

**BURNHAM MARKET PRIMARY SCHOOL
(Part of the Wensum Trust Family of schools)**

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HEAD TEACHER: MRS RACHEL STROULGER

CHAIR OF GOVERNORS: MR CHRISTOPHER BEEK

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**EVERY CHILD MATTERS AT
BURNHAM MARKET PRIMARY SCHOOL**

MISSION STATEMENT

We want all children to enjoy school and feel a sense of belonging. We aim to create and sustain a secure, happy, healthy and stimulating environment which fosters in children curiosity and desire to learn. We strive for children to become confident and fulfilled both as individuals and members of a changing society.

AIMS AND VALUES

- To provide a varied and stimulating range of experiences which value learning in all areas of the curriculum equally.
- To promote in the children an ownership of, and connection with, their own rural and coastal environment, its history and its creative community.
- To develop the children's knowledge, practical and thinking skills, and an understanding of how they can be independent learners.
- To help children develop self-awareness and a sense of respect for, and responsibility towards, themselves, others and their environment.
- We aim for an ethos of inclusion so that all members of the school community feel valued. We will challenge all forms of discrimination and ensure no child is discriminated against on the grounds of special needs. We will actively promote multi-cultural awareness and gender equality.
- We greatly value working in partnership with parents for the benefit of the children. We will actively promote links with the local and wider community to enhance and enliven pupil's learning, and use outside visits to enrich the curriculum. We aim to provide facilities for the community to the greatest extent possible.
- We aim to create a positive ethos so that pupils develop their self-esteem and aspire to attain more highly. Pupils will be encouraged to respond to challenge, recognise effort and persistence, celebrate their successes, and reflect upon their learning.

THE GOVERNING BODY

Chair of Governors	Mr C Beek
Vice-Chair	Mrs R Monbiot
Governor	Mrs Z Catt
Governor	Rev S Wood
Parent Governor	Mr D Aylen
Parent Governor	Mr P Burbridge
Staff Governor	Mrs J Norman C/O Wells Primary & Nursery School
Staff Head teacher	Mrs R Stroulger C/O Burnham Market Primary School
Clerk to Governors	Mrs J Brown C/O Burnham Market Primary School

THE SCHOOL STAFF

Headteacher: Mrs Rachel Stroulger

Teachers: Seal Class Ms Suzanne Davidson (Deputy Headteacher)
Turtle Class Miss Jenny Clarke (Senior Teacher)
Dolphin Class Mrs Rosie Newport & Mr Ivan Bates
Kittiwake Class Mr Tim Fisher/Mrs Anna Martin

SENDCO: Mrs Emma Beck

Office Manager: Mrs Julie Brown
School Receptionist: Mrs Gemma Fitzpatrick

Learning Support and Lunchtime Assistants
Miss Sophie Bobbins
Mrs Tracey Shakeshaft
Mrs Sue Cornwall
Mrs Laura Hewitt
Miss Liz Hooke
Miss Chelsea Lowe
Mrs Marion Bobbins
Mrs Trudy Collins
Mrs Maxine Green
Mrs Kerry Stilgoe
Mrs Jane Skeet

Caretaker: Mr Dean Dorman
Cleaner: Miss Sophie Bobbins

Cook: Mrs Vanessa Fullwood
Assistant: Miss Kerry Brooks

TERM DATES 2019-2020

Autumn Term	Wednesday 4 th September 2019 to Friday 18 th October 2019 <u>Half term:</u> Monday 21 st October to Friday 25 th October 2019 Monday 28 th October to Wednesday 18 th December 2019
Spring Term	Monday 6 th January 2020 to Friday 14 th February 2020 <u>Half term:</u> Monday 17 th to Friday 21 st February 2020 Monday 24 th February to Wednesday 1 st April 2020
Summer Term	Monday 20 th April to Friday 22 nd May 2020 May Day: Friday 8 th May 2020 (School closed) <u>Half term:</u> Monday 25 th May to Friday 29 th May 2020 Monday 1 st June to Tuesday 21 st July 2020

These dates have been set in conjunction with Norfolk County Council and all schools within the Wensum Trust.

LENGTH OF SCHOOL DAY

The Governors have directed that the school session should be from 8.50 am to 3.10 pm with a pupil/teacher contact time of 25 hours and 50 minutes per week. These hours include religious education, assemblies and the core and foundation subjects of the National Curriculum but not registration or breaks.

Times of the school day:

School gates open	8.30 am
Registration	8.50 am
Lunch break	12 to 1 pm
School closes	3.10 pm

In the interests of safety, parents are asked not to bring their cars into the school car park and to observe the voluntary one-way system in Friars Lane.

THE CURRICULUM

Organisation

From September 2019 the children will be taught in 4 classes:

Seal Class - (Year R & 1) Turtle Class - (Year 2 & Year 3)

Dolphin Class - (Year 3, Year 4 & Year 5) Kitiwake Class - (Year 5 & Year 6)

Early Years Foundation Stage (EYFS) - Year Reception (YR)

The EYFS sets the standards for the development, learning and care of children from birth to five. We will provide an integrated, meaningful and enjoyable curriculum that considers the needs of each individual to ignite curiosity, independence and enthusiasm for learning. The EYFS is based on ongoing observation and assessment in the **three prime** and **four specific areas** of learning, and the **three learning characteristics**:

The prime areas of learning:

- **Communication and language** - Children are given the opportunity to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
 - **Physical development** - Children are provided with opportunities to be active and interactive; and to develop their co-ordination, control and movement in indoor and outdoor settings. They will begin to understand about keeping healthy, how the body works and the importance of diet, rest and sleep.
 - **Personal, social and emotional development** - Children are supported to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

The specific areas of learning:

- **Literacy** - Children are encouraged to link sounds and letters and to begin to read and write. We promote and develop a rich reading culture where pleasure and personal choice is valued.
- **Mathematics** - Children are introduced to meaningful and practical maths activities to provide opportunities to develop and improve counting skills, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** - Children are guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** - This focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways in art, music, movement, dance, role-play and design and technology.

The learning characteristics:

- **playing and exploring** - children investigate and experience things and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

NATIONAL CURRICULUM - YEARS 1 - 6

The National Curriculum applies to pupils of compulsory school age in maintained schools. It is organised on the basis of 4 Key Stages. At this school we are concerned with the teaching of pupils in Key Stage 1 and Key Stage 2.

	Pupil Age	Year Group
Key Stage 1	5 - 7	1 - 2
Key Stage 2	7 - 11	3 - 6

Our Curriculum

The core curriculum consists of English, Mathematics, Science, I.C.T. and R.E. with the following as foundation subjects: History, Geography, PE, a Modern Foreign Language, Music, Art, and Design Technology. Included also are cross curricular themes incorporated into the curriculum: Environmental Education, Personal, Social and Health Education, Cultural Education and Citizenship.

Our curriculum has been refined to equip our children to be more effective learners in the 21st century. This curriculum is 'skills' based and allows children to gain vital life skills which are needed in an ever-changing world and social climate. We therefore amalgamate certain subjects each term and teach them as a 'topic' area. All the subjects are still being taught to all children, but by doing this 'topic' learning it allows the children to link their learning and see where subjects inter-relate. Much of the topic learning is also 'child-driven', where we ask the children to be part of the planning process. This in turn motivates and enthuses the children further as they are engaged in the learning process from the outset.

On the Long Term Curriculum Plan, you can see which key skills and content are being taught in your child's topic area, along with the content and skills being taught in fixed subjects (literacy, numeracy, RE, music, PE, PSHEC). We strive to provide the best education possible for our children and we feel that this approach of 'skills' based learning is essential to successfully equip our children for a bright future.

ENGLISH

Speaking and Listening

Through listening to stories and poems etc. the children are encouraged to listen attentively and respond as speakers. Other activities include imaginative play, drama and class discussion groups.

Reading

Our aim is to promote a love of books and enjoyment of reading in all children. We provide a wide, exciting range of reading materials including stories, poetry, plays and non-fiction. We teach the children to read using shared texts and guided reading activities. Home-school links are actively encouraged by explaining to parents how they can read together with their children at home and support the work done in school. All children choose a book from a structured selection. These books are brought home daily with a reading record book in which comments by parents, teacher and child can be made.

Writing

Children are encouraged to write from their first days in school, where stimulating experiences and opportunities are created and where they are given the freedom and independence to use the paper, card, pencils and pens provided in the classroom. Phonics, spelling, handwriting, punctuation and grammar are taught regularly through enjoyable and purposeful activities. These skills will enable the children to develop factual, descriptive and creative writing styles. We encourage children to take a pride in the presentation of their work and value the importance of handwriting.

MATHEMATICS

There is a structured daily mathematics lesson which incorporates a variety of teaching styles and equipment, with oral and mental work featuring strongly in each lesson. A range and balance of work gives all children the opportunity to become properly numerate, enabling them to develop confidence and competence in using and applying their mathematical skills and knowledge.

Maths activities are planned to promote and extend knowledge of numbers, times tables, shape, space and measures and handling data. To support our work we use a variety of resources, practical apparatus, computer software and games. Children find mathematics exciting and thoroughly enjoy practical 'hands on' lessons.

SCIENCE

Children develop their scientific understanding by exploring and investigating the world about them. Through their work we encourage the children to make observations and comparisons, test and record ideas, and to make predictions and consider evidence. We aim to foster an enquiring mind. The teaching of science comprises of class, group and individual activities and the children have access to a wide range of resources.

INFORMATION and COMMUNICATION TECHNOLOGY (I.T. and computing)

We have a wide variety of ICT resources that enhance our curriculum. All classrooms benefit from having Interactive Whiteboards, laptops and a listening centre. Each classroom has a variety of age appropriate software. Available for all to use are programmable robots, digital cameras and microscopes. We have an ICT suite where the children are taught specific ICT skills and use these skills to develop their learning in other subjects.

HISTORY

In History we aim to develop a child's sense of the passage of time and curiosity about the past in Britain and the wider world. We look at the lives of people in the past and how their actions changed events. Children consequently develop a chronological framework, investigative skills and are able to research and evaluate evidence and argue for their point of view.

GEOGRAPHY

In Geography we aim to develop knowledge of places and environments throughout the world. The children will have an understanding of maps and develop investigative and problem solving skills both in and out of the classroom. They will study how the environment is affected by natural and man-made events. In studying and comparing a variety of localities the children will develop an understanding of distance, travel, communication, climate and settlement.

MUSIC

Children develop the skills of listening, playing, composing and performing through singing and with the aid of a wide variety of unpitched instruments. Throughout the school, children learn to play the recorder, ukulele, djembes and guitars. We thoroughly enjoy taking a full part in our church Harvest Service and Christmas plays are always very entertaining.

DESIGN TECHNOLOGY

The children have the opportunity to solve a variety of problems and challenges through practical activities and discussion. This area of the curriculum is integrated with other subjects, and involves the children defining a task, deciding on how the task should be completed, and responding to others in the group while allowing for evaluation of results. The children work with a variety of materials and tools.

ART

We provide opportunities to increase the child's artistic skill, power of observation and aesthetic awareness. Each child is able to develop knowledge and understanding of the subject through studying and evaluating the work of artists, past and present. A variety of media are used by the children to explore the visual elements such as pattern, line, colour, tone and texture. Throughout the curriculum there are opportunities for working with different stimuli and medias and produce art work on a large scale.

RELIGIOUS EDUCATION (RE)

We follow the L.A. Syllabus and Guidelines for R.E., which gives the children opportunities to see how Christian ethics have moulded our present society. The children are encouraged to understand themselves and their relationships with others and also develop an understanding of other faiths and

cultures, particularly Judaism and Hinduism. Spiritual awareness is developed through planned opportunities for pupils to imagine, reflect and explore.

School Assemblies

We vary our approach to daily assembly, which may be based on a story from one of the major religions, linked to our current value, a moral issue or a topical event. Each week we have our Celebration assembly. Children are given a 'Good work award' for having made a special effort, usually with some aspect of their work, but sometimes for having been helpful or caring in some way. We find this an effective way of encouraging the children to try their best and encourage a positive approach to school and one another. It also gives us the opportunity to celebrate together and invite parents and the community in to celebrate this too. We also have a weekly assembly led by multi-faith visitors, global assemblies which cover global issues and a fun singing assembly.

Parents have the right to ask that their child does not attend assemblies if their own religion requires it.

PHYSICAL EDUCATION

The school aims to give children the enjoyment of participating in physical activity, the chance to develop a sense of self-worth, a knowledge of their own potential and ability, an opportunity to work in co-operation with others and an understanding of team spirit.

We provide a balanced programme of games, gymnastics, athletics, outdoor pursuits, swimming, movement and dance. There is also a balance between physical and creative work and between co-operative and competitive games. We take part in various inter-school games and activities,

Swimming sessions for Years 3, 4, 5 and 6 take place across the year.

SCHOOL COUNCIL

The school council consists of a girl and boy representative from each of the seven year groups, together with 1 staff member and a governor. Meetings are held once every half-term to discuss a number of issues, usually raised by whole class discussions during 'circle time.' The children take great pride in their roles within the school council, which produces sensible discussion and decision making for the benefit of all pupils.

ASSESSMENT

All children are regularly assessed. In Reception Class, assessment is by regular observation providing an Early Years Foundation Stage Profile. This enables us to find out what the children know, understand and can do and helps us to plan more effectively for future learning. It helps us to monitor the children's progress from the time they start school. Teachers continue to assess the children's work using a combination of tasks, tests and the careful marking of on-going work throughout their time at Burnham Market Primary School. All children have learning targets and statutory testing takes place in Year 2 and Year 6 and confirms the teacher's judgements.

EDUCATIONAL STANDARDS

We have an active marking policy which enables pupils from a very early age to assess their own progress. We are continually raising the educational standards at school. We are proud of this achievement as our children are representative of a wide ability range. School data shows that the majority of pupil achievement is higher than their natural ability confirming the considerable value the

school adds to the education it gives. High standards at the school are maintained by excellent planning, teaching and marking, rigorous monitoring and the setting of targets for improvement, at child, year and school level. We believe in involving the children in their learning and are very aware of the many different learning styles which exist in the classroom. The excitement and challenge for us is to plan lessons which cater for as many learning styles as possible.

WORKING WITH OTHER SCHOOLS

From the 1st July 2017, we have been part of The Wensum Trust family of schools. This gives all our children and staff the great opportunity to work across schools in the Norwich area as well as provide opportunities in North Norfolk for other schools to visit. So far, we are really benefitting from sharing expertise across the schools to raise standards of education for our children further.

GOVERNORS' ADMISSION POLICY

The local education authority has set our annual intake figure at 15 children. The area served by the school is: Barwick, Burnham Market, Burnham Norton, Burnham Overy Town, Burnham Overy Staithes, Burnham Thorpe, North Creake, South Creake, Stanhoe and Waterden.

If there are more applications than places available, preference will be given to children living nearest the school according to the following rules in this order of priority:

1. Children with a statement of special educational needs naming the school.
2. Children in public care who are due to start school and live in the area served by the school.
3. Children who are due to start school, living in the area served by the school who have a brother or sister attending the school at the time of their admission
4. Children who are due to start school, living outside the area served by the school, who have a brother or sister attending the school at the time of their admission.
5. Children who are due to start school, living outside the area served by the school, who have no brother or sister at the school.

In the event of an unsuccessful application to the school parent/carers may appeal against the decision.

BEHAVIOUR POLICY

At Burnham Market Primary School, we believe that every member of the school community should feel valued and respected and that each person should be treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We recognise that behaviour is a vital factor in our children's efforts to achieve their full potential in all areas of development. We believe that acceptable good behaviour must be taught and continually reinforced, monitored and evaluated. This behaviour policy is designed to support the way in which all members of the school community can work together to secure an effective learning environment where everyone feels happy, safe and secure.

Objectives:

Above all, we believe that a whole school consistent approach is vital including parents, staff, pupils and governors when implementing this behaviour policy.

1. To create a calm and caring atmosphere in which pupils can learn, feel safe and secure; To use PSHEC and circle time to develop a sense of worth, self-confidence and self-esteem.
2. All rules, rewards and sanctions will acknowledge fairness, consistency and progression as appropriate.
3. To encourage everyone to take responsibility for their own behaviour.
4. To promote a strong link between home and school.
5. To work closely with outside agencies as appropriate.
6. As a Staff we recognise the role of Governors in promoting our Behaviour Policy.

School Rules:

School rules are kept to a minimum. They are displayed around the school. The need for rules and their meanings are made clear to the children through reminders in assembly and by all staff as and when necessary in and around school.

These 'Golden Rules' have been devised through consultation with pupils, staff, parents (Parents Forum/newsletter) and governors:

- 1) We are kind and helpful.
- 2) We always try our best.
- 3) We listen to adults and each other.
- 4) We respect other people's property.
- 5) We walk when in school.
- 6) We take pride in our work and our school.

Rewards and sanctions:

Good behaviour is rewarded through the use of verbal, non-verbal, stickers, house points, certificates, newsletters and at our celebration assemblies. We always encourage positive behaviour through the use of positive language and the reinforcement of the 6 Golden Rules.

Inappropriate and unacceptable behaviour will be addressed. This is done through verbal warnings, thinking time, 5 minutes from play or lunch, moving to another class or being sent to the Head teacher. If children display specific physical aggression, swearing or damage property then the children are sent directly to the Head teacher.

Encouraging good behaviour is a whole school community responsibility and so we encourage strong parent-school partnerships and parents are always involved in behavioural discussions.

SPECIAL EDUCATIONAL NEEDS

This policy has been written taking account of the Special Needs Code of Practice 2001 and the Special Needs and Disability Act 2001.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have learning difficulties if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the LA
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Many children will have special educational needs of some kind at some time during their education. The majority of these will be overcome although a few children will need extra help for some or all of their time in school.

Aims

As a school we aim to fulfil the principles of the Code of Practice:

- All children with special educational needs should have their needs met
- The special educational needs of children will normally be met in mainstream schools
- The views of the child should be sought and taken into account where ever possible
- Parents have a vital role in supporting their child's education and their views should be taken into account
- Children with special educational needs should have a broad, balanced and relevant education

The school's policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them. We aim to identify children with special educational needs as early as possible. We aim to work closely with parents and recognise that partnership with parents can help to identify and recognise underlying causes for the child's behaviour or needs. The named person responsible for the co-ordination of SEN provision is Mrs Emma Beck.

BURNHAM MARKET NURSERY SCHOOL AND TRANSITION INTO SCHOOL

We are very fortunate to host Burnham Market Nursery School within our building. We find that once the younger children are familiar with school surroundings, their transition to full time education becomes a great deal smoother. The playgroup has now experienced a number of successful OFSTED inspections and received good reports.

As a school we believe that a positive start to school is essential. To achieve this, we have an induction programme for our new intake.

This involves:

- Encouraging new parents to make an appointment to look around the school and to ask questions
- Pre-school meetings for parents and teachers to inform you about early experiences
- Induction days for children to help smooth the transition and more informal sessions within school during the Summer Term
- A "reading meeting" to help emphasise the importance of developing reading skills and share ideas of how to do it
- Each term we include an overview of each class's curriculum to ensure parents are informed and able to contribute, if appropriate, e.g. holiday visits to museums, art galleries etc

Much of your child's early learning experience will be based on "active learning", "hands on" and discussion. The school follows Early Learning goals. These progress for playgroup/nursery, and then by the end of reception most children will be working within the National Curriculum.

Our belief in a positive beginning to school is reflected in the investments we have made in the provision of outdoor play equipment, within a secure play area, and the outdoor wet and sand play areas. By providing the best equipment, quality teaching and support staff we aim to offer the highest quality education for our children.

HOME - SCHOOL AGREEMENT

Child's name

The school will:

- encourage children to achieve their potential and develop as individuals
- encourage children to take care of themselves, respect others around them and their surroundings
- endeavour to provide a safe and caring environment for your child
- inform parents/carers of their child's progress at regular meetings
- inform parents/carers about what topics the school aims to teach the children each term
- inform parents/carers about any concerns or problems that affect their child's work or behaviour
- keep parents/carers informed about school activities, dates and special events

Signed..... (Head teacher) Date

The parents /carers

I/We will:

- make sure my child arrives in school for a 8.50 start
- make sure my child attends regularly and provide a note of explanation and/or phone call by 9.30 am on the first day of absence
- attend parent evenings to discuss my child's progress
- support my child in homework and other opportunities for home learning.
- let the school know about any concerns or problems that might affect my child's work or behaviour
- get to know about my child's life at school

SignedParent/carers Date

The child

I will follow the 6 Golden Rules:

1. We are kind and helpful
2. We always try our best
3. We listen to adults and each other
4. We respect other people's property
5. We walk when in school
6. We take pride in our work and our school

Signed Date

OPPORTUNITIES FOR TEACHER/PARENT CONTACT

The school holds two parent's evenings, one in the autumn term and one in the spring term, which highlight pupil's progress and discuss next steps for learning. At these meetings grades and targets are discussed and sent home with parents.

Towards the end of the Summer Term, all class teachers prepare a written report on pupil's annual progress in all subjects. This report is sent to parents and they are invited to discuss it with the relevant teacher if they have any concerns.

Aside from these more formal opportunities to meet with the staff, we would extend an open invitation to all parents if they wish to discuss any issues or inform the head teacher and teachers of changes in the family circumstances, which may effect their child's education - either by a parent/teacher appointment or a phone call. Please contact the school office to arrange a suitable appointment.

Parents of children in years 2 and 6 will be invited to the school during the spring term to discuss the arrangements for their children's SATs tests, which take place early in the summer term.

The school also holds a meeting for parents of new children starting at the school in September each year, and this is held during the summer term.

We very much value the support of parents and regularly invite them into school. We have an active Parent's Forum which meets termly so that parents have an opportunity to express views or ask questions. A member of staff is at the school gate every morning and so there are always opportunities daily to speak to school staff.

DETAILS OF NATIONAL CURRICULUM RESULTS

Key Stage 1

2016 - 15 pupils 2017 - 18 pupils 2018 - 10 pupils 2019 - 19 children

	Achieving expected standard	Achieving expected standard	Achieving expected standard	Achieving greater depth	Achieving greater depth	Achieving greater depth
	2016	2017	2018	2016	2017	2018
Reading	67%	78%	80%	20%	28%	40%
Writing	60%	61%	70%	7%	17%	20%
Maths	67%	72%	80%	13%	33%	30%
	Achieving expected standard	National Average: Achieving expected standard		Achieving greater depth	National Average: Achieving greater depth	
	2019	2019		2019	2019	
Reading	74%	76%		26%	25%	
Writing	74%	70%		21%	16%	
Maths	74%	76%		26%	21%	

Key Stage 2

2016 - 23 pupils 2017 - 27 pupils 2018 - 22 pupils 2019- 17 pupils

	Achieving expected standard	Achieving expected standard	Achieving expected standard	Achieving greater depth	Achieving greater depth	Achieving greater depth
	2016	2017	2018	2016	2017	2018
Reading	48%	44%	77%	17%	19%	27%
Writing	65%	70%	64%	0%	30%	0%
Maths	39%	30%	77%	4%	0%	9%
Reading, writing & maths	22%	26%	64%	0%	0%	0%

	Achieving expected standard	National Average for expected standard		Achieving greater depth	National Average for greater depth	
	2019	2019		2019	2019	
Reading	71%	73%		29%	28%	
Writing	76%	78%		6%	20%	
Maths	88%	79%		18%	24%	
Reading, writing & maths	59%	65%		6%	10%	

ABSENCE FROM SCHOOL

These should obviously be kept to a minimum. Following any unavoidable absence, a letter of explanation from the parents/carers is required. Any unauthorised absence will be recorded as such and by law will be reported to the Department for Education.

Existing law authorises certain categories of absence and protects parents from prosecution where a child is absent on any day:

1. when prevented from attending by sickness or any unavoidable cause;
2. exclusively set apart for religious observance by the religious body to which his or her parents belong;
3. on the grounds that suitable transport has not been provided and the school is not within walking distance.

Currently, the head teacher may not grant leave for annual holidays during term time, only in exceptional circumstances. Holidays will not be approved leading up to and during the National Curriculum tests which take place in May. All eligible children are expected to attend school at this important time. The school should be notified in advance of term time absence; an appropriate form is available for this purpose from the school office, but only for exceptional circumstances. The Governors would ask parents to recognise that term time absence is best avoided in the interests of continuity in children's programmes of study.

Parents are requested to telephone the school by 9.30 am on the first day of their child's absence to advise of the reason for the absence and provide an indication of when their child is expected to return to school if the absence is due to sickness.

In the case of any contagious or infectious disease, the school should be notified as soon as possible. If a child is considered fit to return to school, then he/she is expected to follow the normal curriculum. Therefore, children should be fully fit on return.

Should a child become ill while at school and it is considered serious enough, parents are contacted and asked to take the child home. It is therefore essential that we have on record (confidentially if necessary) current telephone numbers at which parents, relatives or friends can be contacted during the school day.

The Head teacher or senior teacher will assume the right to seek medical assistance at the surgery or hospital if this seems to be necessary and contact with parents proves impossible.

EXTRA-CURRICULAR SCHOOL CLUBS

There are various sporting and music activities for children at the end of the school day. Some additional charges may apply for these clubs to cover the cost of professional sports coaches, instructors and necessary equipment. Further details are available from the school. At lunchtimes, we run a variety of clubs for all ages such as art, nature, volleyball, sewing, cricket, athletics, chess, gardening, recorders and a choir.

ARRANGEMENTS TO VISIT THE SCHOOL

In the summer term parents enrolling their children in the school are invited to visit to meet the Head teacher and members of the staff to discuss what school is like at Burnham Market Primary school. It is an opportunity to look around the building and its facilities and to discuss any individual concerns. The staff consider this initial meeting is important in establishing the home/school partnership and to fully inform parents about school life.

Parents who wish their children to transfer here during the academic year should contact the Head teacher in order that individual arrangements can be made.

PASTORAL CARE AND DISCIPLINE

As part of our approach we use "Circle Time". The whole class will sit in a circle, together with the teacher. Each child is encouraged to join in the discussion and share their thoughts and ideas. We find this promotes communication skills, positive behaviour and it is part of a strategy encouraging self-discipline and greater self-esteem.

The school also awards "Good Work" certificates to pupils and has an effective behaviour policy to ensure a high standard of care and discipline.

SCHOOL LUNCHES AND SNACKS

The school can provide a hot cooked lunch for children each day, which is both nutritious and freshly prepared in our own school kitchen. A vegetarian option can also be provided if ordered at the start of each week. The weekly menus are circulated to parents.

The current lunch price is £2.30 per day for all children, or £11.50 per week. To enable the school to plan the ordering of food etc we would appreciate if parents could pay for the lunches on a Monday for the coming week. Envelopes for this purpose are available from the school office. Children in key stage 1 have government funded fruit or veg for snack and we ask that children in years 3 to 6 bring in a suitable piece of fruit or veg also for a healthy snack. All children in KS1 (Years R, 1 and 2) are entitled to a Universal Free School Meal. This is an option which you make take up if you would like to from September or whenever you join the school.

Children may bring a packed lunch into school but we would ask that drinks are in plastic containers and no breakable flasks are permitted.

The Children are in the care of supervisory assistants both in the dining room and outdoors during their lunch break. The Head teacher will frequently be present.

UNIFORM

We have a school uniform and strongly recommend that it is worn. The uniform consists of a royal blue sweatshirt or cardigan with a white polo shirt, worn with black or grey trousers or skirts. Girls may wear a blue check dress during the warmer months. Children should wear sensible black school shoes, with boys wearing black or grey socks and girls wearing white socks or black tights. Children are not permitted to wear jewellery in school other than small stud type earrings if ears are pierced.

The sports kit should consist of a pair of black shorts or sports trousers, a t-shirt or polo shirt in the pupil's house colour worn with either white trainers or black plimsoles.

The sweatshirts, cardigans and games shirts embroidered with the school logo are available to purchase from the school office. We are also able to offer additional items such as reversible fleece jackets, caps, book bags and games/swimming bags. Further details and prices are available from the school office.

Benefits of school uniform include:

- Uniforms help to instil a sense of belonging;
- They help teachers to identify pupils readily, which is especially important on school visits and outings.

Benefits for parents include:

- Less peer pressure to purchase expensive clothing;
- The school has readily available stocks of clothes at reasonable prices.

GENERAL DATA PROTECTION REGULATION

The GDPR, which came into force on 25th May 2018 as the Data Protection Act 2018, is a step change in data protection and privacy law in the UK. It's not just about information technology, but all data we hold as an organisation.

It is in place to give data subjects control of their data and gives organisations processing that data (including schools) more responsibilities in relation to how they collect, process, store, share and destroy data. It's not just about information technology, but all data we hold as an organisation.

As a school we collect and hold a great deal of personal data - not only about students, but also staff, parents, volunteers, visitors, suppliers and other 'data subjects'. GDPR requires us to not only minimise any risks to the unauthorised access and loss of personal data within the organisation, but also to provide evidence and documentation of our processing activity.

In order to demonstrate our commitment to GDPR compliance we are doing the following:

- Documenting our processing activity, including ensuring we have a lawful basis for processing
- Auditing this processing and identifying and creating an action plan to mitigate any risks to personal data
- Documenting the compliance of third-party providers and reviewing contracts to ensure compliance with GDPR
- Ensuring that we have processes and procedures in place to ensure the rights of data subjects
- Reviewing the technical and organisational measures in place to protect data
- Training staff on GDPR and our data handling procedures - we hope Governor's will also undertake this training

We have also appointed an external organisation, Data Protection Education Ltd. as our Data Protection Officer.

As a school we collect and process large amounts of data. We take our responsibility as custodians of this data very seriously and embrace the opportunities GDPR provides to make improvements in how we handle data.

GDPR is a long-term project and we are committed to developing a privacy programme that becomes a cornerstone of our approach to data in the school. Whilst there will be changes, we are committed to ensuring that there is no negative impact on teaching and learning and the welfare of students and staff.

For more information contact the Wensum Trust Director of Data c.everard@wensumtrust.org.uk. The Data Protection Officer can be contacted at dpo@dataprotection.education.

EMERGENCY SCHOOL CLOSURES DUE TO UNFORESEEN FACTORS

The Headteacher will normally decide whether the school should be closed due to unforeseen circumstances - for example, a failure in essential services or difficult weather conditions. The school will make best efforts to inform parents as follows:

- Every effort will be made to ensure that there is a member of the school staff on site
- Text messages will be sent to all parents with mobile telephones and Class Dojo is also used to inform parents
- Information will be posted on the school website - www.burnhammarket.norfolk.sch.org by the use of our Twitter feed
- Information will be posted on the Norfolk Childrens Services' website - <http://www.schoolclosures.norfolk.gov.uk/>
- Information will be published on Radio Norfolk and KLFM
- The bus company will be informed that the school is closed and may inform parents at the pick-up points. It is essential that if your child is normally left at the bus stop alone (if for example, you go to work) then you make arrangements for your child's well-being with someone else. It would be a good idea for the school to be made aware of such arrangements.
- If your child arrives at school alone we will use emergency contact details to inform you that the school is closed. It is essential that these details are kept up to date.

Closure during the school day

It may sometimes be necessary for the school to be closed during the school day, for example if an essential service fails. In this instance as many parents as possible will be contacted, using the emergency contact list. No child would be sent home unless parents have been contacted.

COLLECTIVE WORSHIP

In our school we believe collective worship should provide opportunity for reflection and a diversity of response. The act of worship will endeavour to cater for children of many different beliefs and backgrounds whilst being of a broadly Christian nature for all pupils. Collective worship makes an important, although not exclusive, contribution to spiritual, moral and cultural development in our school.

The 1988 Education Act stated that:

- all pupils must take part in a collective act of worship every day.
- the act of collective worship may be as a whole school or in different age groupings.
- it may happen at any time of the school day.
- it has to take place on school premises (in an aided school the Governors can make arrangements for worship elsewhere on special occasions e.g. the local church).
- the head teacher is responsible for ensuring the legal requirements for collective worship are met (in an aided school the responsibility for securing daily acts of worship lies with the governing body after consultation with the head teacher).
- the character and content of collective worship in these schools continues to be determined by governing bodies in accordance with their trust deeds.
- all staff, including the head teacher have the legal right to withdraw from collective worship. The head teacher remains responsible for finding someone suitable to organise and lead the acts of worship.
- all parents have the right to withdraw their children from collective worship, wholly or partially. The school's responsibility for the child's health and safety is still paramount.

CHILD PROTECTION

This school recognises its legal duty under s.175 Education Act 2002 to work with other agencies in safeguarding children and protecting them from "significant harm". The framework for such procedures is defined by the relevant circular from the Department for Education and Skills. These duties relate to all children and young people under the age of 18.

This school also operates under the "Safeguarding of Children" policy. This policy ensures children are protected from harm at all times. Our Governing body ensures our recruitment practices are safe and compliant with statutory requirements. All staff seek to adopt an open and accepting attitude towards children and young people as part of their general responsibility for pastoral care. The staff hope that parents and children will feel free to talk about concerns or worries which may affect educational progress and that they will see the school as a safe place if there are any difficulties at home. Children will be taken seriously if they seek help from a member of staff.

Parents will normally be consulted and their consent obtained before any referral is made to an agency outside the school under local "children in need" procedures. However, staff cannot guarantee to consult parents first, or to keep children's concerns confidential, if referral must be made to the appropriate agencies in order to safeguard the child's welfare.

If staff have significant concerns about any child which may indicate:

- physical abuse,
- emotional abuse,
- sexual abuse or,
- neglect,

they are required to discuss them with the agencies responsible for investigation and child protection.

Staff who observe injuries which appear to be non-accidental, or who are told anything significant by a child, must report their concerns to the designated teacher. School staff do not, however, carry out investigations, nor decide whether children have been abused. That is a matter for specialist agencies.

Child protection issues will be addressed through the curriculum as appropriate, especially in Personal, Social and Health Education and sex education.

The designated teacher for all child protection matters in the school is currently Ms Suzanne Davidson.

The nominated officer for child protection within the Local Authority is:

Kelly Waters, Education Child Protection Officer, County Hall, Norwich Telephone: 01603 223473

SEX EDUCATION POLICY

The aims of the school's sex education policy include:

- To help children recognise and realise that honesty, tolerance, mutual respect and understanding are important in relationships
- Sex education will integrate appropriate factual information within a moral, social, cultural and spiritual context
- To inform and enlighten children with knowledge and information concerning their emotional and physical development as it relates to their age and maturity; being dependent upon their readiness to receive and understand the information which will be presented in an objective, sensitive and balanced manner aiming to help them build a healthy regard for human sexuality as future adults and parents.
- Sex education will be taught in a way which is sensitive to the cultures, beliefs and attitudes of pupils, parents and society, and which promotes equality of regard and opportunity.
- Sex education will be seen as part of the Science and Personal and Social Health Education, and relevant opportunities will be taken to place sex education in the context of the whole curriculum.
- We will consult and inform parents of the content and organisation of our Sex Education programme, of their right of withdrawal from Sex Education and the procedures for making a complaint. Governors very much hope that the educational advantages for all children to be involved in the provision of Sex Education will prevail.

ADMINISTRATION OF MEDICINES POLICY

If a child needs to take prescribed medicines (as prescribed by a GP) parents have two options:

- A consent form is available from the school office for parents to complete, which acknowledges that the Head teacher, class teacher or member of support staff can administer medicine to a child; or
- Parents can come into school during the school day to administer any prescribed medicines to their own child.

FRIENDS OF BURNHAM MARKET SCHOOL (FOBS)

FOBS (Friends of Burnham School) are the supporters of Burnham Market Primary School and are comprised of parents, carers and school staff. We feel we are a key part of the school team, helping the children to get the maximum enjoyment out of school life.

FOBS has three main aims:

- 1) Raising money for the school for the benefit of the children
- 2) Getting the school involved in the local community
- 3) Providing a social environment for parents, carers and children

All parents, carers, children and staff are automatically members of FOBS. We are run by a committee, which meets every half term, and an additional band of "happy helpers" who assist at many of the activities that we run.

Our regular events include the summer fete, bingo evenings, film nights, school discos, Easter and Halloween events. Projects funded include school trips, visitors to the school, the climbing wall, and outdoor sports equipment. We are always on the lookout for new ideas, and look forward to welcoming new members of FOBS.

OUR PROCEDURE FOR HANDLING CONCERNs AND COMPLAINTS

All schools in Norfolk want their pupils to be healthy, happy and safe, and to achieve. They recognise that parents, guardians or carers play an important part in making this happen. Co-operation between parents, staff and governors leads to a shared sense of purpose and a good atmosphere in the school.

Our procedure follows Norfolk Childrens Services' protocol -

Level 1 (Informal)

- Talk to the Class Teacher
- ✓ Resolved
 - ✗ Unresolved ~ Move to Level 2

Level 2 (Informal)

- Talk to the Headteacher or Senior Teacher
Support can be offered by one governor
Can request information or support from Norfolk Childrens Services
- ✓ Resolved
 - ✗ Unresolved ~ Move to Level 3

It is hoped that most problems will have been resolved by now.

Level 3 (Formal)

- Formal complaint letter to the Headteacher
- ✓ Resolved
 - ✗ Unresolved ~ Move to Level 4

Level 4 (Formal)

- Formal complaint requesting a Governors' Complaints Panel

- | | |
|---|--|
| ✓ | Resolved |
| X | Decision of the Complaints' Panel is final |

A full copy of the school's complaints policy can be obtained from the School Office.

CHARGING AND REMISSION POLICY

Introduction

All education during school hours is free. We do not charge for any activity undertaken as part of the National Curriculum, with the exception of some individual or small-group music tuition.

A Charging and Remission Policy is in place and a copy is available for any parent upon request. This policy is monitored by the governing body, and will be reviewed annually, or earlier if necessary.

Voluntary contributions

When organising school trips or visits to enrich the curriculum and the educational experience of the children, the school invites parents to contribute to the cost. All contributions are voluntary. If we do not receive sufficient voluntary contributions, we may cancel a trip. If a trip goes ahead, it may include children whose parents have not paid any contribution. We do not treat these children differently from any others. If a parent wishes their child to take part in a school trip or event, but is unwilling or unable to make a voluntary contribution, we do allow the child to participate fully in the trip or activity.

The following is a list of additional activities, organised by the school, which require voluntary contributions from parents. These activities are known as 'optional extras'. This list is not exhaustive:

- visits to museums, exhibitions, local landmarks etc;
- sporting activities which require transport expenses;
- outdoor adventure activities;
- visits to or by a theatre company;
- musical events.

Residential visits

If the school organises a residential visit in school time, or mainly in school time, which is to provide education directly related to the National Curriculum, we do not make any charge for the education element. However, parents are obliged to at least pay for the residential expenses of such trips, and we also ask parents to contribute to the full cost of the travel and activity expenses as these are beyond the scope of our main school budget.

A savings scheme will operate to allow parents to spread the cost of such trips over a longer period of time.

Music tuition

All children study music as part of the normal school curriculum. We do not charge for this. There is a charge for individual or small-group music tuition, since this is an additional curriculum activity, and not part of the National Curriculum. These individual or small-group lessons are taught by peripatetic music teachers and charges will be incurred to cover the music teacher's time. As the music teacher's time has to be booked in advance the charges are still payable if pupils are ill on the day of the lesson. Parents will be given information about additional music tuition at the start of each academic year.

Swimming

The school organises swimming lessons for all children in Key Stage 2. These take place in school time and are part of the National Curriculum. We therefore make no charge for this activity. We inform parents when these lessons are to take place, and we ask parents for their written permission for their child to take part.

After School Activities

On occasions the school offers additional activities, such as sports clubs after school. A qualified coach, who is not a member of the school staff, usually takes these sessions. We will make a small charge for these activities.

Refunds of monies paid towards school visits or events

The school will refund contributions if the school cancels the event. If a family cancels their child's participation, the school will give a refund less reasonable expenses. If there is a surplus of contributions collected for an event after all costs have been met, this surplus will be refunded to parents if the amount exceeds £2.00 per pupil attending.

Loss and/or Damage to School Property

Parents are asked to make a contribution towards replacing damaged or lost school property caused wilfully or negligently by their children.

Remissions of charges

Only parents who are in receipt of Income Support, Employment Support Allowance, Income Based Job Seeker's Allowance, Support under Part VI of the Immigration and Asylum Act 1999, Guarantee element of State Pension Credit and Child Tax Credit, where the parent is not entitled to Working Tax Credit and whose annual income (as assessed by the Inland Revenue) does not exceed £16,190 are eligible for remission of charges.

Remission of charges only applies to board and lodgings charges which are levied directly by the LA or the school and where they relate to activities deemed to take place wholly or partly in school hours.

Remission will not apply to such charges when they relate to activities wholly outside school hours, except if the activity is prescribed in a syllabus for a public examination, if it is prescribed by the National Curriculum or fulfils duties relating to Religious Education.

Parents who have difficulty meeting any charges should discuss the matter in confidence with the Headteacher.

Appendix A

Norfolk County Council Charging Policy for school activities

Legislation allows schools to charge for certain activities which take place both inside and outside school hours. Norfolk County Council has adopted a policy, which it recommends to governors, but it is for governors of schools to decide whether or not to follow the policy. The School's charging policy must be described in its prospectus, which can be obtained from the school. It is also a requirement that the School's charging policy is provided on its' website. If your son or daughter's school governors follow the County Council's charging policy, these are the activities and materials for which you will be charged:

Music tuition

Vocal or Instrumental tuition, which is not part of the syllabus for an approved public examination, part of the National Curriculum or provided under the first access to the key stage 2 Instrumental and Vocal Tuition Programme.

Charges may be made for tuition provided individually or to groups of any size, provided the tuition is provided at the request of the pupil's parent.

Ingredients and materials

Ingredients and materials for practical subjects where parents have indicated in advance that they wish to receive the finished articles.

Travel

Schools **cannot** charge for:

- Transporting registered pupils to or from school premises, where the local education authority has a statutory obligation to provide transport.
- Transporting registered pupils to other premises where arrangements have been made for pupils to be educated.
- Transport enabling a pupil to meet an examination requirement where prepared for that examination at the school.

Board and lodging

Board and lodging will be charged in all cases where a school activity involves pupils in nights away from home. The charge must not exceed the actual cost.

Activities outside school hours

A charge can be made for all non-residential activities, which take place wholly, or more than 50% outside school hours, where the child's participation has been agreed in advance by the parents. The charge can include the cost of travel, entrance fees, insurance, books, equipment and any staff (teaching or non-teaching) engaged specifically for the activity.

Residential trips - a residential trip is deemed to take place outside school hours if the number of 'missed' school sessions is less than 50% of the number of half days taken up by the trip.

For example:

Pupils are away from noon on Wednesday to 9pm on Sunday. This counts as 9 half days including 5 school sessions, so the visit is deemed to have taken place during school hours.

Schools **cannot** charge for:

- Education provided on any visit that takes place during school hours.

- Education provided on any visit that takes place outside school hours if it is part of the national curriculum, part of a syllabus for a public examination the pupil is being prepared for at the school or part of religious education.
- Supply teachers to cover for those teachers who are absent from school accompanying pupils on a residential visit.

Schools can ask parents for voluntary contributions towards the cost of:

- Any activity taking place during school hours
- School Equipment
- General School Funds

Children of parents unwilling or unable to contribute may not be discriminated against. If insufficient voluntary contributions are received, with no alternative method to make up the shortfall, the activity should be cancelled. It is advisable to make parents aware from the outset of the possible cancellation of an activity if insufficient voluntary contributions are received.

Public Examinations

Charges are made for the entry of a pupil for a prescribed examination for which he/she has not been prepared by the school, or where the pupil entered for examinations in the same subject with two examination boards.

Remission of charges

Only parents who are in receipt of Universal Credit (when fully rolled out), Income Support, Working Families' Credit, Disabled Person's Tax Credit or Income Based Job Seekers Allowance are eligible for remission of charges. Remission of charges only applies to board and lodgings charges, which are levied directly by the LA or the school and where they relate to activities, deemed to take place wholly or partly in school hours.

Remission will not apply to such charges when they relate to activities wholly outside school hours, except if the activity is prescribed in a syllabus for a public examination, if it is prescribed by the National Curriculum or fulfills duties relating to Religious Education.

Parents who have difficulty meeting any charges should discuss the matter in confidence with the Headteacher.

ANTI-BULLYING POLICY

This policy has been written taking into consideration the school's Safeguarding Policy and this policy should be referred to in conjunction with the Safeguarding Policy at all times.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. That means that anyone who knows that bullying is happening is expected to tell the staff.

What is Bullying?

Bullying is the use of repeated aggression with the intention of hurting another person, physically or mentally.

Bullying results in pain and distress to the victim.

Bullying can be:

- **Emotional** - being unfriendly, excluding, tormenting
- **Physical** - pushing, kicking, hitting, punching, pulling hair or any use of violence
- **Racist** - racial taunts, graffiti, gestures
- **Sexual** - unwanted physical contact or sexually abusive comments
- **Homophobic** - because of or focussing on the issue of sexuality
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing
- **Cyber** - All areas of the internet, mobile phone threats by text messaging or calls, misuse of camera and video facilities

Why is it important to respond to bullying?

Bullying hurts. No-one deserves to be a victim of bullying. Everyone has a right to be treated with respect. People who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- To create a climate in which children are not afraid to report incidents of bullying.
- To respond quickly and effectively to all reported instances of bullying.
- To reduce instances of bullying to a minimum.

Signs and symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs:

- Is frightened of walking to or from school
- Doesn't want to go to school on the bus
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn or anxious
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning

- Begins to do less well at school work
- Comes home with torn clothes, damaged or missing books or possessions
- Dinner money regularly goes missing
- Starts bullying other children or siblings
- Becomes aggressive, disruptive or unreasonable
- Is frightened to say what's wrong

These signs and symptoms could indicate other problems, but bullying should not be ruled out.

Prevention

- This policy to be made known to all staff, volunteers, parents and pupils.
- The policy will be reinforced on a regular basis through other areas of the curriculum and annually through the nation Anti-bullying Week and Safer Internet Day.
- Displaying E-Safety posters around the school.
- Co-operative behaviour is recognised and encouraged.
- 6 Golden Rules - School rules agreed by the children through the School Council and with parents.

Procedures

- Incidents of bullying are reported to the class teacher.
- Where the incidents are repeated, they are reported to the Headteacher who records them in a Bullying and Incident Log and discusses the matter with the pupil - This Log Book is in the Head teacher's office.
- If recorded in log, parents are informed immediately either by phone or face-to-face.
- Attempts are made to help the bully change his or her behaviour.
- The victim of the bullying will be reassured that the matter is not being ignored.
- Volunteers in school are briefed as part of Safeguarding discussion how to report disclosures, which might involve bullying.

Outcomes

- The bully will be asked to apologise to the victim verbally or through a 'sorry note'.
- The bully will have to miss their break time and/or complete further work.
- The bully will experience a loss of class and home privileges.
- If possible, bully and victim will be reconciled using the restorative approach.
- Exclusion as a response to bullying is used when necessary.

Monitoring

The effectiveness of the policy will be monitored by the Headteacher by scrutiny of the log and by questionnaires completed by pupils.

Evaluation

Will be by governors through report by Headteacher who is the nominated person to whom staff should report incidents of bullying. This policy has been written in collaboration with the School Council.