt M.Ed. (Cantab.)**
Chair of Governors: **Yovone Cook**



SCHOOL HANDBOOK

Number of pupils at September 2018: 711

Standard number to admit in Academic Year 2018 - 19: 90

SCHOOL STAFF – For September 2018

Head Teacher: Julia Hunt

Deputy Head Teachers: Fiona May, Sue O'Reilly, Amanda Pearson

Designated Lead for Child Protection

Julia Hunt

Designated Deputy Lead for Child Protection

Fiona May

TEACHING STAFF:

Nursery	Kerry Holmes /Cheralyn Hubbard Nursery Teachers	Tania Jones Two-year-old room leader		
Reception	Camilla Pearson PR	Tracey Cutts /Jenny Barry CR	Rebecca Long LR	
Year 1	Sally Tyler 1T	Zoe Redfearn /Jenny Barry 1RB	Jo Pudney /Adelle Padget 1PP	Katherine Pedder 1P
Year 2	Amanda Pearson/Clare Shirley 2P	Sue Beasant 2T	Fran Carter 2C	Sherral Sparling/Charlie Straughan 2S
Year 3	Simon Ratcliffe 3R	Kate Mansfield 3M	Sue O'Reilly/Claire Hart 3OH	
Year 4	Ben Jones 4J	Emily Smith 4S	Emma Miller 4M	
Year 5	Danny Goldsmith 5G	Emma Goff/Viv Nair 5GN	Jen Walker 5W	
Year 6	Chris Andrews 6A	Helen Wainford 6W	Jess Chambers 6C	

CLASS BASED STAFF

Additional Maths Teacher:

Alice Gilbert

SENDCO:

Jane Hearne

Inclusion Officer:

Gill Tokley

Higher Level Teaching Assistants:

Anne Baxter, Michelle Grimsey, Teresa Hornsby, Emma Joslin, Kirsty Plummer, Michelle Randall, Gel Sawers, Shirley Witchalls

Thrive Practitioners:

Chrissie McLellan, Shirley James, Louise Kerridge

PE & Sport Coach:

Sasha McDonald

Learning Support Staff:

Julie Betteridge, Isatu Chadborn, Zoe Cockerton, Emily Cook, Liz Cudmore, Nicola Curd, Heather Cork, Melissa Farrow, Angie Glead, , Hayley Graham, Liane Groves, Clare (Bee) Harris, Fiona Holyman, Shirley James, Emma Joslin, Hannah Joyce, Louise Kerridge, Pauline Killingsworth, Andrea Markwick, Chrissie McLellan, Natalie McLellan, Simon Peacock, Elaine Peacock, Kirsty Plummer, Kerry Meadows, Tina Rao, Rachel Redgrave, Gel Sawers, Judy Shepherd, Emma Simons, Annette Stefanizi, Paula Webb, Laura Wicks, Shirley Witchalls

Mid-day Assistants:

Kelly Barker, Paul Berry, Emily Cook, Anne Fowler, Hayley Graham, Sue Glover, Avril Griggs, Kim Hills, Sue Jefferies, Samantha Kane, Rebecca Leete, Val Lewis, Christine McDougall, Amy Randall, Alice Samsum, Janet Staples, Sharon Touzni, Sharon Robinson, Nicole Wren, Katie Wright, Amy Myhill

Other Nursery Staff:

Poppy Ball, Sarah Rule, Katie Howard, Emily Ollie, Victoria Bond, Lauren Balls

Kids Club:

Poppy Ball, Sue Glover, Tania Jones, Wendy Riseborough, Jackie Rush,

OTHER STAFF**Office:**

Anne Baxter (Attendance) Claire Beavis (Nursery), Mandy Dunning, Kath Girling, Carol Harrison, Christine McDougall (Kids Club), Gemma Phillips, Mary Quy, Zoe Taylor, Yvonne Wills

Kitchens:

Ruth Clark, Jan Dixon, Melanie Edwards, Fiona Francis, Wendy Riseborough, Vicky Sessions

Premises:

Paul Berry, Simon Cavill

Cleaners:

Richard Greenfield, Courtney Lee, Jolanta Savickiene, Sue Shaw, Kayleigh Street, Mark Tibble

CONTENTS

The Staff

Contents

Welcome to Brightlingsea Primary School and Nursery

Aims of the School

- Statement of Intent
- Aims

Home-School Relationships

- Parental Responsibility
- Communication: Reporting absences; **Email; Ping; School Comms; Website**
- Brightlingsea Primary School and Nursery School Association

School Organisation

- School Times
- Mid-morning snacks
- School Meals
- Pupil Premium
- Attendance

Admissions Arrangements

Learning and Teaching

- The Curriculum
- Foundation Stage
- The National Curriculum
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development
- Personal and Social Development
- Sex and Relationship Education

Other Curriculum Issues

- Homework
- Assessment
- Children with Special Educational Needs and Disability
- Gifted and More Able Children
- Extra-Curricular Activities
- Behaviour
- Anti-Bullying
- Positive Handling Policy
- Educational Visits

Other Information

- The School Governors
- Children's Well being
- School Council
- Class Council
- School Uniform
- Child Protection
- Racial Incidents
- Brightlingsea Kids Club

Health and Safety

- Access
- Jewellery
- No smoking
- Dogs on site

Medical and Health Care Needs

- Medicine Policy information
- Medical
- Allergies
- Asthma
- Headlice

Personal Items

- Toys
- Valuables
- Mobile Phones in school
- Charging and Remissions Policy
- Complaints Procedure

School Term and Holiday Dates 2018/19

Sample School Meal Menu

WELCOME TO BRIGHTLINGSEA PRIMARY SCHOOL AND NURSERY

We are very pleased to welcome you and your child to our new school community. Having spent the last twelve months working hard to make it possible, we are celebrating the first year of being a newly amalgamated Primary School. This has given us a fantastic opportunity to reflect upon what our children need to learn, in the widest sense, on their journey to becoming citizens of the future. We are in the process of tailoring our wider curriculum so that matches the current needs of our children.

Our school welcomes all children and places high priority on teaching the whole child within a socially inclusive environment. We know that children learn best if they are part of a stimulating and happy environment where academic skills are developed alongside social, physical and emotional skills.

We place a strong emphasis on developing positive partnerships with parents/carers and their children, in order to extend children's learning and experiences in school.

The internal and external spaces around our school are continually evolving, allowing us to be creative in developing child friendly learning and play areas. The amalgamation has enabled us to rethink the use of our buildings and this has released space which we have remodelled to provide Food Technology, Library and Thrive areas. Quiet, ball game and landscaped play areas allow children to find a suitable area to enhance their activity and imagination. Accessible and external covered areas throughout the school enable children to enjoy a continuous learning environment both inside and outside the classroom.



AIMS OF THE SCHOOL

Statement of Intent

Our children will be provided with the very best education. We will nurture a child's desire for learning through a child-centred approach within a rich, varied, challenging and inspiring curriculum that will enable every individual to fulfil her or his potential to the highest possible standard.

We believe that every member of our community has a vital part to play in our children's educational future.

Aims

At Brightlingsea Primary School and Nursery, we aim to provide a fully-inclusive, broad, balanced and creative curriculum which challenges children's knowledge, skills, attitudes and understanding within a positive, secure and healthy environment. We hope to prepare children with all the abilities and skills they need to become adults who are thoughtful, confident, healthy, responsible, conscientious, caring members of society who make a positive contribution to the community in which they live, and which will prepare them for their role as citizens of the future.

We will:

- Nurture a desire for learning; fostering creative, imaginative and enquiring minds;
- Develop effective and confident communicators able to independently think and reach informed conclusions for themselves;
- Celebrate similarities and differences and develop an understanding of diversity issues such as other cultures and equal opportunities in and beyond our community,
- Encourage the children to develop a sense of belonging to the community of the school and to understand its role within the wider community;
- Encourage each child to develop moral and spiritual values, and to become self-disciplined, take responsibility for high standards of learning and behaviour; and be aware of the needs of others;
- Develop children's self-esteem, resilience, personal development and well-being;
- Ensure that children achieve their full potential.

HOME – SCHOOL RELATIONSHIPS

We believe that children learn best if both school and home work together in partnership. Before starting school, children have gained an enormous amount of skills, knowledge and understanding about the world in which they live, from the people closest to them. We want to continue this learning by ensuring positive partnerships with parents and carers, supporting each other in the future learning of our children. We encourage parents to take an active interest in the education of their children and to be involved in the work and life of the school. One way we can both ensure your child benefits from home and school working together is by having a home-school agreement which we ask each parent to sign on entry to school.

The Governors and Staff believe that informed parents are able to support their children's learning more effectively. We have a strong commitment to ensure that our policies and procedures are transparent to parents. We are also aware that the type of language we use, along with the procedures and policies schools have, often prevent parents understanding how schools work and what they can do to support their children. We are always looking for ways to improve the way in which we communicate with parents and carers. If you have any comments or suggestions please let us know.

Parents are encouraged to find out about how our school works and how they can support their children's learning at home by:

- Attending our information evening for new Reception children. Parents of new children are invited to a meeting to tell them more about the school and to give them an opportunity to ask questions. A crèche is available for your children.
- Attending our Activity Day. A few weeks before entry into our reception classes you and your child will be invited to an activity session to give both of you the opportunity to meet the Foundation Stage staff and find out more about what your children will be learning.
- Attending our Parent Workshop sessions and coffee mornings. Last year many parents participated in our reading, writing, phonics and maths workshops.
- Supporting our themed lower school early morning 'Stay and Play' sessions including early morning reading and maths activities.
- Help in School. We welcome the help of parents or carers and grandparents. Please let us know if you can help in any way in school. Last year parents helped with classroom activities, organising our reading books, going on school trips and with gardening projects. Names of all helpers are checked by the Disclosure and Barring Scheme to ensure the safety of all children. These checks are required to be completed before parents and carers are able to help.
- Sharing their work, special talents or areas of interest with our children.
- Attending our, 'Show and Share, Book Look', sessions in the lower school. There are frequent opportunities to share your child's work in

school. You will receive an invitation to come in to your child's class once every term. You will be able to share your child's work with them and even add your own positive comments. The class teacher will be available during these times.

- Attending our themed family learning events. These are held towards the end of the school day or during the evening and all members of the family are invited.
- Attending special sessions or days relating to our topics, for example class assemblies and sports day.
- Attending our Learning Conversation parent/carer teacher sessions. During the year termly parent/carer teacher sessions are organised for you to find out in detail about the progress of your child.
- Reading your child's report. A written report is provided during the Spring Term summarising your child's learning and also highlighting the next steps in their learning. There will also be a summary report at the end of the Summer Term informing you of your child's attainment levels and attitude to learning.
- Helping the school by completing parent questionnaires designed to evaluate how well we are doing.
- Supporting our very active PTA to provide a strong link between home and school, giving parents, children and staff the opportunity to join together in fun activities.

PARENTAL RESPONSIBILITY

We actively promote parents involvement in their children's education and learning. We recognise that our children live in a variety of family groupings and many children may not live with both parents. We need to establish who has parental responsibility for your child. From 1st December 2003 parental responsibility is given to those named on the child's birth certificate. Both parents have a right to receive information from the school; participate in activities; give consent for school trips and be told about and attend meetings involving their child, including receiving a copy of your child's annual report. Due to the Data Protection Act we are unable to enter into discussions about individual children with anyone who does not have parental responsibility or is a 'Parent for Educational Purposes' as defined by the Education Act 1996.

There may be legal reasons when parental responsibility is revoked and we ask parents to keep us informed of any changes in order to safeguard children.

COMMUNICATION

We know that good communication between our parents and carers and the school is important in order to ensure that children are happy and learning in school. We know that parents really value quick access to teachers and school staff. Parents also tell us that they appreciate the time taken by school staff to explain and answer questions on a personal basis about their children's learning, progress and well-being. We also acknowledge that not all parents are able to pop in and might prefer to communicate in an

alternative way. For this reason we provide different ways for us to communicate together.

We are always pleased to discuss anything which concerns your child's education and well-being. Class teachers are usually available after 3.15 pm. If you wish to discuss anything with the Deputy Head-teachers or Head-teacher, please make an appointment or come into school.

Reporting an absence

If you would like to report your child's absence from school you can leave a message on our absence line by calling our school phone line **(01206 302719)** and selecting **option 1**.

Please ensure that you include your child's name, class and specific reason for absence; avoid using 'unwell', as we will then need to phone you to clarify the reason for your child's absence. Please do this before 9.30.

E-mail

To contact the school office by email, if you do not know the name of the person who will deal with your enquiry, please use the following address: admin@brightlingsea.essex.sch.uk

All teachers now have a school e-mail address. We aim to respond to your e-mail on the same day, providing it is received before 3.00, unless the teacher is ill or on a course. It is very likely that we will answer most e-mails briefly; for more lengthy responses we will attempt to phone you or arrange a meeting with us as we want to retain a more personal approach to communication.

Teaching Staff e-mails:

All teaching staff and office staff email addresses follow the following format:

Firstname.lastname@[brightlingsea.essex.sch.uk](mailto:admin@brightlingsea.essex.sch.uk)

Eg: Julia.hunt@brightlingsea.essex.sch.uk

Ping

Feedback from parents/carers has shown that sending written information home can be rather 'hit and miss', with information often going missing on the way! We have also become increasingly aware of the environmental impact of the amount of paper we use.

At Brightlingsea Primary School and Nursery we use a system operated by Ping which enables us to send letters and messages direct to parents by email and messenger. Ping is registered under the data protection act and has provided our school with assurances about how it uses data.

School Comms

We use School Comms as a parent payment vehicle to enable parents to pay online for items of school uniform, school trips, music tuition and nursery and Kids Club. You are also able to book for Kids Club sessions.

School comms uses the School Gateway system which is a parent portal accessible via smartphone app or website. School comms uses the contact information you provide for our school database. School comms is registered under the data protection act and has provided our school with assurances about how it uses data. All information you provide will be kept private and will not be passed on to any other organisation. Your details will only be used for the purpose of school business. You will not receive any SPAM or marketing material.

You can register for a School Gateway account in the following way:

1. Download the School Gateway app for your smartphone or tablet from either;



Alternatively, School Gateway can be accessed via the website:
<https://login.schoolgateway.com>

2. You need to register for School Gateway with the same email address and mobile number that the school has stored on our database.

Note:

- If two parents/carers are sharing an email address, only one of you can use that email to register for School Gateway.
3. Once registered you will be sent a four-digit PIN which you will need to use to login. This PIN will be sent to the mobile number which you registered with.

Please note that our School comms' email address is:

SC8812068a@schoolcomms.com and our SMS number is: **+441260700698** (this is what you will see when you receive your first text message from us). Please save this number so that you see the school name when they receive your messages. This will also minimise the risk of emails bouncing and being marked as SPAM.

Website

We have a school website that can be accessed through www.brightlingsea.essex.sch.uk (available from 1st September 2018). This provides up-to-date information about our school at the click of a mouse! Our

newsletters, homework activities and curriculum plans can be accessed, along with copies of downloadable documents e.g. holiday, school uniform forms, school policies and information about our Kids Club and much more.

Brightlingsea Parent Teacher Association

Brightlingsea Primary School and Nursery parents, carers and staff belong to an association which raises funds by organising events such as school discos, film nights and Summer Fair. They also support many of our in-school functions. There are so many ways that you can get involved too: become a committee member; volunteer at events or even just offer to bake a cake for a refreshment stall.

You can contact the PTA by emailing brightlingseaschoolspta@gmail.com or find out more about the events they run and how you can help by visiting their website at <https://sites.google.com/site/brightlingseaschoolpta/>

This year they have raised funds to support the purchase of IT equipment.

School Organisation

The School Times

The school gates open at 8.40 am.

Lower School (Reception, Years One and Two)

We welcome both children and parents/carers into the classroom until 9.00 am when the school day begins. Please ensure your children are on time.

The session times are as follows:

Reception - 9.00 to 12.10 and 1.20 to 3.10 Year One - 9.00 to 11.45 and 12.45 to 3.10 Year Two - 9.00 to 12.45 and 1.45 to 3.10

Children must be collected from their classrooms. For safety and security reasons, children will only be released on sight of an appropriate parent or nominated carer. If you arrange for someone else to collect your child please let us know.

Upper School (Years Three - Six)

Learning starts at 8.45. Please ensure your children are on time.

The session times are as follows:

Years Three and Four – 8.45 to 11.45 and 12.45 to 3.15 Years Five and Six – 8.45 to 12.45 and 1.45 to 3.15

We are aware that as children get older, parents may opt to allow their children to walk home without supervision from a nominated carer. To ensure clarity, children will normally be collected from their classrooms. However, you may give permission for your child to leave the classroom or walk home on their own. Please request a consent form from the school office if you would like to opt for your child to walk home on their own. For safety and security reasons, without the appropriate consent, children will only be released on sight of an appropriate parent or nominated carer. If you arrange for someone else to collect your child please let us know.

Mid-Morning Snack

We have achieved our National Healthy Schools Accreditation and therefore reinforce healthy eating wherever possible during our snack and school meals service. You are welcome to read our Whole School Food Policy for more information. All children in the school are encouraged to participate in a mid-morning snack consisting of a piece of fruit and a drink of water.

In lower school, children are entitled to a free piece of fruit provided by the government 'free fruit and vegetable scheme', which the class teachers distribute. Allowances will be made for children who have particular allergies or additional dietary needs which mean they are unable to eat fruit or vegetables; carers will need to talk to their child's class teacher.

In the upper school, we will be trialling the sale of fruit and/or vegetable snacks for 20p per day for those children who wish to purchase something, following pupil suggestions.

We strongly advise children to bring water into school each day to drink throughout the day in order to keep hydrated. For hygiene reasons this should be stored in a commercially bought bottle, washed and refilled each day. Drinks other than water are not allowed.

School Meals

All school meals are prepared and cooked school from our own kitchens. Our school meals meet the current Government Nutritional Standards and are home cooked. Children who are vegetarians or have allergies will be provided with a meal that matches their dietary needs. Parents who have children with food allergies are advised to meet with our Catering Managers to discuss foods they can eat safely. A sample menu is included at the end of the handbook.

In the lower school, all children will be entitled to a free school meal as part of the Government's Key Stage One 'Free School Meal Scheme'. In order to reinforce positive behaviour and social skills we will be operating a modified 'family service' approach. For younger children, food will be served on plates at the table and for older children they collect their food from the hot counter.

Children are required to sit at the table until most children have finished, before leaving for playtime.

In Upper School, the same menu is provided as that served in the lower school. Children collect their meal from the hot counter and then choose where they sit, in cafeteria style.

Packed Lunches

Please do not include sweets or fizzy drinks in the packed lunch. Some healthy packed lunch suggestions are included at the back of the handbook. If you require more information, ideas can be found on the <http://www.childrensfoodtrust.org.uk/resources/packed-lunch-menus-and-recipeswebsite>

Pupil Premium

As you may be aware, the Government introduced free school meals for all infant children from September 2014. This initiative, although very welcome to our children, creates difficulties with the school's funding. Part of our funding comes from the 'Pupil Premium', which is calculated from the number of children entitled to free school meals (currently £1320 per child entitled). Previously, parents had to apply to receive free school meals on the grounds of low income. With this new Free School Meals programme, parents on low incomes will no longer need to apply. This means that, alongside other schools, we need to ensure that we do not lose funding and, more importantly, the additional support that children receive through accessing this funding.

In order to ensure that our funding through the Pupil Premium remains at the same level, we still need to identify all those children eligible. To help us do this, Essex County Council are supporting schools to check the eligibility using National Insurance numbers to access whether families are claiming key qualifying benefits. For this reason we will be collecting this information from you through the registration form. I would like to reassure you that all data you provide the school with is protected under the Data Protection Act and that the information will remain confidential. Therefore, please provide this information so that the school can receive all the funding it is due to maintain the fullest possible levels of provision for our children.

Attendance

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.

We have revised our Attendance Policy to improve the effectiveness of our teaching and learning in school and in addition to meet government regulations. We believe that the habits of good timekeeping and attendance formed early in life, have an impact on the workplace in later life and significantly affect children's learning in school.

Persistent Absence

We have a dedicated member of staff working to track children's attendance. From September 2015, children whose attendance falls below 90% are considered as a persistent absentee. If your child's attendance falls below 90% your child's attendance will be monitored closely and you will be informed. 90% may seem like an acceptable level of attendance but this equates to half a day per week, or 3 weeks and 4 days in total, of learning time lost.

The full Attendance Policy can be obtained from the School Office and from the school website but here are the main points:

Absence from School due to Illness.

- When your child has to be absent from school, please let us know the reason by 9.30 am on each day of absence either in person, by text or phone message. This should be followed up by a note on your child's return to school. Registers will be checked daily, and parents/carers who have not contacted the school by this time will be telephoned. It is helpful therefore to reduce office time and telephone costs if you would 'phone the absence through before this time.
- Prolonged absence of more than 3 days will not be authorised unless medical evidence is received. This may include a medicine prescribed by the doctor, a doctor's note or if a rash e.g. chicken pox, evidence of the rash on return to school.
- Lateness disrupts all children's learning. Children arriving in school *ten minutes or more* after the register but before 9:30 am, will be registered as 'late'. Any lateness after 9:30 am will be considered to be an *unauthorised absence*. All lateness is recorded in our late book.
- Parents who are concerned about their child's attendance at school should seek help at an early stage to avoid legal action.

Request for Leave (including Holidays During Term Time)

In accordance with the Department for Education (DfE), Brightlingsea Primary School and Nursery has agreed to use the Government's guidelines in line with the 'Essex Code of Conduct for the issue of Penalty Notices', when making a decision about leave requests.

The change in the legislation means that all references to family holidays and extended leave have been removed, together with the right for parents to apply for up to ten days holiday during term time. *Head teachers are no longer permitted to grant leave of absence during term time*, unless there are

exceptional circumstances. This means that no absences for family holidays or occasional days' leave will be authorised unless exceptional circumstances have been agreed as acceptable.

Parents now do not have the right or entitlement to take their child out of school for a holiday. If a holiday during term time is taken without permission, the Local Authority may issue a 'penalty notice.' A penalty notice is a fine for *each* parent of *each* child. The absence resulting from parents removing their children from school for a family holiday without the consent of the school will be recorded as 'unauthorised.'

Parents wishing to remove their child/ren for any reason, including a family holiday, in term time, will have to make an application on the appropriate form but these absences will only be authorised in exceptional circumstances.

Admission Arrangements

Brightlingsea Primary School and Nursery

Eastern Road
Brightlingsea
Colchester
CO7 0HU

Email: admin@brightlingsea.essex.sch.uk

Community

2-11

URN: 114755

Published admission number 2018/18: 90

Number on roll: 711

Admissions Policy

You can apply for a Reception school place for 2019/2020 or any subsequent year by completing the **Common Application Form (CAF)**. This will be posted to you directly by the Local Authority during the November of the academic year preceding your child starting school.

For children in Years One to Six you should apply using a **Mid-Year Application** which should be made direct to planning and admissions.

[http://www.essex.gov.uk/Education-](http://www.essex.gov.uk/Education-Schools/Schools/Admissions/Pages/Applying-mid-year-for-a-school-place.aspx)

[Schools/Schools/Admissions/Pages/Applying-mid-year-for-a-school-place.aspx](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 up to date numbers. If there are spaces in the year group, an offer will be made and 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.

If you do not have access to the internet, our school office can provide you with forms.

Arrangements for children entering school during the academic year 2018/19:

The expectation is that all children will enter school full-time in September in the year they are five. However, parents who would like to change the entry arrangements for their child should approach the Head Teacher to discuss the options of part-time attendance or deferred entry. Either of these options will not affect admission into the school.

LEARNING AND TEACHING

All teaching staff members provide a wide, meaningful curriculum for all our children, according to their age, ability, aptitude and needs, irrespective of their disability, race or gender. We make strong links between all aspects of the curriculum, taking a cross-curricular approach to our teaching and children's learning, including the use of interactive whiteboards.

Learning outside is fundamental to our approach to learning and teaching across all areas of the curriculum. Taking an active approach to learning promotes motivation, collaboration, creative thinking skills and problem solving. Children undertake planned and child-led activities outside to support their overall learning in all year groups; this takes place outside the classroom, under cover and also on the school grounds.

Children in the Reception Year follow the Foundation Stage Curriculum which is related to the demands of young children's learning. Children in Years One to Six are taught the National Curriculum where the areas covered are wider and require more detailed understanding.

We use a whole-school themed approach to our planning, using themes to focus our work in other subject areas. Children are actively consulted about what they want to find out and learn in the topics; this increases children's engagement in their learning. Subject skills are studied both within a topic approach and also lessons focusing on individual subjects as appropriate.

Play forms an important part of early education – it is essential for developing social skills, imagination, language and understanding of Maths, Science and Technology. Play skills are developed by structuring the activities we give children. We provide them with a range of opportunities to work with different children.

The Curriculum

Children are arranged in classes of mixed age, gender and ability throughout the school. The teacher for each class is responsible for the children's work, following school policies and guidelines. Children are taught individually, in groups and as a whole class. At times, children with similar learning needs are taught in small groups.

Foundation Stage (Reception)

The Foundation Stage begins when children reach the age of two and finishes at the end of the Reception Year. We use the outside area as an extension to the classroom. The covered area provides an 'all year round' shelter to enable outside activity and learning.

The curriculum for the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- Personal, social and emotional well-being;
- Positive attitudes towards their learning;
- Social skills;
- Attention skills and persistence;
- Language and communication;
- Reading and writing;
- Mathematics and Problem solving;
- Understanding of the world (ICT, Geography, History, Science);
- Physical development;
- Imaginative and creative development
- Religious Education.

Children who complete the Foundation Stage Curriculum will follow the National Curriculum.



The National Curriculum (Years One to Six)

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 key Stage 1 and 2 children must study at school. There will be an increasing emphasis upon Literacy and Mathematics.

Following on from the Foundation Stage Curriculum, children continue their learning through the National Curriculum. Learning through practical activity both inside and outside the classroom continues to be promoted through

active learning styles. We use the Foundation Stage areas of learning to group subjects contained within the National Curriculum, which includes:

Communication, Language and Literacy and Teaching of Phonics

Children are helped to develop language skills across the curriculum and are encouraged to listen to each other and communicate verbally and through reading and writing. Each day all the class will take part in a literacy session which will include class teaching and differentiated group activities.

Children are taught to learn phonics and reading in a structured programme called 'Letters and Sounds'. Children are encouraged to read for meaning through reading stories with understanding and use information books to research topics. We use the Oxford Reading Scheme as a core to our teaching of reading. When children become more confident readers we encourage children to broaden their reading to other books including 'real' books. 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 well-resourced libraries. 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 daily in years R to 4 and at least three times per week in years 5 and 6. This should be recorded in the planner/home-school reading diary.

In writing, correct letter formation is encouraged through the teaching of print initially, so that children know where each letter 'begins'. Once ready, they will be taught to join their handwriting. We follow the Cambridge handwriting programme (Pen Pals) that offers clear progression through five developmental stages: physical preparation for handwriting; securing correct letter formation; beginning to join, securing the joins and practicing speed, fluency and developing a personal style. Independent or emergent writing is encouraged where children's awareness of phonics for reading is applied to their writing. Once a child writes with consistently neat, joined handwriting they can earn a pen licence.

We use 'The Write Stuff' approach to develop children's writing. This involves supporting children's understanding of the mechanics of writing, by providing clear scaffolds and sentence structures based on improving children's vocabulary, together with a varied use of grammatical structures and punctuation for chosen effects. Spelling, punctuation and grammar are all covered in line with the curriculum requirements. 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. Children are encouraged to write for many purposes: letters, story writing, poems, posters and information gathering.

Children are supported to make their own books and their writing may be shared with groups, the class or in an assembly.

Spelling is taught systematically, with a focus on the *teaching* of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings. Some children will receive intervention sessions with a focus on phonics if it is felt necessary.

Mathematics

Problem Solving, Reasoning and Numeracy

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 aim to enable our children to 'master' mathematical concepts and use the White Rose resources to support this. A mathematical concept or skill has been mastered when a pupil can represent it in multiple ways, has the mathematical language to communicate related ideas, and can independently apply the concept to new problems in unfamiliar situations. We believe that it is essential for the children to gain a thorough understanding of Mathematics through appropriate practical experience and careful recording. We want children to understand number and number notation including number operations. 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.

Children also have a daily 'maths meeting' to revisit and consolidate their learning. It is our intention that no pupil should be left behind. Children are encouraged to build confidence and resilience. They are encouraged to look for patterns, see relationships between numbers and to think clearly and logically.

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. Learning multiplication tables securely is an important part of children's homework. We will be introducing 'Times Table Rock Stars' to children from Years 2 to 6 from September, which is an electronic based programme that can be accessed from home.

Knowledge and Understanding of the World

Science and Design and Technology

We use a practical approach to developing scientific thinking. This helps children to understand ideas and develop skills from a variety of

environmental and first hand experiences. These practical approaches spark a child's natural curiosity and desire to find out about their world. Many of our topics are based around scientific themes, which enables teachers to introduce and extend children's scientific thinking as they journey through our school. Children are encouraged to develop an investigative and exploratory approach to learning and to make predictions, ask questions, observe and communicate ideas.

The provision is further enhanced through the use of our extensive grounds, wildlife garden, 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.



Computing & Information Communication Technology (ICT)

We use computers, noise recorders, data loggers, digital cameras and other equipment to help children gain an understanding of how technology can help us communicate in different ways. We aim to incorporate ICT into many lessons, taking a cross-curricular approach to our planning in this area.

Some aspects of computing and ICT will be taught explicitly either in our Lower school ICT suite or on laptops and Ipads in the classrooms. 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 will develop their skills and understanding of ICT with up-to-date equipment.

Several classrooms have computers which use the same software as the main suite. These computers are used to apply ICT skills to the entire curriculum. All classrooms are fully networked to our suite to allow for follow up work to be carried out in the classroom. Parents are asked to complete an internet access consent form to give permission for their child to use the internet.

Children are taught about e-safety and responsible use of the internet; this is becoming an increasingly important part of the ICT curriculum. We do

appreciate that for parents, keeping up with the explosion of new technologies accessed by children can be very challenging, and so we offer support through workshops and/or the signposting of sources of helpful advice through email/messaging.

Religious Education

Careful consideration is given to the understanding and developmental level of the children in teaching Religious Education. The approach is open-ended and designed to provide the experience which will lay the foundation on which children may build, in order to make informed decisions at a later age. Resource material is available for use by staff and this includes using the Essex Agreed Syllabus. This approach supports children to understand Christian culture and also promotes a greater understanding of other people's beliefs and faiths.

We plan a combination of assembly arrangements. This includes individual class and year group assemblies, whole school assemblies, class assemblies to parents and reward assemblies which celebrate children's achievements. Parents or carers may be invited to share class assemblies during the year.

Parents or carers who wish to withdraw their children from Religious Education and Assemblies should arrange to discuss the matter with the Head Teacher. Alternative arrangements will be made for the children involved.

History and Geography

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.

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.

Physical Development

We encourage children to develop physically active lifestyles through our play environment at lunch and play times. We are currently exploring the

implementation of the 'daily mile', where children experience daily physical activity in addition to their usual timetabled PE.



Children receive at least 2 hours of PE a week consisting of gymnastics, dance and multi-skill games activities. Throughout the year children will be using the outside space for PE and children will require additional PE kit to participate fully (see school uniform). Children are taught a progressive range of skills and develop these on their own and in partnership with other children.

Our annual sports days provide an opportunity for children to demonstrate their physical skills to their parents. We encourage healthy competition through our competitive field events and team-work and cooperation through our multi-skills events. Combinations of individual, co-operative and competitive activities are planned depending on the age range of the children. We will make one of these occasions a picnic event where parents and children share lunch together.

We enter several competitive tournaments in a variety of sports across our cluster of schools and the County and have had many successes.

Creative Development

Music

All children learn the basic elements of music such as rhythm and pitch using a variety of tuned and un-tuned percussion. Singing is a regular feature in the school and the children come together for regular singing assemblies. We aim to expose our children to a range of music from their own and other cultures and generally develop their listening skills and appreciation of music.

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

Art

We find that art work arises from all areas of the curriculum and so we aim to link our art work with the topics studied. Art affords an opportunity for self-expression, coupled with awareness of colour, pattern, space and shape. Our pupils will experiment with a range of media and work with a variety of materials and tools to develop their creative skills. They develop confidence to explore and experiment and simple techniques are taught. The styles and techniques of successful artists from different periods of time and cultures are used to develop awareness of art and to widen the possible techniques to be experimented with and applied.



A strong emphasis is placed on displaying children's work as a celebration of their achievements in all areas of the curriculum.

Modern Foreign Languages (MFL)

We believe that learning a language is a valuable experience for our children and hope to introduce them to another language in a way that is enjoyable and fun. We also aim to help the children to develop an awareness of cultural differences in other countries and stimulate their curiosity about further languages in the future. Currently all upper school children are taught another European language and we are exploring introducing this to the younger years.

Personal, Social, Health, Economic and Cultural Development

This is a vital school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. PSHCE education and an understanding of British Values helps pupils to achieve their potential, and leave school equipped with skills they will need throughout later life.

In this area of learning our children are encouraged to consider the importance of establishing positive friendships by showing respect and understanding towards each other. We also aim to develop emotional well-being, self-confidence and independence and these are integrated within all aspects of our school curriculum. Children are given the opportunity to develop their understanding of a healthy lifestyle. This includes basic drug awareness, consideration of keeping safe and development of confidence and self-esteem.

Sex and Relationship Education

Sex and Relationship Education is seen within the context of health education and science. The school has a Sex and Relationships Education Policy and this is available for parents and carers to view. This area of the curriculum is taught within the context of family life, of loving relationships and of respect for others and oneself. Some of the content of sex and relationship education is taught within science topic areas and will include such topics as growth and reproduction in animals and plants, changes and keeping safe. During different times of the year parents have an opportunity to view our video material. Parents have the right to withdraw their child from these lessons.

Other Curriculum Issues

Homework

Children are required to do regular homework to support their learning in school. The time and type of homework given will vary depending on the age of the children.

We have different ways of setting homework to meet the needs of children at different ages and stages:

- All children are required to read regularly at home with a more experienced reader. In years R to 4, we expect this to be daily and in years 5 and 6 at least 3 times per week. This may be a parent, carer or older brother or sister. In addition, children may have sight words and letter sounds to read and practise so that they become fluent in recalling them.
- We require all children to learn their multiplication tables fluently and quickly, as this quick recall enormously helps all their number work. Children will be given specific tables to learn dependent on their age and stage [All children are now expected to know all of their multiplication tables before the end of year four, when from 2019 they will sit a statutory tables check].
- We provide holiday homework for children in the lower school. This consists of fun activities to do during the holiday breaks that relate to our current or next topic. These are enjoyable activities that involve both parents and children working together. Children share and talk about their activities in class when they return after the holiday break.
- In the upper school, children will be provided with a 'Learning Log', in which they are invited to use their imagination to demonstrate their learning in a variety of ways. These will be sent home approximately twice per half-term and will come with a sticker of suggestions which the children may like to use for ideas.

Additional homework may be set from time to time by individual year groups. We support a little and often approach to homework, rather than long concentrated periods infrequently.

Assessment

We monitor children's learning regularly in order to plan for their future needs to help them reach their full potential. This helps to raise standards and celebrate children's achievements.

We work closely with parents and carers to monitor children's progress. This starts with individual pre-school meetings with class teachers, which form a basis for the first assessment. Throughout the school, parents and carers will be informed of their children's progress and future learning needs.

In the first few weeks in school, assessment takes place as part of regular classroom activities. This helps us to build a broader picture of what children can do. This assessment ensures early identification of children's learning needs including children who are more able or have special educational needs.

During the Reception year, Foundation Profiles are used for assessment. These are formulated from regular observations to identify your child's strengths and areas for development (see home school relationships section).

Children are regularly assessed by their teacher in writing, reading and mathematics. Targets are set and are reviewed half termly throughout the school. At the end of Year Two, and at the end of Year Six, children have statutory assessments made. These are commonly referred to as SATs. Additionally, children will have a statutory phonics check at the end of Year 1 and a statutory tables check at the end of Year 4 (from 2019).

Assessment information will be shared with you at your regular parent/carer teacher Learning Conversations. You will receive information about what stage your child is working at, what targets have been set for the end of the year and how you can help at home to help them achieve them.

Children with Special Educational Needs and Disability

All schools are required to publish their 'School Local Offer' on their website. The School Local Offer details the provision the school has to cater for children with Special Educational Needs and Disabilities. Our SENDCo is Jane Hearn and our Inclusion Officer is Gill Tokley.

The school welcomes all children including children with special educational needs. We work closely with parents, pre-school settings and other agencies to ensure we have accurate information and make transition for children and their families as smooth as possible. Our partnership relationship continues in schools with parents and external agencies e.g. physiotherapist, occupational therapist, speech and language therapist and specialist teachers in order that children's needs are met and good levels of progress achieved.

After initial identification, through observation and assessment, we provide for a wide range of children's abilities by differentiating the variety of activities

we plan for. We use a positive approach to our planning and use what children can do to plan the next step.

We aim to identify children with special educational needs early, involving parents and carers in discussions from the beginning. Outcomes are set in a One Page Profile to give children skills, confidence and strategies to support their learning. Additional support is generally provided in class within small group and individual situations.

We have a range of intervention programmes in place, and this is reviewed frequently to ensure that they meet the needs of each child. This year these have included additional literacy support through the Fischer Family Trust programme, Catch-up Literacy, Read Write Inc., Sound Discovery, Narrative Therapy, Numicon and Talk Boost. In addition we also provide a fine motor programme; Gym Trail activities; support speech and language programmes and provide tailored programmes to meet the needs of individual children.

The school's SEND Information Report is available from the School Website and the School Office if you would like to obtain a copy.

Gifted and More Able 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. More able and gifted children have their own special needs and require careful planning that challenges, motivates and rewards their success. This helps these children fulfil their potential. Strategies will include teaching in an extension group, enrichment opportunities, and time for additional investigations in maths and science and extended writing. The Gifted and Talented Policy is available on the School Website.

Extra-Curricular Activities



We offer a wide variety of extra-curricular activities, which vary according to the term and season. Typically, there will be a range of sporting clubs together with Gardening, Technology, Art, Press Pack, Choir and Cookery. Generally these clubs are open to children from Year One and above. Parents/carers will be sent home a letter each term detailing the choices and times of activities. A permission slip must be completed by parents or carers for each club. In the event of over-subscription, a waiting list will be drawn up. If your child joins a club, we expect them to attend each session, unless the teacher concerned has been informed by a parent/carers.

We encourage children to develop skills and competitiveness through participation in our range of sports clubs. Some children represent our school in local sports competitions.

Behaviour

Positive behaviour is encouraged by all staff. Rules about behaviour in school are kept simple, clear and meaningful to children. Children and staff are made aware of them and they are reinforced regularly as part of normal everyday activities. We encourage children to develop self-discipline and responsibility towards others, to be caring and kind, polite and friendly, helpful to others and to work with concentration, without disturbing others. We use a traffic light system in the classrooms, so that children are aware when their behaviour may need modifying but also to provide incentive rewards.



We keep our School rules to a simple three which are easily memorable for children. These are:

- Look after yourself
- Look after others
- Look after our school

These rules, together with further detail, also form our Code of Conduct, which can be found in our Home School Agreement and our Behaviour Policy.

Good behaviour is encouraged by praise, smiley faces, circle times and/or merit marks. We use 'Star of the Day', to reward individual children for positive behaviour on a daily basis in the lower school and 'Star of the Week', for upper school. Throughout the school we involve children in making positive comments about other children's work and encourage them to offer praise to their friends.

We formally celebrate children's individual achievements in our Reward Assemblies. Reward certificates and associated work are displayed in the hall each week. Twice a year our Governors hold a special award ceremony. Parents/carers of award winners are invited to attend and join in the celebrations. Each class selects one pupil to receive an award in a number of categories.

Inappropriate behaviour is normally dealt with by tone of voice, discussion with children involved and, if problems persist, by separating the child within the class for a short time or missing a favoured activity. If there is a problem with persistent inappropriate behaviour, parents or carers will work together with school staff to discuss the way forward. In upper school, we ask children to work with an adult to fill out a 'red card', if the behaviour is more

significant: this is to ensure that a discussion is held to help the child understand who may have been 'hurt' by the behaviour and how they can work to put it right.

In exceptional cases, the Head Teacher may exclude a child from the school for a fixed term basis or may propose a permanent exclusion. Parents are welcome to read the school's Pupil Discipline Policy, and this is available from the School Office and the School Website.

Anti-Bullying

Brightlingsea Primary School and Nursery believes that nobody has the right to hurt other people by hitting or kicking them, calling them names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied. The school has a clear policy on the promotion of positive behaviour. Bullying is wrong and it will not be tolerated in our school.

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

We urge parents to contact us *as soon as possible* if they are worried or concerned that their child is being bullied. We will establish a written plan to ensure good communication between the school and home to keep children safe. We will review this plan with you on a regular basis. Our Anti-Bullying policy is available from our Website and the School Office.

Positive Handling Policy

The school has a policy to outline under what exceptional circumstances they may use positive handling with the intention of protecting the child from harming himself or others or seriously damaging property. The decision to use positive handling as restrictive physical intervention is taken rarely and is a last resort. It takes account of the individual circumstances of the child and the environment and is based on an assessment of the risks associated with the intervention, compared with the risks of not employing a restrictive intervention. We will work with parents and carers to ensure that there are agreed strategies in place and that any plans are reviewed regularly. A copy of the Positive Handling Policy can be seen at the school office or on the school website.

Educational Visits

At Brightlingsea Primary School we believe that visits to an appropriate part of the locality are an important element in a child's experience and makes their

learning more meaningful. Some of our local visits this year have included the library, the pet shop, the park, the fire station, the church and the beach.

For visits further afield, we use coach transport to expand our experience and visit sites that relate to our topics. In year six, we plan a residential activity which has numerous benefits for our children: team bonding activities, individual skills development, confidence building, outdoor pursuits, and the experience of being away from home, sometimes for the first time. We believe that this is an invaluable part of the preparation for the transition to secondary school.



Other Information

The School Governors

Our school has a board of Governors consisting of parents, teachers, community representatives and recommended members of Essex County Council. These people are responsible for developing and monitoring the effectiveness of policies and practices within the school and make decisions that shape the direction of the school for the future.

The Parent Governors have an important role to play and are elected by the parents of pupils at the school. Governors participate in all aspects of school life and are involved in all new staff appointments to the school. We are always looking for parents with specialised skills to support the work of our school.

The Governing Body of Brightlingsea Infant School

Mrs Y Cook
Mrs J Hunt
Mrs J Rusbridge
Mrs C Campbell
Mrs V Chapman

Chairperson
Head Teacher
Vice Chairperson

Mrs K Finbow
Mrs J Hearn
Mrs C Ingoldsby
Mr A Johnstone
Mrs C Richmond

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.

Children's Well-being

The school is a community built on mutual respect, co-operation and consideration for others. The class teacher, who will know their class well, is responsible for the care of the children in their class. When any child is worried or upset, staff will respond immediately, discussing the problem with the child and informing the Head Teacher and parents, where necessary. Help and support will be given by the teaching and support staff until the child feels happy and secure.

At lunch time, classes are supported by a mid-day assistant, who looks after the children and tells the class teacher about any concerns.

In the case of accident or illness, children are looked after, and parents or carers are contacted as soon as possible. **It is vital you keep us informed of changes in telephone contact numbers.** There are designated first-aiders in school.

We recognise that all children need different things and at different points both parents and children may need additional support. Staff welcome contact from parents and carers to discuss any issues that have an impact on children's learning and their well-being. The school has access to Family Support Advisors and Counsellors, in addition to providing a link with families' other support services. Please contact your child's class teacher if you require additional support.

School Council

We have a school council comprised of one elected member from each class together with a deputy to stand in, in case of absence. The council discusses issues brought by the members of their classes or proposed by the school staff. Recent issues and discussions raised by children at the meeting are the amalgamation of the two schools and their contribution to this process. Minutes of the school council are taken to the Governing Body Meeting so that Governors are able to hear the views of children in our school.

Class Councils

Each class has a class council which takes place weekly. All children are invited to contribute to the meeting to talk about their learning that week. We encourage them to reflect on their 'Owls' (Our Wise Learning Skills). The children talk about what has gone well, what they would like to change next week and



make suggestions about changes to the school or their classroom to make learning more fun and engaging! Children also use this time to talk about any playtime issues, so that these can be resolved quickly.

School Uniform

The school expects every child to wear school uniform. Some items of the school uniform are available for purchase at the school office. Other items are available from many main chain stores. Children will be using the outside area throughout the year regardless of the weather; this includes accessing the school grounds when it is raining! It is essential therefore, that children have suitable outdoor clothing to ensure that children are able to fully participate in learning outside. Children will require a waterproof jacket/coat as a standard part of their school uniform.

Our school uniform consists of:

Sweatshirt: navy blue with logo
Cardigan: navy blue
Trousers/ shorts/ skirt/ pinafore dress: grey or black.
Polo shirt: red with logo
Gingham dress: red
Fleece: red
Reversible fleece/waterproof coat: navy
Shoes or securely fitting sandals: black or school colours
Wellington Boots (Foundation Stage and Key Stage One)
Socks: black/grey/navy/red or white

PE Equipment:

PE Bag
Black shorts
Navy jogging bottoms
Red T-shirt with logo
Trainers

Please ensure that all clothing and other possessions are clearly named. Lost property boxes are kept in the office and by the upper school back door. Staff make every effort to reunite named items with their owners but many items are not labelled. At the end of each term, the boxes will be emptied and unclaimed items will be donated to the PTA to be sold at their events or donated to local charity shops.

Child Protection

Safeguarding Statement:

Everyone who comes in to 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 our children.

Keeping Children Safe in Education (DfE)

Our **Designated Person responsible for child protection is Julia Hunt** and the Deputy designated person responsible for Child Protection is Fiona May. As part of our concern for children's well-being, we follow the County agreed guidance related to child protection issues. When individual members of staff or parents are concerned about a child's welfare or have evidence of possible child abuse or neglect, it is important they report this concern to the Head Teacher.

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.

A copy of the Child Protection Policy can be viewed on the school website.

Racial Incidents

The school is committed to the promotion of opportunity for all, including people from different racial, ethnic, cultural and religious backgrounds. We collect and monitor information relating to our policy and take action to report any racial incidents and comments made by children or adults including parents.

Brightlingsea Kids Club

Brightlingsea Primary School and Nursery runs its own out-of-school care programme, covering breakfast, after school and holiday periods. Our aim is to ensure that the quality of care provided in the club matches the quality of education provided by the school.

The club provides high quality childcare for our parents, whilst ensuring children are undertaking interesting and purposeful activities. The school accepts child care vouchers from employers. We are also a registered provider for the Government extra tax credits for child-care.

Health and Safety

Access:

We have restricted access into our school. All visitors must report to reception to gain access to the school. There is a barrier at Eastern Road and at Western Road the front gates to the school are closed to prevent injury to staff or children on our site. **The school site is not accessible to any vehicles between 8:30 and 9:00 am and 3:00 and 3:30 pm** in order to make it safer for pupils at the beginning and end of the school day. The car park is for staff, deliveries and disabled people only. Parents are requested to park outside the school grounds. Please park considerately.

We have bicycle racks for pupils' cycles. Please ensure that your child has traffic awareness and that the cycle has a lock. We would also strongly

advise that you provide a cycle helmet. Bicycles should not be ridden on the school site in the interests of safety.

Jewellery:

We discourage the wearing of any jewellery at school other than a wristwatch and plain stud earrings. **Children may not wear jewellery for PE lessons** and so will be requested to take any item off as this is a potential hazard to themselves and other children. We follow the local authority health and safety guidance in not allowing pupils to wear ear-rings for PE (taping over earrings is no longer allowed) and so request that piercing be done at the start of the summer holiday to allow sufficient healing time; otherwise children will have to sit out of their PE lessons and will not be able to participate in swimming lessons or after school sport clubs.

No Smoking:

The school site and grounds have been designated as a no smoking area.

Dogs on Site:

The health and safety of children in our school is important to us. Dogs are not allowed on the school site with the exception of guide dogs. Please do not tie your dog to the school fence or leave your dog unattended.

Medical and Health Care Needs

Children with Medical Needs / Medicine Policy

Brightlingsea Primary School and Nursery is committed to ensuring that children with medical needs receive proper care and support in our school setting and in our Kids Club. We aim to enable regular attendance in school. Our systems and procedures are designed to ensure children's safety and wellbeing. A copy of our full Medicine Policy is available from the School Office and on the School Website.

It is the responsibility of parents/carers to notify the school about their child's medical condition and if the medical condition ceases. You will be given the opportunity to provide the school with sufficient information about your child's medical needs.

Please inform the school about any medication your child needs and if this needs to be administered during school time the school must have a completed and signed consent form. If your child needs to complete a course of antibiotics to minimise absence from school it may be administered in school time **only** if it cannot be administered outside school hours without adverse effect on the child's health. It should be noted that medicine prescribed to be taken 3 times per day can be taken out of school hours (morning, after school and bedtime). Medicine should only be brought into school when essential, i.e. where if not administered it would be detrimental to your child's health. We will only accept medication prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber. Medicines must be in the original container with full prescriber's instructions and any liquid medications

must be accompanied by a measuring syringe. It is also the responsibility of parents/carers to check the expiry dates on any medication and to promptly arrange replacement medication. All medicines should be collected at the end of the term. If your child needs short-term pain relief, we can, in exceptional circumstances, administer pain relieving medication such as ibuprofen for no more than 3 days without a Doctor's prescription.

For children with long-term medical needs that require special arrangements to be made, a care plan will be devised by a health care professional to meet their medical needs. This includes children who have a severe allergy to nuts and who require Epi-pens to be kept in school. A copy of the policy is available on our school website.

Medical

A copy of the guidance on infection controls in schools has been included at the back of this handbook. It provides useful information on which illnesses result in time off school. Please inform the school immediately if your child has an infectious disease. Please do not send your child to school if unwell. If your child has had sickness or diarrhoea they should not return to school for at least 48 hours after the last incident.

The school nurse will test vision and hearing during your child's first or second term at school if a parent/carer or teacher requests an appointment. This is an informal meeting with carers, your child and the school nurse. Towards the end of the Reception year and during Year Six children will be weighed and measured as part of the Government programme for monitoring children's health.

Allergies

Some children in our school have allergies and intolerances to certain foods and materials. Children who have allergies that require medical intervention are required to complete a health care plan in conjunction with the Health Visitor/Doctor and the School.

We have several children in our school with severe nut allergies. If exposed to nuts or in some instances tree nuts i.e. conkers, children may go into an anaphylactic state. *If your child has a packed lunch containing nut products it is important that you tell your child's teacher at the beginning of the day to ensure that their lunch does not come in contact with other children who may be allergic.*

Asthma

Children with asthma who require medication, are required to have completed an asthma care card to receive medication in school. The school will provide parents with the card and they will need to contact the local surgery to make an appointment with the Asthma Nurse. Cards will be sent home over the Summer break so that an annual review of their child's asthma

can be undertaken at the local surgery and their card updated. Inhalers should be supplied in the original box with the prescriber's label and should be accompanied by a spacer or alternative device where needed.

Head Lice

Please check your child's head regularly for head-lice. You may not see lice because they are small, hair coloured and quick off the mark! What normally gives them away are their white egg cases (nits) which are glued on hair stems, about a centimetre away from the scalp. If you discover lice, your child should be treated with the relevant lotion. Please contact the Health Visitor for any help if you require it.

Personal Items

Toys

We generally discourage children from bringing any toys to school. Teachers will not take responsibility for any toys. Children can bring to school named balls or skipping ropes for use outside in the playground.

Valuables

All items of value should be left at home. The only money that needs to be brought to the school is that required for a specific purpose, e.g. appeals etc.

Mobile phones

We recognise that many children now have mobile 'phones and that where upper school children have been given permission to walk home alone, parents/carers may wish them to have access to them for the journey. However, they should only be brought to school in exceptional circumstances and only with the prior permission of their teacher. Each request will be considered on an individual basis, and if granted, the 'phone must be clearly labelled with the child's name and handed in to their class teacher or the office during the school day. Please note, that as with all valuable items, this is at the owner's own risk. Generally speaking, mobile 'phones in school present the potential for an unacceptable disturbance to lessons, theft, cyber bullying and online exploitation.

Charging and Remissions Policy

From time to time we ask parents to make voluntary donations to cover the cost of school trips or to purchase food items. No child is excluded if contributions are not made, but if insufficient support is available, some visits may not take place. A copy of the school policy is available at the School Office and on School Website.

Complaints Procedure

It is natural that parents and carers may, occasionally, be concerned about an aspect of their child's education or welfare at school. This could include issues concerning the school's approach to aspects of the curriculum, homework, behavioural problems or any other issue.

The school welcomes enquiries from parents and carers about any matter. Teachers and staff will explain the school practices, policies, and how they affect the pupils.

The usual approach is to speak to the child's class teacher in the first instance and then if necessary with the Deputy Headteachers or Headteacher. At all times staff in our school will help to resolve a problem. If occasionally parents feel they must state their concern formally, a copy of the Complaints Procedure is available from the School Office and School Website.

