

# Stamford Bridge Primary School

Prospectus 2024-2025



**Wonder**  
Learning Partnership  
Educate | Empower | Engage | Enrich

## Contents

<b>Section</b>	<b>Page</b>
Welcome	3
School Values	4
Admissions Policy	5
Uniform	5-6
Times of the School Day	6
Holiday / Term Dates	6
Lunchtime Arrangements	7
1066 Club	7
Governing Body	7
Staffing	8-9
Staffing	8-9
Preparing for School	10
Organisation of Classes	10
 Curriculum:	
Early Years	10
What can you do to help at home?	11
KS1 & KS2	12
Teaching Reading	12
Reading	13-14
Relationship and Sex Education	15
Extra Curricular Activities	15
Homework	15
 Absences	 15
 Health and Safety:	
Accidents	16
Infectious Diseases	16
Medicines	16
 Special Educational Needs and Disabilities	 16
Child Protection and Safeguarding	16
Behaviour	17
Access to School	17
Parents/Carers	17
PACT	18
Charging	18
Transfer to Secondary School	18
Wonder Learning Partnership	19



# Welcome

Welcome to Stamford Bridge Primary School, a Primary Academy and member of the Wonder Learning Partnership Multi-Academy Trust. We hope this brochure provides you with all the information you require. If you need any further information, please do not hesitate to contact us.

Stamford Bridge Primary School is situated 8 miles to the east of the City of York. It caters for children between the ages of 3 to 11 years and currently has a roll of 319 pupils (including Nursery). The school occupies a split site with lower and upper school buildings. Each building has its own hall, staff room and office. The school also has access to the community swimming pool, located next to the upper school site. We have a kitchen located on the upper school site. Both sites have a playing field and climbing equipment. Access to both buildings can be gained via the main entrances which operate an entry-phone system.

Our staff are hardworking, dedicated and committed to the life and work of the school and expect high standards of achievement and behaviour from all children. We work hard together to provide a caring and supportive learning environment in order to foster positive attitudes so that each child can develop and grow in learning and skills for life.

We make every effort at Stamford Bridge Primary School to provide a quality education for all pupils in a secure and caring environment so that children can fulfil their roles as responsible members of society.



Our school ethos is under-pinned by a school motto and our 4 'best' values,

***Nurturing a love of learning through excellence, inspiration and wonder.***

**Believe  
Engage  
Succeed  
Together**



We believe a close partnership between home and school is key to achieving this and look forward to working with you and your child throughout their time at Stamford Bridge Primary School.



## School Admissions Policy

The current admission arrangement is the school will accept children who live within the catchment area served by the school. In the case of the school being oversubscribed priority is given as follows:

- Places will first be allocated to children who are looked after by a local authority and to children who were previously looked after including (i) those who ceased to be looked after as they were immediately adopted or became subject to a child arrangements order or special guardianship order; and (ii) those who were in state care outside of England and ceased to be following adoption.
- Places will next be allocated to children of members of staff of the school.
- Places will next be allocated to children who live in the school's designated catchment area
- will next be allocated to children who will have a sibling attending the school at the time of admission.
- Places will next be allocated to those children who live closest to the school. The distance from the child's home to the school will be measured and priority will be given to those living nearest to the school.

All eligible children are offered a school place in the September following their fourth birthday. Nursery children are admitted in the term following their third birthday. We have three nursery intakes per year: September, January and April. To apply for a place in our nursery, please ask for an admissions form from school or visit our school website.

Prior to children starting full time education parents/carers are invited to a meeting with our early years staff team. Transition arrangements include a number of half day sessions in school, an opportunity to try school lunches and visits made by school staff to pre-school settings. The school has twelve classes which necessitates some mixed age groupings.

In the autumn term parents/carers will be asked to submit a common application form either electronically, using the East Riding of Yorkshire Council's online application facility, or in paper form to be returned to the Admissions Team at East Riding of Yorkshire Council, County Hall, Beverley HU17 9BA by the specified date.

## School Uniform

It is our school policy that all children wear school uniform when attending school, or when participating in a school-organised event outside normal school hours. Second hand uniform sales are organised and advertised regularly by our PACT team to help with reducing costs to uniform.

Uniform bottoms	Navy/black/grey trousers navy/black/grey skirt, pinafore
Uniform Top	White or sky-blue polo shirt Blue logo sweatshirt/cardigan
PE Uniform	White t-shirt with navy or black shorts Black or white plimsolls Trainers for outdoors only



Black or navy leggings may be worn under skirts instead of tights in cold weather but must not be worn alone. Blue checked dresses and tailored shorts may be worn in summer. Items with logos can be ordered from [www.school-shop.co.uk](http://www.school-shop.co.uk). Please remember to mark all items of clothing with your child's name.

Extreme fashions are not encouraged, and clothing and footwear should not be potentially dangerous to the wearer or others or damaging to the fabric of the premises. Indoor plimsolls or shoes should be worn in bad weather. Your child will need a pair of outdoor shoes/wellington boots to change into. Please remember to mark all items of clothing with your child's name.

Jewellery, other than a wristwatch, must not be worn to school. We would prefer young children not to have their ears pierced, but if this is the case, they must wear only plain stud earrings which must be removed for PE lessons. If younger children cannot remove and replace their earrings, parents/carers may be requested to come into school to undertake this. Newly pierced ears may be covered with tape (brought in from home) until the earrings can be safely removed or cover earrings with a plaster or tape brought from home, to prevent them from causing injury.

Earrings must be removed for swimming lessons. Make up, including nail varnish and body art transfers, is not part of our school uniform and should not be worn to school. The school does not permit children to have 'extreme' haircuts or hair accessories that could serve as a distraction to other children. Long hair must be tied back.

The school wants all children to grow into healthy adults. Footwear needs to be black or navy with a sensible heel. Sandals may be worn in summer if they have supporting straps and a sensible heel. Plain black trainer-style shoes are also suitable. Indoor plimsolls may be black or white. In bad weather a change of footwear is needed. Please name all personal items as no responsibility can be accepted for loss or damage to personal property.

Children attending the junior school will need an old long sleeved (named) shirt at school for use during painting and craft activities; this will help to prevent damage to clothes. Infant children are provided with aprons for craft activities.

## Times of the School Day

A prompt start is expected on each site. Late arrivals are recorded as such in the class register and an app message sent home. Pupils arriving more than ten minutes late will be recorded as an unauthorised absence. School starts at 8:30am.

- Morning: 8:30am - 12:00pm
- Afternoon: 1:00pm - 3:00pm
  
- Morning: 8:30 am - 12:00pm
- Afternoon: 1:00 pm - 3:00pm

**Morning gates open at 8:20am and close at 8:30am**  
**Afternoon gates open at 2.50pm (lower site) 2.55pm (upper site)**

## Holiday and Term Dates

### School Term and Holiday Dates 2024-2025

	<u>School closed</u>	<u>School opens</u>
Term starts		Tuesday 3 September
Half term	Monday 28 October	Monday 4 November
Christmas	Monday 23 December	Tuesday 7 January
Half term	Monday 17 February	Monday 24 February
Easter	Monday 7 April	Tuesday 22 April
Mayday	Monday 5 May	Tuesday 6 May
Half term	Friday 23 May	Monday 2 June
Summer Holidays	Monday 21 July	

## Lunchtime Arrangements

If your child is staying for a school meal, please ensure that payment is made online through our online payments system, School Gateway (you will be notified of log-in details in September).

**Playtimes** – Healthy snacks of fruit/veg are provided for KS1 children. At morning break, in the upper school hall, the older children have the option to buy toast, healthy snacks and drinks. All children need to bring their own water bottles into school (water only) which can be taken into class.

**School meals currently cost £2.55 per day or £12.75 per week. All children on KS1 have the option to stay for a school lunch. This is currently free of charge, funded by the government.**



School meals are served on both sites. Meals provided by the school are of a high nutritious standard especially planned to be enjoyed by all the children. Children are allowed to bring their own healthy packed lunch to eat at school. Drinks are permitted in leak proof containers, but glass bottles or cans are not allowed for safety reasons. Sweets and chocolate bars are not accepted as part of a healthy packed lunch. Please note that we are a nut free school and therefore we are committed to proactive risk food allergy management. The children are supervised during lunchtime by a team of mid-day supervisors who provide a caring, sociable and enjoyable lunchtime for all children.

## 1066 Club (After School and Holiday)

The 1066 club is part of our school's wrap around care service throughout the week offering in-house holiday and afterschool care, catering for children ages 3-11. The day-to-day operational management of the club is undertaken by Rebecca Ainley as the current Maternity Cover for Kelly Jerrold who is our Play Coordinator, assisted by experienced and dedicated staff. For further information and a registration pack including prices can be provided by emailing:

1066holidayclub@stamfordbridgeschool.co.uk.

## Governing Body

- Mr R Vann (Chair)
- Miss Nicola Massey (Headteacher)
- Mr P Meiklejohn
- Mr L Horrocks
- Mr A Young
- Mrs R Airey
- East Riding Clerking service (Clerk to the Governors)

The Governing body comprises of one elected staff governor, two elected parent governors, eight Trust governors and the Headteacher.

## Current Staffing Organisation

### Teaching Staff

<b>Miss N Massey</b>	Headteacher, Designated Safeguarding Lead , teaching and learning lead
<b>Mr L Horrocks</b>	Assistant Headteacher, Year 4 teacher, assessment. Maths, PE, Deputy Safeguarding Lead
<b>Mrs Y Chambers</b>	Nursery Lead
<b>Miss T Lloyd-Davies</b>	Early Years Leader , Deputy Safeguarding Lead
<b>Mrs K Robinson</b>	Early Years teacher
<b>Mrs K Garland</b>	Year 1 teacher, SENDCO
<b>Miss C Gubbins</b>	Year 1 teacher, science lead
<b>Mrs C Bower</b>	Year 2 teacher, Modern Foreign Language and trips lead
<b>Mrs N Bodill</b>	Year 2 teacher, music lead
<b>Mrs B Bowes</b>	Year 2 teacher, writing lead
<b>Mr D Morrison</b>	Year 3 teacher, computing and PE lead
<b>Miss C Havercroft</b>	Year 4 teacher, RE lead
<b>Mrs E Jamieson</b>	Year 4 teacher, DT lead
<b>Mrs R Malster-Hinnett</b>	Year 5 teacher, reading lead
<b>Miss A Greening</b>	Year 6 teacher, history, PSHE, RSE and school council lead

**\*Please see the website for any in year changes to staffing organisation.**

### Administration Staff

<b>Mrs J Worthington</b>	Operations and Business support manager
<b>Mrs S Andrew</b>	Admin Officer, attendance and admissions
<b>Miss L Wiley</b>	Admin & Finance Officer
<b>Ms R Hickton</b>	Admin Officer

### Support Staff

#### Teaching Assistants

Mrs P King (HLTA)	Mrs N Bodill (HLTA)	Mrs V Lister (HLTA)	Miss D Lee
Miss D Midgley	Mrs P Smithson	Mrs C McQuillan	Mrs K Walker
Miss E Cammidge (HLTA)	Miss D Griffiths	Miss E Clements	Miss S Jerrold
Mrs H Easton (HLTA)	Mrs J Lofthouse	Mrs A Rothery	Miss J Easton
Miss A Carline	Miss K Jerrold (Maternity leave)	Miss B Ainley	Mrs S Sampson
Mrs A Pariser			

#### Nursery Nurses

Mrs Y Chambers (Nursery Lead)  
Mrs J Lofthouse  
Miss D Griffiths





## Preparing for School

Once at school, we encourage children to become independent in as many ways as possible.

### Toileting

Children are permitted to use the toilet at any time if they ask the teacher. They should be able to manage by themselves, though teachers will help with awkward buttons if necessary.

### Washing

Children should be able to use the washing facilities and know that hands should be washed after using the toilet.

### Eating and Drinking

Children who stay to dinner should be able to use a knife and fork; help is given in cutting up where necessary.

### Behaviour

Children starting school quickly settle into the routines of each day. We have clear rules and expectations which are shared with the children from the start. Children are encouraged to listen to adults, be kind to each other and share resources, follow simple instructions and look after school belongings.

### Clothing

It can save young children from getting upset if they have clothes and shoes they can easily fasten. Velcro fastening shoes are useful if shoelaces create a problem. Trousers/leggings are often easier than tights in winter.

### We kindly ask that parents/carers:

- put names on all clothes, shoes and bags
- speak to a member of the team if your child needs support with any of the above
- note that no responsibility can be accepted for loss or damage to personal property

## Organisation of Classes

As a village school we invariably have some mixed age classes which are formed because of the way in which the pupil roll is configured in any given year (i.e. – the numbers of pupils in each year group).

It is not uncommon for this situation to change from year to year; as the sizes of year groups can vary quite dramatically. The ways in which learning and teaching are organised in primary schools means that teaching and work is tailored to the needs and current achievement levels of individual pupils. The staff at Stamford Bridge Primary School are experienced at planning and delivering work to match the needs of mixed age learning. They provide challenge for the more able children and support for those needing more help whichever year group they are currently in. Furthermore, the school plans the educational experiences for pupils in all classes in ways which ensure good progression and continuity, whichever year group or class they are in.

## Early Years

The Early Years Foundation Stage makes a positive contribution to children's early development. In the Early Years we aim to maximise the potential of all children and develop staff so that they can make a significant impact on learning. The curriculum for the Early Years works towards the Early Learning Goals which sets out what our children are expected to achieve by the time they are five.

The Early Years is dedicated and committed to developing key learning skills such as listening, speaking, concentration, persistence and independent learning as well as working co-operatively with other children.

We also concentrate on developing early communication, literacy and maths skills which prepare our children for progress within the National Curriculum.

We aim to give the very best start to your child's education and ensure that when they enter KS1 they have established solid foundations upon which they can build and enable them to flourish throughout school.

## The Early Years Foundation Stage Curriculum

Our aim is to provide a caring and stimulating environment where children feel secure, valued and confident. Within this environment children are encouraged to participate in a wide range of activities which enable them to develop their physical, intellectual, emotional and social skills. The Early Years Foundation Stage Curriculum is developed through seven areas:

1. Personal Social Emotional Development
2. Communication and Language
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

### What can you do at home to help?

- Take every opportunity to count. Look at and touch what you are counting, e.g. carrots into a bag at the supermarket.
- Talk about numbers and solve problems involving counting - There are four forks on the table and only three knives. How many more knives do we need?
- Look for shapes in the environment - square windows, circular wheels...
- Sort socks or shoes into pairs.
- Compare quantities using the language more than and less than - Who has more milk in their cup? Is your cup empty, full or half full?
- Say or sing number rhymes that involve adding and subtracting.
- Describe position – Where are your shoes? - on top of, underneath, behind the chair etc.
- Sort the shopping – things to go in the fridge, tinned food, packets etc., clothes into piles according to whom they belong to.
- Make number fun. Look for numbers in the environment.
- Talk with your child at every opportunity and listen to what they have to say.
- Be a good role model and speak clearly using the correct word when naming things. (horsey and doggy must be 'unlearned' at some time in the future.
- Sing and say nursery rhymes and simple songs, enjoying the use of a variety of words and sounds. Change and adapt these songs and rhymes to make them more personal to you and your child. Make up words that rhyme or that just sound like fun.
- Encourage active listening by giving simple instructions for your child to follow, increasing the complexity as they develop.
- Point out words in the environment.
- Let your child see you reading and read to your child every day, preferably in a position where they can see the text and pictures. Hopefully your child will then develop a natural interest in books and print.
- Encourage your child to manipulate small objects and tools in order to strengthen their fingers so that using a pencil will be easier when they reach that stage. Play dough and pegs are really good for this purpose.

## Key Stages 1 and 2

The basic curriculum for all children consists of the National Curriculum and Religious Education.

The National Curriculum comprises the three core subjects of English, mathematics and science whilst other subjects are design and technology, history, geography, music, art, primary language, computing, physical education and religious education. In addition, the children have personal, social, health and economic education (PSHE) which provides each pupil with the opportunity to further develop, amongst other things, their ideas about right and wrong, rights and responsibilities, moral values and fairness through discussion with their classmates and class teacher. In these discussions pupils are encouraged to evaluate their own thoughts and feelings and to acknowledge the rights of others to hold different opinions. There is also coverage of aspects of health education, living in a diverse society, road safety and basic economics.



Computing is used across the whole curriculum and is taught in conjunction with E-Safety recommendations. We have tablet devices for pupils to use on each site.

Teaching staff work together to plan a detailed curriculum based on children's current interests and the National Curriculum programmes of study. This is changed annually.

Parent consultations (Y1-6) are held in the autumn and spring terms. An annual report is sent out towards the end of the summer term followed by an open afternoon. Parents and Carers are also encouraged to come into school if ever they feel they require more information. Each child covers the whole curriculum unless exemption is sought on medical or religious grounds.

## Teaching Reading

At Stamford Bridge Primary School, we believe that reading should be at the forefront of all learning as it is an essential life skill that lays the foundations for success in our children's futures. Through reading, children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. By teaching reading, we intend to impart children with the knowledge, understanding, confidence, attitudes, values and skills they need in order to reach their potential as individuals and to become literate members of society.

Our aim is to promote and embed a culture and love for reading within our school environment. We believe that reading for pleasure is crucial - each book offers children new and unique experiences, develops and challenges their thinking and nurtures their imagination. We inspire children to be confident and competent readers by exposing them to a wide range of high-quality texts, both in class and within our shared reading spaces. We aim to ensure that all children at our school become independent readers who foster a life-long enjoyment of reading and books.

## Reception/EYFS and Key Stage 1

There are 5 phases in phonic progression beginning with phase 1, in which children explore many sounds in order to develop their listening skills through to phase 5, in which children read much longer texts for fluency and meaning.

We teach phonics following the Little Wandle Systematic Synthetic Phonics programme. In EYFS and Key Stage 1, pupils have a daily 20-minute phonics session, which we teach using the Little Wandle programme.

Extra support is provided to those in Year 2 (and in Key Stage 2 where appropriate) who are not secure in their phonic knowledge and interventions are planned for those children who are working below expected levels using the Little Wandle Keep Up programme.

Teachers regularly assess children's phonics knowledge using the phonics assessment grid and an online phonics tracking system. These regular assessments inform planning and allow teachers to identify any gaps in learning. Children have phonetically decodable reading books that are carefully matched to their phonics knowledge which they are encouraged to read regularly at home to ensure fluency and automaticity in reading is developed. These books are matched to the Little Wandle phonics programme.

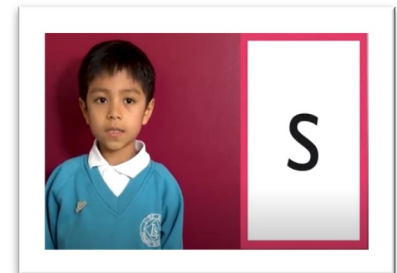
## Parent/Carer Support - Little Wandle Phonics Programme

Follow the links below to find resources to help you support your child with saying their sounds and writing their letters. This includes how to pronounce the sounds. Notice how the children don't add an 'uh' sound at the end, so they say: 't' not 'tuh'.

**Reception Phase 2 Autumn 1**—[https://www.youtube.com/watch?v=-ZtjFlvA\\_fs](https://www.youtube.com/watch?v=-ZtjFlvA_fs)

**Reception Phase 2 Autumn 2**—<https://www.youtube.com/watch?v=qDu3JAjf-U0>

**Reception Phase 3 Spring 1**—<https://www.youtube.com/watch?v=DvOuc7cWXxc>



Each September we hold an introductory phonics workshop for EYFS parents to illustrate first-hand how children are taught to read and write in the early years of school.

## Key Stage 2

Children participate in whole-class guided reading sessions where the children learn how to answer a range of reading comprehensions based on key reading domains (VIPERS);

They are encouraged to read texts aloud throughout all areas of the curriculum;

Books are widely used across the curriculum to encourage cross-curricular reading in a variety of subjects;

Children are a part of the Accelerated Reader scheme where children's reading progress is carefully monitored - see Accelerated Reader page for more information.

## All children:

- Are able to listen to a wide range of texts from a variety of genres, both fiction and non-fiction, read to them by their class teacher.
- Have access to a range of reading materials in both their classes, and in the library areas.
- Are set reading as weekly homework and record their reading in their planners.

## Accelerated Reader

In KS2 we use a computer program called Accelerated Reader (AR) that helps to develop your child's independent reading. It works in quite a simple way; your child will pick a book at their own level, and when finished, they will take a short quiz either at home or at school. If your child passes the quiz about what they have read, then this tells us that they have fully understood the content of the book. By passing the quiz they will also gain 'points' depending on the difficulty/length of the book they read.

## STAR Reading tests

Each term, children in KS2 (and Year 2 when ready) take a test on a computer or tablet called STAR Reading. The test uses multiple-choice timed questions to determine a child's reading level. Questions in STAR reading adjust to a child's responses so if they respond correctly, the difficulty increases and if they answer incorrectly, the difficulty level is reduced. When a child has completed the test, their teacher can find out their 'Zone of Proximal Development (ZPD)'. This will be given to each child on a bookmark.



### Book Level Range

The Zone of Proximal Development (ZPD) is the book level range. This is the range of books that will challenge a child without causing frustration or loss of motivation. Books that have a quiz on AR are given a 'book level' which represent the difficulty of the text. Book levels range from 0.5-13.5. Children should choose books within their range to make the most progress in their reading.



Interest Level	Age (in years)
LY - Lower Years	5-8
MY - Middle Years	9-13
MY+ - Middle Years+	12+
UY - Upper Years	14+

BL: 4.0  
IL: UY  
Pts: 14

BL: 1.1  
IL: 1  
Pts

### Points and Interest Level

Every book that has an AR Reading Practice Quiz is given a points value. AR points are based on the length of the book (number of words). Pupils earn a percentage of points according to how many questions they answer correctly in a quiz. The Interest Level indicates for which age group a book is suitable for. It does this based on the content and themes.

### Quizzing

As mentioned above, children take a quiz once they have finished their book. It is important that children take their quiz as soon as possible after finishing their book as this can affect their scores. They can take these tests at home using the information in their planner to log in - most of the children will remember this off by heart by now. Once they have finished their quiz, children can immediately see if they have passed. If they answer questions incorrectly,

Sam & Dave Dig a Hole  
by Mac Barnett  
Quiz 227630 EN Level 1 9 LY Points 35  
My Rating  
One of the Best ★★★★★

You passed this quiz  
5 of 5 correct

% Correct	Points	Words Read
100	0.5	275

View TOPS Report

View My Next Book

**Look at your TOPS Report**

How could you use this score to help you choose your next book?

## Relationships and Sex Education

Appropriate relationships and sex education, carefully and sensitively treated, is an important element in the work of the school in preparing our pupils for adolescence and adult life. Sex education is taught within the context of Personal, Social, Health and Economics (PSHE) and science. Parents are given an opportunity to view the materials used in our sex education programme prior to their use, in order to enable follow up at home if this is appropriate.

Parents have the right to withdraw their children from all or part of sex education, except that which is statutory as part of the National Curriculum science and Relationship and Sex Education (RSE).

## Extra-Curricular Activities

Extra-curricular activities are always popular, and programmes have been established catering for a range of children's interests. These are available after school. Staff will notify children of extra-curricular clubs at the beginning of the term.

## Homework

Homework encompasses a whole variety of activities primarily instigated by teachers and parents to support children's learning, with provision for children to demonstrate /design their

own learning opportunities. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

## Absences

### Absence – Attendance Records

Under government regulations, schools are required to record all absences of children from school. Any child who is absent from school will have to be marked in the registers as an "unauthorised absence" **unless** we have received a phone call or note from parents/carers telling us a valid reason for the child's absence. Registers are checked daily and parents/carers whose children have had a lot of "unauthorised" absences will be invited to a meeting with the Headteacher to discuss ways of improving attendance.

If a child is absent through illness or a visit to the doctors or dentist, etc, this will be marked as an "authorised absence" provided we receive a phone call and a note of explanation. A copy of your appointment card or letter is also required. Verbal messages from other children cannot be accepted. Please send a note, ring the school or call to make sure the message gets through.

**Please remember**, that after sickness or diarrhoea, it is important you keep your child at home for at least 48 hours. Infectious diseases, i.e., mumps, measles, chicken pox or German measles, should be notified as soon as possible.

If your child is absent from school, we would be grateful if you could let the school office know by 9am to explain the absence. This is to ensure the safety of your child and to comply with the Department for Children, Schools and Families register requirements. If we do not hear from you by 9am we will telephone home for an explanation. Persistent lateness or absences may result in a visit from the Educational Welfare Officer. Any unexplained absence will unfortunately have to be recorded as unauthorised.

At Stamford Bridge Primary School, we are committed to working with all other Wonder Learning Partnership schools to reduce the number of school days missed due to term time holidays. This agreement has been drawn up and published as an exceptional circumstances policy that all Headteachers adhere to when considering any parental requests. Term time holidays are not permitted except in certain exceptional circumstances. The office staff will be able to inform you of these.

## Health and Safety

### Accidents

Children who are injured at school are taken care of by a member of staff who is a qualified First Aider. We are not permitted to put creams such as Savlon on cuts or grazes which occur at school. All we can do is wash the affected area and cover with a dressing or plaster. Please inform us if your child has an allergy to plasters. Under the terms of the Health and Safety Act, details of all accidents requiring treatment are recorded in a book kept for this purpose.

If children are unwell or have an accident which may need professional help, parents/carers will be contacted as soon as possible. We therefore require emergency contact telephone numbers and responsible contacts for these occasions. If we are unable to contact parents/carers, children may have to be taken to the hospital emergency department accompanied by a member of staff.

### Infectious Diseases

Children suffering from infectious diseases should not attend school until they have passed the infectious period of the disease.

### Medicines

When necessary, school will administer prescribed medicines. We cannot administer medication that has not been prescribed by a doctor. A parental agreement for school to administer medicine requires completion when medicine is brought into school. If your child needs to use an inhaler or take medicine on a regular basis, please discuss the matter with the Headteacher. For further details concerning administering medicines and health care plans please refer to the medicine policy which is available in school or on the school website.

## Special Educational Need and Disabilities (SEND)

Class teachers in conjunction with the SEND co-ordinator (SENDCO) plan for Special Educational Needs and Disabilities (SEND) within the school. When a child is recognised as requiring support a Termly Support Plan is written for them. The child's parents/carers are consulted and encouraged to take an active part in this process at all times.

Children with particular needs may be given extra help within their own class or they may work outside of class in a small group or one-to-one. The school is able to draw on the assistance of a range of external agencies to ensure the children's needs are met.

## Child Protection and Safeguarding

Whilst your child is present in school, we want to work in partnership with you to discuss any concerns you or we may have. We feel it is our duty to inform and involve you at every stage of your child's time here. Our first priority is your child's welfare and there may be rare occasions when our concern about your child means that we have to consult with other agencies even before we contact you.

The East Riding Safeguarding Children Team provides all schools with a procedure to follow, and we have our own Child Protection Policy in line with this. If you want to know more, or need any help, please speak to the Designated Safeguarding Lead (Miss Massey), or the Deputy DSLs (Mr Horrocks or Miss Davies) or alternatively your child's class teacher.



## Behaviour

The school has a number of school rules based on rights and responsibilities and the primary aim of the behaviour policy (Charter) is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

Our policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

For further details please refer to the Behaviour Charters, overarching WLP Behaviour Policy and Anti-bullying Policy which are available on the school website.

## Access to School

The road outside the school on both upper and lower sites becomes very congested at the beginning and end of the school day and parents/carers are politely requested to bring their children to school on foot wherever possible.

If you have to drive to school, on no account should the gateway or area directly outside the school be used for turning or parking. Cars must not be parked on the yellow lines outside of school. These lines are there to try to ensure children's safety. Parking tickets have been issued by the police. We are actively encouraging parents to park a distance away from the school altogether and walk with their child/ children up to the school. There is a free car park available at the bottom of Viking Road, a short walk from the school.

Thank you for your support in keeping our school and community safe.

## Parents/Carers

We believe that when parents, carers and the school work together in close partnership it helps every child to achieve their potential. We operate an open-door policy and warmly invite parents/carers to approach us for any reason at all.

Day-to-day concerns should always be discussed with the class teacher in the first instance. Teachers try to make themselves available to parents/carers at short notice but, as they have to prepare for their classes before the start of the school day and often deliver after school tuition this is not the best time to talk. Therefore, please contact the member of staff to make an appointment by email or via the main office.

Please contact the main office via telephone if you need to advise school of any changes, such as who is collecting your child if on the same day, as there is no guarantee that the member of staff has had the opportunity to read the email and make any necessary arrangements. Thank you.

Where parent/carer's circumstances change e.g., change of emergency contact telephone number, address etc. please keep school informed so that we can amend our records accordingly. In a domestic situation where parents live apart and the child is living with one parent, we would welcome confidential information and instruction regarding residence and contact arrangements (custody and access etc).

Parents/carers moving into the area are invited to make an appointment with the Headteacher to visit the school.

## Parents and Carers Together (PACT)

Parents/carers are automatically members of PACT. The committee's aim is to enhance and support the education and environment of the children by providing 'extras' which the school funding does not cover. In order to do this, there are several fundraising and social events throughout the year - the most popular being the children's discos, the Christmas Fair and Bingo. The committee is grateful for all the support given by parents and would be pleased to have your support in the coming years.



## Parental/Carer Involvement

Parents/carers are positively encouraged to help in our classrooms, accompany visits and generally be involved in the life of the school. The staff are very grateful to the many parents/carers, grandparents and friends who help both in and out of the classroom for the benefit of the children. We are always keen to use the talents and skills in our community. Volunteers must be Disclosure & Barring Service cleared. DBS disclosure forms are available from the office and volunteers are not charged for these checks.

## Charging for School Activities (Including Educational Visits)

Under the 1988 Education Reform Act we are no longer able to charge parents/carers for activities which are held during the normal school day and form part of the school curriculum. As a school we are unable to pay for these activities from the School Fund and so we ask parents/carers to make a voluntary contribution to help us to cover the total cost. In certain cases, where parents/carers are in receipt of Child Tax Credit, Income Support or Income-Based Jobseeker's Allowance, assistance may be available. Please contact the school office if you think your child is entitled to additional support. Please note that no child will be excluded if they cannot pay the contribution. However, if there is a shortfall in contributions, the school will not go ahead with the visit.

Parents/carers of children currently eligible for free school meals or those who have been eligible for free school meals in the past are exempt from charges for the following activities which are funded from pupil premium funding.

- swimming lessons
- educational visits (non-residential)
- cycle training
- activities such as pottery/pantomime performances/visits into school by specialists

In addition, assistance towards the cost of school uniform and help towards the cost of residential visits is also available.

## Transfer to Secondary School

Most of our children transfer to either our feeder school Woldgate School in Pocklington or Archbishop Holgate's School in York. The move to secondary school is made as smooth as possible through good co-operation between the staff and the exchange of relevant information regarding each child. There are opportunities for our Year 6 children to visit and familiarise themselves with their secondary school during their last term here.



We are part of a wider family of schools in the Wonder Learning Partnership along with Pocklington Junior School, Melbourne Primary School and Woldgate School and Sixth Form College. The Trust is passionate about working in partnership to provide the best education for our children along with ensuring colleagues are supported in career development.

Our ethos is very much about our schools retaining their uniqueness and being true to the communities they serve. As the Trust enters a period of change launching under the name Wonder Learning partnership\* their values are defined as:

## Educate | Empower | Engage | Enrich

**Educate**—we are committed to educating the whole child and believe every child should reach their potential

**Empower**—we will empower our whole school community through support, development and value in the pursuit of excellence

**Engage**—we will engage in best practice to develop the personal qualities and aspirations of pupils and staff

**Enrich**—we will ensure our children are exposed to a wealth of experiences and opportunities

The Trust consist of dedicated colleagues for CPD, school improvement, staff wellbeing as well as operational areas of finance and compliance. We are incredibly proud to have dedicated staff with expertise in these areas to help drive forward educational and personal growth.

## “Wonder is the beginning of wisdom” Socrates



\*Wonder Learning Partnership is part of the Wolds Learning Partnership, a company limited by guarantee, registered in England and Wales with Company Number: 10518602