



Hello and a very warm welcome to Barlby Community Primary School.

I am Jillian Baker have been the Headteacher at Barlby since January 2012.

Barlby Community Primary School is a happy school where children enjoy learning. Visitors to the school are always impressed by the friendly welcome, the team spirit and the cheerful atmosphere.

As a school we work closely with the community and have a committed Friends of Barlby C P School committee which raises important funds for extra resources.

I operate an open door policy, if you have any questions, thoughts or comments regarding the school please do not hesitate to get in touch.

Overall, we are proud of the fact that all our children are provided with the education which best suits their needs.

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## General information

Address	Barlby CP School Hill Top Barlby Selby North Yorkshire YO8 5JQ	Phone	01757 703317
		Fax	01757 706812
		Website	
		e-mail	admin@barlby-pri.n-yorks.sch.uk
		Head Teacher	Mrs Jillian Baker
		e-mail	headteacher@barlby-pri.n-yorks.sch.uk
		website	<a href="http://www.barlbycommunityprimaryschool.co.uk">www.barlbycommunityprimaryschool.co.uk</a>

Barlby Community Primary School is a mixed Community Primary School for children aged 4 to 11. The School is non denominational and supports the local community with access to the building with many evening and weekend activities.

The number of registered pupils 2011 / 2012 is currently 355.

## Welcome from the Chair of Governors

I am Rev Francis Loftus, and I was appointed Chair of Governors in October 2010. It is a privilege to able to lead the Governing Body of the school in this way. The Vice Chair is Mrs Suzanne Douglas. The Governors are made up of people who have the well being of the pupils and staff at heart. They represent the various groups of people who have an interest in the school: parents, staff, the County Council and members of the community.

The role of the Governors is to support and challenge the staff of the school, particularly the management. We are committed to the highest standards of achievement and attainment possible. The Governors have specific responsibilities to examine in detail issues related to special needs, health and safety of pupils and staff, the budget and the strategic plan of the school.

Governors are all volunteers. They are supported by the County Council training programme and the Quality and Inspection advisers from North Yorkshire. Our aim is to be as effective as possible in exercising Governance responsibilities. We are subject to inspection by OFSTED as part of the leadership and management of the schedule of inspection.

Governors meet as a body six times a year. We also meet separately to review the Head's report six times a year. There is one subcommittee: Finance. However Governors are actively involved across a whole range of activities with the curriculum especially SEN, mathematics, science and English. Pupil conferencing is an essential part of any school and Governors are closely involved in this at Barlby CP.

Governors are representatives not delegates so therefore act as individuals within the Governing Body. They contribute to debate and development. In the end they also must handle complaints if necessary.

If you wish to contact me, my address is 19 Green Lane, North Duffield, Selby YO8 5RR 01757 288030.

## Barlby School Ethos and Aims

An important part of the ethos of our school is that we are a 'Community' school. As such, we are always looking to live up to this and all that it means. Our school is regarded by parents as being open and welcoming, with teachers seen as accessible and approachable. We are always interested to hear from parents your views and experience of the school. All feedback, both positive and negative is always welcome.

We at Barlby CP School aim to prepare children to reach their full potential as responsible citizens in an increasingly complex world.

In order to achieve this we will provide our children with opportunities to...

- enjoy coming to school in an environment where they are happy, healthy, valued and secure.
- experience a dynamic, creative and rich curriculum that meets their unique needs through cross and extra-curricular activities.
- develop a desire and curiosity towards learning within a safe, orderly, happy and purposeful environment.
- be challenged and motivated to become life long learners, who are unafraid to investigate and learn from mistakes in pursuit of their goals.
- value, appreciate and celebrate everyone's talents in order to develop high self-esteem and a genuine awareness of humanity.
- respect and take personal responsibility for their actions and environment, thinking globally and acting locally.

## Meet the Teaching Staff -

<b>Name</b>	<b>Key Stage</b>	<b>Year</b>	<b>Role</b>
Mr A Joy	Deputy Head Teacher Head of KS2		Health and Safety Co-ordinator, Educational Visits Co-ordinator, Nominated Teacher for Looked After Children, Child Protection, Gifted and Talented Co-ordinator, SLT Science Co-ordinator, Yr 6/7 Liaison School Council
Mrs J Proctor	Assistant Head, Head of Foundation and KS1 Reception Teacher		SENCO, SLT School Council
Miss K Jones	Foundation	Age 3 and 4	Nursery Teacher,
Miss S Owen	Foundation	Reception	Science Co-ordinator

Mrs M Carr	KS1	Year 1	RE Coordinator, History and Geography Co-ordinator
Mrs L Shields	KS1	Year 1	PE Co-ordinator
Mrs R Vasey	KS1	Year 1	SEAL Co-ordinator and PSHCE
Mrs S Smith	KS1	Year 2	Literacy Co-ordinator, Assessment Co-ordinator, SLT.
Miss K Lent	KS1	Year 2	Modern Foreign Languages
Miss L Grace	KS2	Year 3 / 4	Maths Co-ordinator, SLT Assessment Co-ordinator
Miss A Branford	KS2	Year 3 / 4	P.E Co-ordinator
Miss L King	KS2	Year 3 / 4	Music
Mrs C Turton	KS2	Year 5 / 6	Literacy Co-ordinator, Educational Visits Coordinator.
Mr D Robinson	KS2	Year 5 / 6	RE Co-ordinator, History and Geography Co-ordinator
Mrs S Porter	KS2	Year 5 / 6	Art & Design Co-ordinator
Mr T Richardson	KS2	Year 5 / 6	ICT Co-ordinator, Yr 6/7 liaison

## Meet the Support Staff

Name	Key Stage	Year	Role	
Mrs G Gosnay	Foundation/KS1		Nursery Nurse	
Mrs C Larkin		HLTA		
Mrs E Robinson		GTA		
Mrs S Smit		HLTA		
Mrs A Barratt		HLTA		
Mrs E Barr		HLTA		
Mrs J Ayres		GTA		
Mrs A Bolland		Pupil Support		
Mrs R Edgar		GTA		
Mr C Whiteley		KS2		GTA / Pupil Support
Mrs S Smith			ATA	
Mrs L Horsley			GTA	
Mrs S Ross			HLTA	
Mrs P Stephenson			GTA	
Mrs D Charlesworth	HLTA			
Mrs L Lambert	GTA/ Pupil Support			
Mrs M Hall			Office Manager, Clerk to Governors	
Mrs T Martin			Clerical Assistant am	
Mrs K Scott			Clerical Assistant pm	
Mr W Barrett		School Patrol / Caretaker		

## Admission Policy

Our School follows the guidelines set by the North Yorkshire Local Education Authority (LEA). Any parents wishing to enrol their child/children at the school are welcome to call at any time in the school day, preferably having first made an appointment. On their visit to school they will be shown round by the Head or Deputy Head. The general organisation of the school, curriculum and teaching methods can be discussed at this time.

Application forms are available on line on [www.northyorks.gov.uk/education](http://www.northyorks.gov.uk/education) or contact the school admissions team on 0845 0349420.

Priority for admission in the following order

- 1<sup>st</sup>, children with a statement of Special Educational Needs which names the School
- 2<sup>nd</sup>, children in Public Care for whom the school has been expressed as a preference
- 3<sup>rd</sup>, children from homes disadvantaged by poor housing conditions or over crowding, or from a background which is prejudicial to the child's normal educational development
- 4<sup>th</sup>, children living within the normal catchment area of the school who have listed it as their first preference
- 5<sup>th</sup>, children living within the normal catchment area of the school who have listed it as a preferred school but whose higher preferences elsewhere have not been met and where a place elsewhere would "prejudice the provision of efficient education or the efficient use of resource" Applications are considered in order of preference
- 6<sup>th</sup>, children from outside the normal catchment area of the school who have a brother or sister at the school
- 7<sup>th</sup>, children from outside the normal catchment area of the school who live closest to the school using the nearest available walking route

In line with national rulings, children which have been enrolled within the school nursery and have attended continually are not guaranteed a place in reception. The nursery intake is a maximum of 26 children in the morning and 26 in the afternoon. Nursery application forms are available from the school office.

## Entrance to School

Children whose fifth birthday falls within 1<sup>st</sup> September 2007 and 31<sup>st</sup> August 2008 will normally be offered a full time place from the beginning of the school year (September 2012).

Prior to the start of the school year, parents will be invited to an evening meeting at the school, during the meeting there will be an opportunity to meet the Head Teacher and your child's teacher. You will be able to look around the school and your child's classroom. At this meeting you will be provided with a pack with all the relevant data you will require including this prospectus, contact and health declaration forms.

Your child will also be invited into school for part of one school day to meet their teacher and see their classroom.

## Continued Support

Once children are enrolled in the school contact between home and school remains vital. If problems arise parents are encouraged to come into school and discuss them. Just as you have high expectations of our school and its staff we too have high expectations of you the parent/carer, and in choosing to send your child to our school we expect to work in partnership with you in providing an all round education for your child. Such a partnership would require you, as a parent/carer to:

- support the school's ethos and values
- support the schools aim's and objectives
- encourage self discipline in your child by supporting the school's code of conduct
- ensure your child attends school regularly and punctually and notify us as soon as possible of any reason of absence
- keep us informed of any changes in circumstance including those that may affect behaviour ( illness in family, bereavement, separation, sibling rivalry )
- support the schools homework policy
- support the schools dress policy
- support extra curricula activities
- support the home / school agreement

You will be invited formally into school 2 times per year to discuss your child's work, behaviour and progress with your child's teacher. Written reports are issued in the second half of the summer term.

## The Curriculum

The work that your child will be doing is designed to meet the needs of the current National Curriculum, within agreed school policies for each subject the class teacher has the responsibility to teach all of the following subjects:

- English
- Mathematics
- Science
- Design and Technology
- Information and Communication Technology ( ICT )
- Geography
- History
- Music
- Art and Design
- Physical Education
- Religious Education
- French

Children are split into smaller groups during some lessons. The work each group has to complete is appropriately differentiated to meet the needs of all levels of ability.

## OFSTED

Our school was last inspected by a team from the Office for Standards in Education (OFSTED) between 7<sup>th</sup> March and 8<sup>th</sup> March 2011. Full copies of the OFSTED report are available from the school office, at the local library and at the OFSTED website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **Health and Safety**

### **Fruit / Vegetable Scheme**

Our school is involved in a fruit and vegetable scheme for all children in the Foundation and KS1, children are provided with a portion of one fruit or vegetable at their morning break. The aim is to encourage healthy eating.

### **Water**

Water is a proven factor on helping children to concentrate by ensuring they are appropriately hydrated throughout the day. At our school, children bring in a labelled sports bottle of water daily which is available to them in the classroom, additionally water fountains are also spread around the school.

### **Healthy School Status**

Our school is working towards the “Healthy School Status”. This scheme promotes health and well being of the pupils and staff through a well planned curriculum in physical education and an emotional environment that promotes learning healthy life choices.

### **Health Declarations and Health Examinations**

As you enrol your child at our school you will be asked to complete a health declaration form it is paramount that these details are kept up to date. In your child’s first year at School your child will have a vision and hearing test. You will only be contacted if there are any areas of concern. Vision and hearing checks will be undertaken one to two times further during their primary education.

### **Head Lice**

Head Lice can be a real problem in all schools. Cases of head lice should be reported to the class teacher. Please note that the school is not responsible for treatment. The Health Authority clearly places responsibility with parents and carers.

### **Accidents**

Although every reasonable precaution is taken to ensure the safety of your child at school, accidents do sometimes occur. County Council only allows for plasters, sterile dressings and bandages to be kept in School first aid boxes. It is essential that parents/carers supply and keep up to date emergency numbers in case of illness/accident. If contact cannot be established in an emergency appropriate action will be taken in the interest of the child. A record of accidents is kept within school where injuries have occurred. Parents/carers are informed if a child has had a bump to their head.

## **Insurance**

The County Council does not carry personal accident insurance in respect of pupils but only insures against injury caused to children as a result of negligence of the Authority, its servants or agents and does not insure to pay compensation following any injury suffered by a pupil. Bearing this in mind there are insurance companies who specialise in an “all school activities“ personal accident policies, which you may wish to consider.

## **Sickness**

Could parents/carers notify the school office on the first day of absence from school due to illness. If any child has a contagious disease please inform school asap.

## **Security**

Our school has CCTV on site. Gates are kept closed between 09.05 and 15.00, main gates are only opened for deliveries and side gates for access to the nursery midday session changeover. Please remember to shut gates behind you. Access through the reception area is under staff control. Visitors are asked to sign in and out when visiting the school. All relevant checks are made on staff / assistants as applicable.

## **Parking / School crossing patrol**

All parents/carers arriving in cars must park on the A63, Hull Road. Access to the school is via either of the two pedestrian gates one on Hull Road and the other on the old A19, York Road. Parents/carers MUST NOT park on the marked zig zag areas or hinder visibility around entrance gates. Parents/carers are not expected to use the school car park for dropping off or picking up children from school. A school crossing patrol is in operation on the York Road pedestrian gate at the start and end of the school day.

## **Child Protection / Safe-guarding Procedures.**

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 even before we contact you. The procedures the School follows have been laid down by the North Yorkshire Safeguarding Board. If you wish to know more about them, please contact the Head Teacher.

## **Off site visits**

As parents/carers you will be made aware if your child is to be taken out of school for an educational visit. The plans for all visits are agreed by the school’s Educational Visits Co-ordinator who scrutinises all risk assessments and records these visits on the North Yorkshire school visits website. All visits will be led by a teacher with Group leader training, or the EVC. Appropriate statutory adult/pupil ratios are adhered to.

## **Charges for off site visits**

The governing body recognises the valuable contribution that a wide range of activities, including educational visits, residential experiences and clubs can make towards pupil personal and social education. The governing body and teachers aim to promote such activities as part of a broad and balanced curriculum for the pupils of the school and as additional optional activities.

The governing body reserves the right to make a voluntary charge for the activities which take place during the schools normal hours. If insufficient voluntary contributions are received, then regrettably many of these activities will not go ahead. We feel that the activities are exciting opportunities that will benefit all of the children both educationally and socially. We are confident that you will want to support these activities.

Any parent/carer in receipt of income support or family credit where the cost will cause hardship can apply in confidence to the Head Teacher for full or part remission of charges. Help may also be sought from Barlby United Charities for residents of Barlby, forms being available in the School Office.

Under the 1988 Education Reform Act the school is entitled to charge for any activity that takes place outside normal school sessions, but again there are financial exemptions for particular groups of children.

## **Attendance, Absence and Holiday requests**

### **Please refer to the Parent Information letter at the end of the prospectus**

Local authority rules apply to any pupil absence. Pupils can have up to 20 authorised sessions (10 days) per school year off during term time at the discretion of the Head teacher. These sessions still have to be notified to the school in advance, holiday request forms must be completed and brought into school for authorisation. Going to the dentist, hospital, missing registration (which is taken by 9am) and being sick (even if the correct sickness procedure followed) etc. count towards these 20 sessions.

Once the 20 sessions have been utilised any sessions missed become unauthorised. If there are extenuating circumstances for additional sessions off the reasons can be put in writing to the Head teacher and will be kept on file for the Education Social Worker to read. It is therefore paramount the parents/carers communicate closely with school reference any absence so it can be logged appropriately. Being punctual at the start of the school day is key to this policy.

Rates of pupils authorised leave 1<sup>st</sup> September 2010 to 20<sup>th</sup> May 2011 was 4.2 %

Rates of pupil's un-authorized leave 1<sup>st</sup> September 2010 to 20<sup>th</sup> May 2011 was 0.3%

## Session times

All children should wait in the playground on arrival at the start of the day until the bell has rang and then line up on their allocated class spot to be taken by their teacher into school. Due to confined space parents/carers are asked not to enter the school building.

Key stage	Start	Break	Lunch	Break	Finish
Foundation - nursery (am )	08.30	-	-	-	11.30
Foundation – nursery (pm )	12.15	-	-	-	3.15
Foundation - Reception	08.50	10.30	12.00		3.05
KS1	08.55	10.30	12.00		3.10
KS2	08.55	11.00	12.15	-	3.10

## School Policy statements

All Policies written by the school are held at the school office...parents are welcome to request copies of any school policy. Copies are also held on our school website ([www.barlbycommunityprimaryschool.co.uk](http://www.barlbycommunityprimaryschool.co.uk))

The following policies are included with this prospectus:

Teaching and Learning Policy, Behaviour Policy, Attendance Policy, and Anti Bullying Policy.

## Medication

If a child is sick the best place for them is at home until they are fully recovered. Any medication required cannot be administered by any member of staff. Should a child have medication that needs to be taken 3 times per day it is best administered at home around the school day.

However, our school does support any child who has medical needs and permanently requires ongoing medication during the school day. The Head Teacher will liaise with parents and complete a written consent form and ensure appropriate communication is made with the child's teacher and other relevant staff. Children with longer term health issues will have a Healthcare plan. It is the responsibility of the parent/carer that all medicines are clearly marked with dosage and times to be taken, child's name and address, prescribing person and are in date. Medicines are stored in areas relevant to a child's need. Health forms MUST BE completed as your child starts school and MUST BE kept up to date thereafter.

Some medications, asthma inhalers, Epipens and insulin are kept as near to the child as possible. Children in Key Stage Two are expected to manage asthma inhalers themselves.

## Religious Education

Our school is non denominational, The North Yorkshire agreed syllabus and guidelines for collective worship are followed within the school, during four assemblies per week an act of collective worship is undertaken and the fifth during class time. The Religious Education syllabus is incorporated into the school day and we have a programme of visitors of many faiths coming to school.

All parents/carer have a right to withdraw their child from RE and collective worship should they wish. These requests will be respected, but school must be notified in writing. The child must stay in school and other subjects will be taught to the child when the rest of the class are completing any religious study.

PLEASE NOTE THAT RELIGIOUS EDUCATION IS **THE ONLY** SUBJECT IN THE NATIONAL CURRICULUM THAT A CHILD MAY BE WITHDRAWN FROM.

## Homework

Throughout their time at our school, pupils will be encouraged to spend some time at home following up work or completing tasks set by the teacher. Most of the time pupils will be able to complete the work on their own, but there will be times when they will need your help. The work set may be reading, learning spellings and tables, discussing, researching, investigating and reinforcing. The school has a Homework Policy which was formulated by staff and governors and falls in line with Government recommendations.

Each term your child will bring home a mathematics book mark with work that your child can work on at home.

Regularly during the week children will bring home reading books for you to enjoy together, these are part of the Oxford Reading Tree. For the first 9 stages these books include a card of ideas on how to stimulate comprehension. Please log [any](#) reading your child does in their reading record book.

## Pastoral Care

Each class teacher is directly responsible for the welfare of the children in the class group. A caring and sympathetic attitude is nurtured in the school and parents/carers with any problems concerning their child are encouraged to discuss issues with the class teacher or the Head teacher immediately. Similarly parents/carers will be informed when problems arise in school.

## Sex Education

Sex Education is the Health Education module in the Science curriculum. Year 6 study sex and relationships within moral and family orientated framework. Parents/carers with any concerns can discuss concerns with their child's teacher or the Head Teacher, prior to this unit of work being taught.

## School Uniform

Barlby C P School has a school uniform policy which parents / carers are asked to support. All items of clothing must be clearly marked with the child's name. Please note NO DENIM or HOODS allowed.

### Foundation / Key Stage 1 ( Rec, Yr 1 and YR 2)

#### Boys

Grey or dark blue trousers (long or short)  
Blue or white shirt/polo shirt  
Blue or grey socks  
Plain dark blue jumper/sweatshirt  
School Tie (optional)

Sensible shoes (not boots or trainers)

#### Girls

Dark blue skirt/pinafore dress/trousers  
Blue or white blouse/shirt/polo shirt  
Blue and white gingham dress  
Blue or white socks  
Plain dark blue  
cardigan/jumper/sweatshirt  
Sensible shoes (no high heels)  
School tie (optional)

### Key Stage 2 (Yr 3, 4, 5, 6)

Grey or dark blue trousers  
Blue or white shirt  
Blue or grey socks  
Plain dark blue jumper/sweatshirt  
School tie (optional)

Sensible shoes (not boots or trainers)

Dark blue skirt/pinafore dress/trousers  
Blue or white blouse/shirt  
Blue and white gingham dress  
Blue or white socks  
Plain dark blue  
cardigan/jumper/sweatshirt  
School Tie (optional)  
Sensible shoes (no high heels)

### Physical Education – whole school

#### Boys and Girls

Navy blue or black plain shorts (not Bermuda or beach shorts)  
White T-Shirt (plain or with school logo)  
Black or white pumps (indoor)  
Trainers (outdoor) – These trainers must not be worn as school shoes  
Leotards / tracksuits optional

## Jewellery / Lost property

Jewellery must be kept to a minimum, only stud earrings (one per ear) or watches are permitted, no rings, necklaces or bracelets. Jewellery must be removed for swimming and PE activities as per National and Local Health and Safety Guidelines. [Children are responsible for the removal, storage and “refitting “of each item. The school is not responsible for any loss of such items.](#)

Any lost property found in school will be kept in the lost property store, please contact school for access. Please ensure that all your child's uniform / PE kit is marked with their name.

## **School Dinners**

School dinners are managed by Grosvenor FM and cost £1.85 / day. Children wanting a hot school meal must bring payment (preferably cheques made payable to 'Grosvenor FM ') to school on the Monday of each week in an envelope marked with their name, class and days which they want school dinners, this enables best catering management. Those parents/carers who believe they are entitled to free school meals should contact North Yorkshire Area Education office, County Hall, Northallerton on 01609 780780. Menus are available on request. On a daily basis they include fresh vegetables, bread, fruit and a variety of main courses and puddings.

Alternatively children can bring along a packed lunch, these are stored in the cloakrooms until lunchtime. KS2 children eat their packed lunches in their class rooms.

There are meal facilities for children in the nursery. Please enquire at the school office for charges.

## **Physical Education**

Each class will have a minimum of one session per week of physical education, this will take place in either the school hall, which is equipped with a climbing frames and indoor play equipment, on the playground or on the school field.

Older children may play rounders, netball, football, kwik cricket, tag rugby and golf.

Most competitive games involving local schools take place outside the school day. Children must bring a letter from their parents/carer if they are to be excused PE due to medical reasons.

The school has access to Barlby High School swimming pool and usually Year 1 through to Year 6 use the pool once per week during the first part of the autumn term and the last part of the summer term.

## **School Council**

Our school recognises the importance of the pupils opinions and making them part of the decision making process. So, we have an elected School Council. All of the pupils at our school are given a chance to vote for a boy and girl from their year group. The Council represents the pupils and puts forward new ideas, suggestions and ways to improve our school. The Council is elected by the pupils at the start of each school year and meets every three weeks. All classes in KS1 and KS2 have two representatives. The school council is allocated £100 per annum.

## **Parent Teacher Association ( PTA )**

Our school has a highly successful PTA called the Friends of Barlby Community Primary School, the group is a charity ( registered charity number 1110055 ) and raises funds through fairs, fashion shows, car boot sales etc. The funds raised go back directly into the school, funding books, play equipment, CD players etc.

Anyone is welcome to join or help out on the day! If you are interested in supporting, please contact Donna Charlesworth ( Chair person ) on 01757 290133 or via the school office.

## **Complaints Procedure**

Our school is an “open school “in that parents have access to all Teachers at any reasonable time. This open policy usually results in problems and/or misunderstandings being rapidly dealt with in a satisfactory way. However, we are required to advise parents of the formal complaint procedure that operates at this school.

1. Speak to your child’s Teacher prior to or after the school day.
2. If it is a matter that you feel would be more appropriately dealt with by the Head Teacher arrange an appointment for a meeting through the school office.
3. If the unlikely event of your not having been satisfied by the result of the meetings at 1 and 2 you have the right to bring the matter to the attention of the Governors who have a sub committee to deal with complaints related to the curriculum and management of the school.

Having gone through stages 1, 2 and 3 and still not being satisfied with the outcome, parents have the opportunity to involve to Local Authority ( LA ). The Head Teacher will advise parents of the procedure to be followed, together with the names and addresses of the appropriate Officer of the North Yorkshire Children and Young People’s Service.

## **Transfer to Secondary School**

Preference forms are issued by the Local Authority Office and need to be returned promptly. Allocations are completed in the spring term prior to your child moving to high school in the September. Parents will be invited to visit the school on an evening with their child prior to the Easter holidays

Your child will be offered a day visit to their chosen High School in the July. Year 6 children will meet their allocated teacher and spend some time acclimatising themselves to the school.

Teachers in Year 6 will spend time with their classes preparing them emotionally for the transfer to high school.

# Barlby School

## Teaching and Learning

### **A Policy, Rationale and Statement of Aims.**

#### Rationale and School Aims

This Policy is intended to promote consistency, high standards and the achievement of the school aims. At Barlby Community Primary School our intention is to create an environment in which all children are enabled to fulfil their potential and feel pride in their identity. To achieve this, we will aim to prepare children to reach their full potential as responsible citizens in an increasingly complex world.

In order to realise this we will provide our children with opportunities to...

- enjoy coming to school in an environment where they are happy, healthy, valued and secure.
- experience a dynamic, creative and rich curriculum that meets their unique needs through cross and extra-curricular activities.
- develop a desire and curiosity towards learning.
- be challenged and motivated to become life long learners, who are unafraid to investigate and learn from mistakes in pursuit of their goals.
- value, appreciate and celebrate everyone's talents in order to develop high self-esteem and a genuine awareness of humanity.
- respect and take personal responsibility for their actions and environment, thinking globally and acting locally.

## The Learning environment.

At Barlby Community Primary School our intention is to create an environment in which all children are enabled to fulfil their potential and feel pride in their identity. To achieve this, we will:

Ensure and promote the physical and personal safety of the children.

Develop and encourage the children to be aware of their physical, spiritual and emotional health.

Ensure that the ethos and philosophy of the school continues to place high emphasis on the children's enjoyment whilst in our care, both directly and indirectly.

Ensure that each child develops self discipline; the ability to learn independently and work co-operatively and to achieve to their full potential and celebrate their own and others achievements.

Strive to ensure that the children will learn to listen with respect; avoid deliberately damaging the self esteem of others; appreciate the diversity of our society and how they can effectively contribute to it.

Provide a learning environment which is reflective, stimulating, welcoming, and secure and utilises resources to their maximum.

The aims are included in school development planning and medium term planning.

At Barlby School we believe that children learn best when they:

- Are happy
- Are interested and motivated
- Are aware that it is 'safe to fail'
- Receive encouragement and genuine praise
- Are valued
- Clearly understand what is asked of them and the expectations placed on them
- Are challenged and stimulated
- Supported and encouraged with their learning at home

The learning environment at Barlby Community Primary School is so organised that all children have the opportunity to:

- Work individually, in groups and as a class
- Make decisions
- Work co-operatively
- Solve problems
- Be creative
- Discuss and present their ideas
- Develop high order social skills
- Develop independence
- Use their initiative
- Empathise
- Receive support and appropriate praise
- Experience success
- Have fun
- Assess their own learning and that of their peers
- Know exactly what is expected of them in relation to their learning

Effective learning takes place in an environment which is both:

- Challenging and stimulating
- Well resourced
- Caring and supportive
- Accessible to all children
- Encouraging and appreciative
- Welcoming
- Provides equal opportunities
- Fun to be in

For learning to be effective, meaningful and sustained as a teaching staff we must ensure:

- 1) that planning will show the match of activities and tasks to pupils different levels of attainment whilst being highly challenging
- 2) that planning will take into account the results of previous assessment
- 3) that lessons have clear aims and learning objectives which are shared with the children
- 4) that planning will include clear, focussed learning objectives and clear aims
- 5) that planning allows for a range of learning styles
- 6) that the children experience working in a variety of settings and have the opportunity to take responsibility for their learning

- 7) that lessons are well structured, well paced and carefully timed to allow for teacher exposition, practical activities plenary activities
- 8) that lessons are planned to incorporate equal opportunities
- 9) that resources are selected carefully and effectively used
- 10) that classroom management techniques allow learning to be maximised
- 11) that cross-curricular issues are included
- 12) that classrooms are stimulating, child friendly environments.

#### Assessment and Monitoring of Teaching and Learning

Children's work will be assessed by a variety of means - through marking and verbal comments to assessment tasks and tests. Weekly planning proformas allow for staff to use ongoing assessment to inform future teaching and planning. Moderation meetings and book scrutinies allow teachers to ensure that assessment is both rigorous and realistic.

Monitoring of classroom practice is an ongoing process that has been agreed by all staff and takes into account standards laid down by external agencies. Monitoring will be undertaken by the Headteacher or nominated staff. Feedback from monitoring will always be given as soon as possible. Completed monitoring proformas are kept by individual staff members and in a central file.

All staff members are encouraged to undertake professional development to extend development and support their subject and pedagogical understanding and knowledge.

We, as a staff, recognise that the implications of this policy are all pervasive, permeating all aspects of school life and that other policies will naturally be intrinsically linked with its contents.

It will be reviewed by staff and governors in 2012.

# Barlby Community Primary School

## Behaviour Policy

What is 'good behaviour?'

“Where behaviour is good, most pupils show through their actions that they know what constitutes appropriate behaviour, that they understand what is expected of them and they respond accordingly. They are considerate, courteous and relate well to each other and to adults. Pupils take responsibility for their own action, appropriate to their age and maturity. They develop self esteem, self discipline and adhere to high standards of behaviour which contribute to effective learning.”

**OFSTED**

This policy is designed so that teachers can teach and children can learn. It ensures that all children are treated fairly, consistently and appropriately. All members of the school community have a commitment to implement the policy.

At Barlby Community Primary School we aim to provide a safe supportive and caring learning environment, which will enable the children to reach their full potential. All children need, like and respond to praise, positive reinforcement and rewards for their work and behaviour.

We at Barlby C P School aim to prepare children to reach their full potential as responsible citizens in an increasingly complex world.

In order to achieve this we will provide our children with opportunities to....

- Enjoy coming to school in an environment where they are happy, healthy, valued and secure.
- Experience a dynamic, creative and rich curriculum that meets their unique needs through cross and extra- curricular activities.
- Develop a desire and curiosity towards learning within a safe, orderly, happy and purposeful environment.
- Be challenged and motivated to become life long learners, who are unafraid to investigate and learn from mistakes in pursuit of their goals.
- Value, appreciate and celebrate everyone's talents in order to develop high self-esteem and a genuine awareness of humanity.
- Respect and take personal responsibility for their actions and environment, thinking globally and acting locally.

The values we stress are:

- Honesty
- Keeping promises
- Respecting the rights and property of others
- Acting considerately towards others
- Taking personal responsibility for ones own actions
- Self discipline

The behaviours we reject are:

- Bullying in any form
- Cruelty
- Cheating
- Deliberate vandalism
- Deceit and dishonesty
- Irresponsibility

We acknowledge that children acquire their behaviour patterns from a wide range of experiences, at home, with siblings and peers and in the wider community. The way they see others behave and the way they themselves are treated influences their own patterns of behaviour. All schools are potentially important organisations for developing “good behaviour” – however we can not just impose a behaviour policy and expect children to follow it, we need to teach children the behaviour that is acceptable in our school.

They learn this behaviour by:

- Understanding the reasons for using one sort of behaviour in preference to another.
- Knowing the consequences of behaving in certain ways, rather than in other ways.
- Being given clear directions how to achieve a certain goal.
- Receiving positive feedback about the progress they have made through recognition and praise
- Receiving corrective feedback to reach a target by means of prompts and reminders
- Being meaningfully rewarded for getting behaviour right.

The rules of acceptable behaviour at Barlby C P School have been drawn up in consultation with the children and collated by the staff. These rules are displayed throughout the school and in every classroom.

These rules are:

1. listen to adults and follow instructions
2. be kind and care for everyone
3. speak politely
4. treat all property with care
5. walk at all times in and around school

Through agreement and consistency of approach by all Staff the children will learn behaviour which meets our aims;

#### How we reward acceptable behaviour

Firstly, by automatic inclusion on the weekly Behaviour Sheet. Inclusion on this sheet is rewarded weekly by extra playtime. If over a given period of time i.e. a term, a child's name appears on the behaviour sheets an agreed number of times, then the child will be presented with a certificate and reward acknowledging their behaviour. These certificates are cumulative each year and will be presented at the end of a term. The names of all children gaining a certificate will be published in a newsletter to parents.

#### Recording Behaviour

Each classroom has a behaviour board, the make up of this board is identical in each classroom. All children start each day in the positive behaviour column. If they are unwilling or unable to adhere to the school rules their names will be moved to the warning column, and the unacceptable behaviour and teacher's response will be recorded on the behaviour sheet. If there is continued unacceptable behaviour they will be removed to another classroom, their name will be moved to the unacceptable column. Upon their return to the classroom should there be any further unacceptable behaviour they will be sent straight to the Head Teacher.

If a child's name appears on the behaviour sheet twice in one week, they will be ineligible for right choice assembly and extra playtime. These children will remain in school with the appropriate behaviour sheets to account for their behaviour. This missed playtime will not be taken up by repetitive tasks. The emphasis will be on the analysis of unacceptable behaviour

#### Unacceptable Behaviour

If a child's name appears on the behaviour sheet for three weeks in a half term, then the child's parents will be informed by letter. The child will receive an internal exclusion. In the case of a child in KS2 they will be supervised by the Headteacher. Work will be set by the Class teacher. In the case of a child in Key Stage 1, they will be placed separately in another Key stage 1 class. If a child's name appears on the behaviour sheet four times in a half term, the parents will be informed by letter and the child will be placed on a Behaviour Report. The behaviour report can extend into the following half term. This will entail the child's behaviour being monitored on a session to session basis. This report will be signed by the child, teacher and Head Teacher on a daily basis and will be sent home with the child each day for parental signature and comments. If a child is unable or unwilling to conform to the requirements of a behaviour report they will be placed on a further report. After 3 unsuccessful consecutive behaviour reports, the child will be subjected to an

exclusion from school. This action is taken as a last resort, its main benefit is to the other children and teachers who remain in school.

Only the Head Teacher, or nominated teacher in the head's absence, may exclude for a fixed period or on a permanent basis. In most cases fixed term exclusion will be used. The total number of fixed term exclusions (covering one or more fixed periods of time) given in any one school year must not exceed 45 school days.

When a decision is taken to exclude a child:

- The parent / guardian of the child is informed immediately (by telephone or in person) and told of the period of exclusion, the reason why and that representation can be made to governing body about the exclusion and the way in which that representation can be made.
- The Head Teacher writes to the parent within one school day of the decision confirming all the above information and including details for the continuing education of the child (setting and marking of work) and the right of the parent to see child's school record.
- The governing body and the LA are informed immediately (when the exclusion is for more than five days in any one term this is a legal requirement).

The responsibilities of the governing body are laid out in the 'The School Standards and Framework Act 1998' and subsequent acts of Parliament and these are adhered to in cases of exclusion.

Barlby Community Primary School adheres to the Exclusion Guidance issued by North Yorkshire Children and Young Peoples Service.

The Behaviour Policy is not a one way system. Parents will be informed at all stages of their child's inappropriate behaviour at and invited to discuss concerns and strategies that can be used to help the child amend and bring their behaviour in line with whole school expectations.

This behaviour policy will be subject to continual evaluation and review. The policy and approach to behaviour in our school is common to all staff. Consistency of approach and promotion of positive behaviour will enable Barlby Community Primary School to create an environment where children feel happy, safe and secure and enable them to reach their academic potential and equip them to live with the skills of self discipline empathy and respect for others.

# Barlby Community Primary School

## Attendance Policy

### Principles

Children should be at school, on time, every day the school is open, unless the reason for the absence is unavoidable. Permitting absence from school without a good reason is an offence by the parent.

All children are sometimes reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents and the child. If a child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and may make things worse.

Every half-day absence from school has to be classified by the school, (not by the parents), as either AUTHORISED or UNAUTHORISED. This is why information about the cause of each absence is always required, preferably in writing however a phone call can also be accepted by the school.

Authorised absences are mornings or afternoons away from school for a good reason like illness or other unavoidable causes.

***Unauthorised absences are those, which the school does not consider reasonable and for which no "leave" has been given. This includes:***

- ***Parents keeping children off school unnecessarily***
- ***Truancy before or during the school day***
- ***Absences which have never been properly explained***
- ***Children who arrive at school too late to get a mark***
- ***Holiday in excess of 10 days***

Parents are expected to contact school at an early stage and to work with the staff in resolving any problems together - this is nearly always successful. If difficulties cannot be sorted out in this way, the school may refer the child to the Education Welfare Officer (EWO) from the Local Education Authority. He/she will also try to resolve the situation by agreement but, if other ways of trying to improve the child's attendance have failed, these Officers can use court proceedings to prosecute parents or to seek an Education Supervision Order on the child.

Alternatively, parents or children may wish to contact the EWO themselves to ask for help or information. They are independent of the school and will give impartial advice. Their telephone number is available from the school office or by contacting the Local Education Authority.

## **Reporting absences**

It is parents responsibility to inform schools of the reason for a child's absence as soon as possible.

At Barlby CP parents are expected to contact the School Office between 8.45 and 9.30am on the first day of absence giving as much information as is available at that time. If the absence is prolonged e.g. longer than a week, interim information would be appreciated so that the school can help with homework or other necessary arrangements. This information will be recorded by the School Office.

In the event of no reason being given by 9.30am on the first day of absence, parents will be contacted by telephone to establish the reason. If unexplained absence continues or the school is concerned regarding irregular attendance the assistance of the Education Welfare Officer will be enlisted.

Could we also ask that a covering note be sent , addressed to your child's teacher, on your child's return to school.

## **Registration**

The session times for Barlby CP are:

### **Foundation1**

Morning session 8.30am – 11.30 am  
Afternoon session 12.15pm – 3.15pm

### **Foundation 2 and KS1**

Morning session 8.55am – 12.00 am  
Afternoon session 1.00pm – 3.05pm

### **KS2**

Morning session 8.55am – 12.15noon  
Afternoon session 1.15pm – 3.10pm

It is very important that classes make a prompt and effective start. Therefore all children should be in school at the beginning of the day in good time to prompt start at 8.55am. Children who are late must come round to the main entrance and their names will be recorded at the office. This information is monitored closely by the Head Teacher, Parent Support Advisor and the school's Education Welfare Officer. Obviously the school will be sympathetic if this is for a good reason. However if a pattern of lateness starts to emerge it will be dealt with in the following way:

- Parents will be invited to talk to the Class Teacher / Parent Support Advisor / Head Teacher
- A written warning will be sent to parents
- Continued lateness will be referred to the Education Welfare Officer

***A child is considered late if they arrive in school after 9.00am.***

## **Late Arrival**

All children who arrive at school after 9:00am must report to the front office and the lateness will be recorded by the Receptionist in the 'Late Book' and as 'L' in the register. However if a child arrives after 9:30am (close of register) and provides a satisfactory explanation they will be marked as an authorised absence (U). If however school does not find the explanation satisfactory the child will be marked as an unauthorised absence (O). The names of these children will be noted in a book in the school office for purposes of emergency evacuation etc. If a child is late more than twice in a week then the Headteacher will be informed in a fortnightly report and parents whose children are late twice in a week will be contacted. If this pattern continues the Education Welfare Officer will become involved.

## **Authorised / Unauthorised Absence**

**Only the school, within the context of the law, can approve absence, not parents.** The law states that only the school can authorise an absence. The fact that a parent has provided a note or other explanation in relation to a particular absence does not, in itself, oblige the school to accept it. The school does not have to accept the explanation offered as a valid reason for absence. Where there is any doubt about the explanation offered, or where no explanation is forthcoming at all, the absence will be treated as unauthorised.

### **Unauthorised Absence**

Parents will be sent a letters on a weekly basis by the admin staff about any unauthorised absences their child has had. They then have two weeks in which to contact the school to offer an explanation which, if accepted by the school, will authorise the absence. After this two week period the absence will remain unauthorised however before this happens the parent support advisor will contact home by phone/letter to warn them that this will happen. Absences will be authorised if:

- The pupil is ill or prevented from attending by an unavoidable cause.
- The absence occurs on a day set aside for religious observation.
- There is a family bereavement.
- Other reasons considered by the Headteacher for authorisation.

## **Illness, Medical and Dental Appointments**

If the school is satisfied that a child of compulsory school age is prevented from attending school because of illness, doctor/hospital or dentist appointments, then the absence will be treated as authorised.

Parents should inform the school in writing or by phone of medical appointments at least 24 hours before the appointment date.

## **Special Occasions**

The school will determine whether an absence in this category should be authorised or not: much will depend on the circumstances of the particular case. Generally the rule should be that only truly exceptional occasions should be sanctioned through authorised absence after discussion with the Head teacher.

## **Family Bereavements**

The death of a family member can be a particularly traumatic event in any young person's life. Schools have discretion to authorise absence to attend funerals or associated events and any request would be dealt with sympathetically.

## **Family Holidays**

Details of school term dates are sent out in advance of the start of each school year so that Parents may plan family holidays accordingly. Absence for the purpose of family holiday does need the consent of the school. School can only authorise up to two weeks holiday each year and application forms are available from the school office. Any leave in excess of this is recorded as unauthorised.

## **Days of Religious Observance**

Absence of a child for participation in a day set aside exclusively for religious observation by the religious body to which the parents belong is classified as authorised absence.

## **Those people responsible for attendance matters in this school are: -**

**Class Teacher/Teaching Assistant** – are key with regards to managing attendance as they have daily contact with the children and complete the registers twice daily at the start of the morning and afternoon sessions. They will be informed of any reasons for absence received by the office and will make the decision whether to authorise it or not. If they feel unsure this can be discussed with the Head teacher.

At the discretion of the school in certain cases where absence is sustained work may be sent home for the child to complete.

**Receptionist/Admin Staff** – will make the first day of absence phone calls and transfer the information from the paper registers onto computer. If parents make contact with the school office to inform us about the reason for their child's absence this will be recorded on a 'red slip' and passed to the class teacher. At the end of the week they will send a letter to any parents whose children have unauthorised absences offering them the opportunity to give an explanation for this absence. They will also record all children arriving late to school who report to the office.

**Headteacher** – will receive fortnightly reports regarding concerns about individual children's lateness or absence, which he will then follow up accordingly. The Headteacher will also be responsible for making the final decisions regarding whether to authorise the absence or not.

**Parent Support Advisor** – monitor the registers for potential patterns and concerns regarding individual children's attendance, which will then be reported to the Headteacher and to be a point of contact to discuss these issues with parents.

**Education Welfare Officer** – makes regular visits to the school to liaise with the Headteacher/Leader for Inclusion/Home School Support Worker and will be referred appropriate cases.

### Summary

The school has a legal duty to publish its absence figures to parents and to promote attendance. Equally, parents have a duty to make sure that their children attend. School staff are committed to working with parents as the best way to ensure as high a level of attendance as possible.

# Barlby Community Primary School

## Anti-bullying Policy

### **Rationale**

Barlby Community Primary School is committed to a policy of inclusion, to equality and justice.

We believe that bullying behaviour is totally unacceptable

We believe that where bullying is challenged effectively pupils will feel safe and happy and we will demonstrate a school that cares.

### **Statement of Intent**

At Barlby School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment.

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving.

At Barlby School, we acknowledge that bullying does happen from time to time – indeed, it would unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with

promptly and effectively in accordance with our anti-bullying policy. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

### **Aims and Objectives of this Policy**

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an antibullying policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, The SEN and Disability Act 2001, The Government Green Paper 'Every Child Matters' 2003 (outcome 2) and The Children Act 2004.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- All pupils and parents/guardians will know what the school policy is on

bullying and what they can do if bullying occurs.

- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, celebration assemblies etc) and proactive teaching strategies (PHSE [Personal, Health & Social Education] lessons, circle time etc) will be used throughout the school to reduce the opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

## What Is Bullying?

***Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times On Purpose). Bullying is mean and results in worry, fear, pain and distress to the victim/s.***

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- Verbal name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- Physical pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- Racist racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual unwanted physical contact or sexually abusive or sexist comments
- Homophobic because of/ or focussing on the issue of sexuality
- Online/cyber setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

### **Bullying is not:**

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done **several times on purpose** (STOP).

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

## **Signs and Symptoms**

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- begs to be driven to school

- changes their usual routine/route to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to under perform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

### **What can you do if you are being bullied?**

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help

- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Be assertive - stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as you can.
- Tell someone you can trust – it can be a teacher, a teaching assistant, a midday supervisor, a parent, a friend, a brother, a sister or a relative.
- If you are scared, ask a friend to go with you when you tell someone..
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
- Keep on speaking out until someone listens and helps you.
- Never be afraid to do something about it and quick.
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call a helpline.

### **What can you do if you see someone else being bullied? (The role of the bystander)**

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger.

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.

- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.

## **Strategies**

### **The role of governors**

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him to conduct an investigation into the case and to report back to a representative of the governing body.

### **The role of the headteacher**

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The children sign a yearly home-school agreement in which their attention is drawn to their behavioural responsibilities in school (see school's Behaviour policy and Home School Agreement). The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong. Or the headteacher may hold a private meeting with the child(ren) concerned. In an extreme case of repeated bullying, the headteacher may set up a meeting involving the child(ren) concerned and their parents. (see procedures below)

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

### **The role of the teacher**

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)

Visit the Kidscape website at [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.

## **Procedures**

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

## **Outcomes**

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases, suspension or even exclusion will be considered
3. If possible, the pupils will be reconciled
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **Prevention**

We will use KIDSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matt

Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)

Visit the Kidscape website at [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.

# Barlby Community Primary School

## Responsible Internet Use

**These rules will help us to be fair to others and keep everyone safe.**

- **I will ask permission before using the internet.**
- **I will use only my class network login and password, which I will keep secret.**
- **I will not look at or delete other people's files.**
- **I will not bring software or disks into school without permission.**
- **I will only e-mail people my teacher has approved.**
- **The messages I send will be polite and sensible.**
- **I will not give my home address or phone number, or arrange to meet someone.**
- **I will ask for permission before opening an e-mail or an e-mail attachment sent by someone I do not know.**
- **I will not use Internet chat.**
- **If I see anything I am unhappy with or I receive messages I do not like, I will tell a teacher immediately.**
- **I understand that the school may check my computer files and the Internet sites I visit.**
- **I understand that if I deliberately break these rules, I may not be allowed to use the Internet or computers.**

# Netsmart

**“I believe that if children and their families have the right tools and the information they need to make the right choices, everybody should be able to enjoy the Internet safely”**

Tanya Byron March 2008

Taken from the Byron Review published by the Department for Families, Schools and Children March 2008.

These are suggested guidelines written by children, for children on Internet safety.

## **B Netsmart**

To be Netsmart you need to know how to stay safe when you use the Internet.

### **B SAFE**

- First you should place the computer in a family room. So when you do things on the Internet your family can see.
- Never give strangers any information about you. Don't share with others your name, address, age, phone number and school. Never send out picture of yourself.
- Don't spend long periods of time on the computer otherwise you can get a headache and when you come off the computer you can get spots in your eyes.

### **B ALERT**

- Always tell an adult if some thing is suspicious while you are talking to someone on a chat.
- Only use a web camera when you are talking to close friends or family not strangers.
- Don't forget that some people are not who they say they are!!!!!!

### **B CLEVER**

- Never arrange to meet up with anyone that you don't know.
- NEVER click randomly, always read the description while searching.

**The Internet is lots of fun if used safely**

**BARLBY COMMUNITY PRIMARY SCHOOL**  
Hill Top, Barlby, Selby. YO8 5JQ Telephone: 01757 703317

**CONTACT FORM**

Name of Child ..... Date of Birth .....

Home Address .....

Post Code.....Home Telephone Number.....

**Mother's Name .....Mother's Mobile Number .....**

Mother's Address (if different from child's).....

Post Code .....Home Telephone Number.....

**Mother's work place and telephone number .....**

**Father's Name .....Father's Mobile Number .....**

Father's Address (if different from child's) .....

Post Code ..... Home Telephone Number .....

**Father's work place and telephone number .....**

**Partners Name** (if different from Mother or Father above).....

**Partners Contact Number**.....

**Name of person (s)** with parental responsibility, if not the parents .....

Name, address and telephone number of another person we may contact if we are unable to contact parent/parents above.

Name ..... Relationship to child .....

Address .....

Telephone Number .....

**Doctor's Name .....Doctor's Telephone Number.....**

Is there any medical information we should be aware of? Any allergies to medicines or plasters; rare blood group; exclusion from swimming or PE.? .....

**If your child is sick or injured whilst at school, please give the contact details of the person/persons we should call to collect your child. ....**

# Barlby Community Primary School

## Medical Register

A) Name of Child \_\_\_\_\_

B) Date of Birth \_\_\_\_\_

My child has (please complete as applicable)

Allergies \_\_\_\_\_

\_\_\_\_\_

Reactions to \_\_\_\_\_

\_\_\_\_\_

Takes the following prescribed medicines for \_\_\_\_\_

On a regular basis (please give details) \_\_\_\_\_

Has the following registered medical condition \_\_\_\_\_

Primary contact name & contact numbers

\_\_\_\_\_  
\_\_\_\_\_

Secondary contact name & contact numbers

\_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_ Parent/Carer

This form is not applicable to my child.

Please tick

**Ethnic background record form (based on the new national population Census ethnic categories)**

Pupils Name.....

Date of Birth .....

Our ethnic background describes how we think of ourselves. This may be based on many things, including, for example, our skin colour, language, culture, ancestry or family history.

**Ethnic background is not the same as nationality or country of birth.**

The Information Commissioner (formerly the Data Protection Registrar) recommends that young people aged over 11 years old have the opportunity to decide their own ethnic identity. Parents or those with parental responsibility are asked to support or advise those children aged over 11 in making this decision, wherever necessary. Pupils aged 16 or over can make this decision for themselves.

Please study the list below and tick **one box only** to indicate the ethnic background of the pupil or child named above. Please also tick whether the form was filled in by a parent or the pupil.

**White**

- ❖ British
- ❖ Irish
- ❖ Traveller of Irish Heritage
- ❖ Gypsy / Roma
- ❖ Any other White background

**Mixed**

- ❖ White and Black Caribbean
- ❖ White and Black African
- ❖ White and Asian
- ❖ Any other mixed background

**Asian or Asian British**

- ❖ Indian
- ❖ Pakistani
- ❖ Bangladeshi
- ❖ Any other Asian background

**Black or Black British**

- ❖ Caribbean
- ❖ African
- ❖ Any other Black background

**Chinese**

**Any other ethnic background**

I do not wish an ethnic background category to be recorded

This information was provided by: Parent   
Pupil

Any information you provide will be used solely to compile statistics on the school careers and experience of pupils from different ethnic backgrounds, to help ensure that all pupils have the opportunity to fulfil their potential. These statistics will not allow individual pupils to be identified. From time to time the information will be passed on to the Local Education Authority and the Department for Education and Skills (DfES) to contribute to local and national statistics. The information will also be passed on to future schools, to save it having to be asked for again.

APPLICATION FOR PUPIL LEAVE OF ABSENCE FROM SCHOOL  
DURING TERM TIME

This form should be completed by the parent/carer and returned to the school as far in advance as possible and at least 7 days before the first date of the period of absence being requested. Parents/carers must obtain the schools permission before making any bookings for holidays in term time.

**No parent/carer can demand leave of absence for the purposes of a holiday as of right.** The law says that schools have a discretionary power to grant up to 10 days authorised absence in a school year. Each application is considered individually by the school, taking into account factors like the timing of the holiday and the child's attendance record.

Taking a holiday during term time means that children miss important school time- both educationally and for other school activities. Before completing this application parents/carers are asked to consider the effect on their child's continuity of education.

Name of pupil( s)

Address:

Telephone:

I request permission for my child to be absent from school

From: ..... To: ..... Total school days: .....

Reason for application

Signature of parent/carer: .....Date: .....

For school use only

Seen by headteacher/head of year (signature): .....

Decision reached: ..... Other outcome: .....

Date reply returned: .....

## APPLICATION FOR PUPIL LEAVE OF ABSENCE FROM SCHOOL FOR PARENTAL HOLIDAY

### REPLY

Name of pupil(s)

Address

Your son/daughter has been granted leave of absence for .....days

starting..... returning on .....

Your son/daughter has not been granted leave of absence.

*(delete whichever is not applicable)*

#### What the law says about school attendance

Parents are responsible for making sure that their child attends school regularly. If your child fails to attend regularly the Local Education Authority may take action against you in the Magistrate's Court (Magistrates can fine parents up to £2,500 or impose a custodial sentence. Magistrates can also impose a Parenting Order) Alternatively the Local Education Authority can issue a penalty notice. (Currently £50 if paid within 28 days, rising to £100 if paid after 28 days but before 42 days).

#### Where can I get more information and help?

Contact the school's Education Social Worker (telephone number available from the school)

## Parental Consent For A Rolling Programme Or Series Of Local Visits

School:	<b>Barlby Community Primary School</b>	Academic Year:	<b>2011 / 2012</b>
Name of Pupil:	_____	Date of Birth:	_____

**I understand** that my child may leave the school premises for local visits as outlined in the school prospectus and hereby give my consent for my child to participate in such visits. I also understand that my child may leave the school premises at other times when I will be informed separately by letter and when further consent will be required from me.

**I undertake** to inform the Group Leader / Headteacher in writing as soon as possible of any change in the medical or other circumstances after the date shown below.

Signed: .....Name: ..... (Parent/Carer)

Date: .....

Signed: .....Name: ..... (Parent/Carer)

Date: .....

### 2. Emergency Contact Numbers

**I may be contacted by telephoning the following numbers:**

Work:	Home:	Mobile:
Home Address:		

**If I am not available please contact:**

Name:		
Work:	Home:	Mobile:
Home Address:		

e) Please outline any special dietary requirements of your child:

**This form should be completed annually. If a request is made subsequently for the withdrawal of the form a note or letter to that effect will be placed on the file and the copy of the form will be crossed through stating that the form has been withdrawn and the date on which such withdrawal takes effect.**

**I undertake to inform the Group Leader / Headteacher in writing as soon as possible of any change in the medical or other circumstances between the date shown below and the commencement of the visit.**

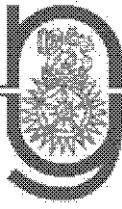
**Signed:** ..... **Name:** ..... **(Parent/Carer)**

**Date:** .....

**Signed:** ..... **Name:** ..... **(Parent/Carer)**

**Date:** .....

**1 copy to be held by School and Out of Hours Contact. 1 copy to be taken by Leader on visit.**



North

Yorkshire County Council

Children and Young People's Service

**CONFIDENTIAL**

**APPLICATION FOR ASSISTANCE WITH FREE SCHOOL MEALS AND RESIDENTIAL VISITS\***

To apply for the above assistance a child's parent(s) should be in receipt of one of the following benefits or credits; Income Support; Income-Based Jobseeker's Allowance; Income-Related Employment and Support Allowance; Child Tax Credit, provided you are not entitled to Working Tax Credit, and have an annual household income (as assessed by HM Revenue & Customs) that does not exceed £16,190; Support under part VI of the Immigration and Asylum Act 1999 or Guarantee element of State Pension Credit. Where parent(s) are entitled to Working Tax Credit during a four-week 'run-on' period immediately after their employment has ceased, or after they have started to work less than 16 hours per week, their children are entitled to free school meals. Children who receive Income Support or Income Based Jobseekers Allowance in their own right are also entitled to Free School Meals.

Form with fields: Surname of Parent/Guardian, Mr/Mrs/Miss/Ms, Forenames, Relationship to pupil(s), Full Postal Address, Postcode, Telephone, National Insurance Number, Date of Birth.

Please give below the details of each dependant child who is, or will be, in full-time attendance at a North Yorkshire County Council maintained School or College for whose maintenance you are responsible.

Table with 5 columns: Full Names of all children, M/F, Date of Birth, Name of School Attending, Type of Assistance Required.

Please indicate which benefit or credit you are currently in receipt of: [ ] Income Support, [ ] Income-Based Jobseekers' Allowance, [ ] Income-Related Employment and Support Allowance, [ ] Child Tax Credit, [ ] Support under part VI of the Immigration and Asylum Act 1999, [ ] Guarantee element of State Pension Credit. Applicants in receipt of the above benefits or credits do not need to enclose proof. You will be contacted should further information be sought. Applicants in receipt of a four week 'run-on' of Working Tax Credit must enclose a Tax Credit Decision Letter.

\*Residential Visits (Applicable only to the following Outdoor Education Centres) Please indicate the centre: [ ] Beverley Park, [ ] Humphrey Head, [ ] East Barnby, [ ] Great Fryupdale. Dates of Visit \_\_\_\_\_ to \_\_\_\_\_ (Visits to be wholly or mainly within school hours). If your child is already receiving free school meals you do not need to complete this form for assistance with the above visit.

I agree that you may use the information I have provided to process my claim for free school meals and may contact other sources as allowed by law to verify my initial, and ongoing, entitlement. I understand that the results of any free school meal eligibility check may also be used to assess my entitlement to other assistance such as free travel to school, assistance towards residential visits and assistance towards the cost of uniform and shoes. Should my claim be successful I will make the Education Office aware of any change in my circumstances which could affect my entitlement to benefits and assistance. Should my entitlement to the above assistance cease, I agree to reimburse the County Council with the full cost of any benefit/assistance taken by my children whilst ineligible.

Signature of Applicant ..... Date .....

Please complete and return this form to; The Welfare Team, Room 31, The Education Office, Ainsty Road, Harrogate, HG1 4XU Fax: 01423 709048

If you have any queries, please do not hesitate to contact the Welfare Team at the above address or by telephone on

## Barlby Community Primary School

Dear Parent or Guardian,

**1. Photographs and images:** Increasingly, computers and related technology are making it easier to use pictures and images in printed materials or on websites. As more and more people now have home computers we need to take steps to prevent photographs and images being wrongly used. We take the issue of child safety very seriously, and do not want to use photographs of your children without your prior consent. This general consent form will enable the school, official County Council photographers or authorised press photographers to take and use photographs of your child individually or in groups. There may be occasions when a photograph or image will identify your child by name, for example in a newspaper article. In these instances you can indicate whether you would be happy for the Headteacher to use his/her discretion in this matter, or whether you require us to seek specific permission.

**2. Videos and public photographs:** Although there is no difference in the principle of use of electronic images on a website and use in a video, some parents /guardians may have concerns about other individuals videoing or taking photographs of their child, whilst participating in school activities. Therefore, it is proposed to give you the opportunity to withdraw your child from activities where video/photographs will be allowed by the school.

PLEASE USE BLOCK CAPITALS

Name of Child: .....

Name of Parent/guardian: .....

**1. Photographs & images:** I consent to my child appearing in photographs being used in school for displays, printed information, school exhibitions and assessment information. I understand that it will not be used for anything that may cause offence, embarrassment or distress for the child or their parent or guardian. Please delete as applicable **YES / NO**

**If YES, please tick whichever statement applies below:**

I give permission for the Headteacher to use discretion in the use of photographs that identify my child by name  **OR**

I require the school to obtain my permission before using photographs that identify my child by name.  **OR**

I DO NOT want the school to use any photographs that identify my child by name.

I consent to my child appearing in images used on the school's website on the basis that such images will not identify my child by name **YES / NO**

## **2. Videos and Public Photographs**

I understand that from time to time the school will allow some activities to be videoed and parents to take photographs. The school will inform parents of this beforehand. In such circumstances I consent to my child participating in those activities. **YES / NO**

Signature of parent or guardian: .....

Relationship to child: ..... Date: .....

**Please note:** This consent is valid for the time your child is registered at the school, unless you inform the school, in writing, of your withdrawal of consent. Some photographs may be retained by the school as part of its historical record. If, once your child has left the school, you wish to have the photograph (s) destroyed, you should inform the school in writing.