

# Moulton Chapel Primary School



School Prospectus  
2017-18



## Moulton Chapel Primary School



Working together, achieving together.

Email: [enquiries@moultonchapel.lincs.sch.uk](mailto:enquiries@moultonchapel.lincs.sch.uk)  
Website: <http://www.moultonchapel.lincs.sch.uk>

The Governors, staff and pupils would like to welcome you to our school. We hope that your association with Moulton Chapel Primary School will be a happy one. Our school is like a large family where everyone cares for each other and where everyone is valued.

We organise our school so that we can achieve the aims set out below most effectively.

### Our aims are:

- to provide a happy, friendly and secure environment in which children can develop intellectually, emotionally, socially and physically.
- to create an atmosphere where the emphasis is placed on kindness, development of good manners, and a consideration for others.
- to ensure that all children experience a broad, balanced curriculum.
- to assess and cater for the needs of each child.
- to provide opportunities for children to explore, to acquire skills and knowledge, to solve problems and to make their own judgements and decisions.
- to encourage children to become self-confident, independent and responsible.
- to strive for the highest standards to ensure a consistent quality in all aspects of school life.
- to work in partnership with parents in the education of their children and encourage parents to take a full part in the life of the school.
- to contribute fully to village life.
- to educate the children towards a healthy lifestyle



## SCHOOL STAFF

Headteacher	Mrs L. Sexton
Teachers	Mr A. Plumb Mrs R. Baker Miss S. Dowell Miss R. Kilsby
Administrator	Mrs L. Mackenzie
Cleaners in charge	Mrs F. Herbert Mrs L. Bridgeman
School Meals Supervisors	Miss L. Gillies Mrs C. Johnson
Teaching Assistants	Mrs A. Campling Mrs D. Turke Mrs L. Mackenzie Mrs L. Hyde Miss L. Gillies Mrs C. Johnson Miss A. Mackey



## GOVERNING BODY

Mr L Wakefield	LEA Governor (Chairman)
Mr J. Matthews	Parent Governor (Vice Chair)
Mrs L. Williams	Parent Governor
Mr J. Smith	Parent Governor
Ms. T. Matheson	Parent governor
Mrs N. Fraser	Community Governor
Mr A. Fraser	Community Governor
Mrs. L. Poll	LEA Governor
Mrs M. Arnott	Co-opted Governor
Miss A. Mackey	Associate Member
Mr A. Plumb	Teacher Governor
Mrs L. Sexton	Headteacher



The governors are responsible for the general conduct of the school, including the upkeep of the buildings. With the Headteacher they are responsible for the curriculum, ensuring that it is broad, balanced and differentiated and it meets the requirements of the National Curriculum. The full Governing Body meets a minimum of once a term, when the Head reports on the activities of the school and outlines future initiatives.

## SCHOOL BUILDINGS

The school is largely of Victorian design, but it has had modern additions in the form of an administration block, a library, a computer room and a temporary classroom. The infant classroom has a purpose built secure outdoor play area with a safety surface. During the 2003/2004 school year work was carried out on the premises to provide purpose built accommodation for our Foundation Stage pupils, together with improvements in other areas of the buildings. The school is set in a rural environment made up of fields and farms. The village is about a quarter of a mile from the school. For the size of school we have generous grass areas that are used for games all year round and for play times in the summer term. We are developing a part of the school field into an environmental area with bulbs, trees, shrubs and a wildlife area and have developed another part of the field into an outdoor adventure trail. During the academic year 05/06 further improvements were made to the playground facilities and in 06/07 a quiet area was developed for the children to enjoy. In 2009/10 improvements were made to playground facilities and the lavatories were refurbished. In 2013 the school added a new classroom, toilet and shower room for Key Stage 1 children.

## SCHOOL ORGANISATION

The school is a community primary school. The intake policy for 2016/17 is that provision is made to give children who will be admitted to our school the opportunity to join the Infant class for “settling” afternoons in Summer Terms 5 and 6. In the September after they are four, if they are allocated a place at Moulton Chapel, they are admitted to the school on a full-time basis.

The school is divided into three classes. The Headteacher, Mrs Sexton (2 days), Miss Dowell (2½ days) and Miss Kilsby (½ day) teach Year 5 and Year 6. Mr Plumb teaches Y3 and Y4 children for 4½ days a week. All of KS2 have a ½ day each week working with music and PE tutors. Mrs Campling, Miss Mackey and Miss Gillies assist Mrs Baker in the infant class so that there are always a minimum of 1 adult – and often 2 or more - to support the children’s learning. Mrs Turke, Mrs Hyde, Mrs Johnson, and Miss Gillies assist in the two junior classes. This arrangement means that the size of the groups is very small which is advantageous to the children. Mrs Mackenzie provides IT teaching to children in LKS2.

Lincolnshire has a policy of selection for secondary schools. Tests are taken at the beginning of a child’s Y6. The totals of these scores help to inform parents which secondary education establishment would suit their needs. Regular parents meetings are held for parents to see their child's work and discuss their progress and at the end of the year a written report is sent home.



## SCHOOL TIMES

The children are welcomed into school by a member of staff from 8.35 a.m. and the school day starts at 8.45 a.m. and finishes for both infant and junior school children at 3.00 p.m. There is a morning break at 10.35 a.m. and an afternoon break for KS1 at the class teacher’s discretion. The children may bring a packed lunch from home or pre-order a hot meal that is delivered to school by a local approved provider. All Infant children are able to pre order a free school lunch.

## STARTING SCHOOL

We want children starting school to enjoy themselves and we like to make the change from home to school as smooth and as happy as possible. Children who have accepted a place at our school are offered a number of afternoon sessions in the summer before they join us to enable them to become familiar with our school routines. Parents are also invited to a meeting with teaching staff to enable them to ask, and have answered, any questions they may have.

## How can I help?

Parents often ask how they can help their child prepare for school. Here are some guidelines to help you.

1. Can he/she go to the toilet by himself/herself?
2. Can your child put on a coat and do it up?
3. Can he or she undress for PE without help?
4. Can your child hold a pencil properly and use crayons to colour?
5. Does he or she recite any Nursery Rhymes?
6. Does your child enjoy looking at books with you?
7. Does he or she know how to look after toys and books, and how to tidy them away?
8. Does your child share his or her toys with friends?
9. Can he/she complete a simple jigsaw?
10. Can your child count by pointing 1 by 1 to a set of objects and saying each number?



Any parents who would like to visit the school before applying for a place are welcome to contact the school to arrange to be given a walk around out school.

## SWIMMING

The children travel to Spalding Swimming Pool and the termly timetable is set out below:

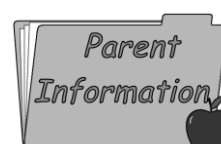
- Term 1 KS2
- Term 2 KS2
- Term 3 KS1
- Term 4 KS1
- Term 5 no swim
- Term 6 no swim



Swimming instruction takes place throughout the school year at the Spalding swimming pool under the supervision of a specialist swimming tutor and school staff who hold swimming teacher qualifications. We ask parents for voluntary contributions, which at present is £1 per child to cover the cost of transport, which is paid even if the child does not enter the water. The school budget currently pays the £1 per child swimming pool use charge. The children are taught to a high standard and it is very rare for a child to leave us unable to swim at least 25 metres. Many of our children achieve high awards and the school has received recognition for success nationally.

## PARENTS

We are always delighted to see any of our parents in school and actively encourage any who wish to offer their time and skills for the benefit of the children, to do so (subject to receipt of DBS clearance).



We have "Celebration Assembly" or presentations, usually each half term, to which parents are invited.

If a parent wishes to discuss a particular point about their child with a member of staff it is best to make an appointment that is convenient to both parties, as it must be appreciated all the staff have full teaching timetables.

Report Cards are sent home each term to enable parents to keep track of their child's progress and a full written report is provided at the end of each academic year. Parent Evening appointments are offered twice a year to enable a face to face discussion to happen between teacher and parent.

### Home-School Agreement

We hope that parents and school will work together in partnership to help children's education. To this end we have a Home-School Agreement, which all parents are asked to sign on their child's admission to school.



### Homework

One of the ways parents are involved with their children's education is with Homework. Parents are asked to read to (and with) the younger children and listen to them read as they become older. As children move up through the school they are set more homework, usually spelling, reading and maths and topic related exercises. By the last two years at this school they have 30 minutes each night and parents are encouraged to be involved to give the tasks added value to their child.



### FRIENDS OF SCHOOL

We have a very active Friends of School and all parents, grandparents and anyone else who is a "friend" is automatically a member. There are regular meetings to which all are invited and they organise a large number of social functions; family discos, a "fun" evening, a family and an adult only quiz and a pancake evening. In addition fund raising activities are organised; the main two are the school/village fete, which takes place at the school and the Christmas Fair.

Each year the Friends of School pay for all the children to visit a pantomime and spend around £1,000 on the children, buying a range of things from football socks to computers and educational toys for infants. In 2013 they provided funds to enable the trim trail on the school field to be doubled in size to provide more challenging playtime activity for the children.

### HEALTH AND WELFARE

Accidents and Illness at School:



Sometimes in the case of illness or accident it may be necessary for us to contact you during school hours. It is very important that we have a telephone number through which we can get in touch with you. Please inform us immediately if your address or work telephone number has changed.

### Medicines:

It is generally unwise for children who need medicines to attend school, but in certain circumstances children at school may need a medicine. In such cases medicine will only be given

as prescribed by the doctor and in response to a signed parental request. Medicines must be brought to school by an adult.

#### Absences:

If your child is absent for any reason please notify the school immediately by phone **and** in writing when the child returns to school. In the case of infectious disease, please inform us as soon as possible, especially if it is German Measles.

#### Diarrhoea and/or sickness

To limit the spread of infection we operate a **48 hour exclusion period** following cases of diarrhoea and/or sickness and we appreciate parents' cooperation with this - which we know is not always an easy thing to arrange given most parents' working commitments.

#### Holidays in school time

From September 2013 the Department for Education introduced new regulations that prevent schools authorising holiday absence from school other than in **exceptional circumstances**. If you believe your request is subject to an exceptional circumstance, please put your request in writing at least 2 weeks before the date requested for the headteacher to consider **before you make any firm plans**. Any unauthorised holiday absence must be classified as such by the school in the registration records.

#### Head Lice:

Routine inspections for head lice are no longer carried out in schools. If a child is found to have head lice parents of the child are informed and advice is given. We will ask that the child is taken home from school to attempt to prevent the head lice being passed on. The class of the child takes home an information slip reminding parents to check their child's hair. Regular checking is very important as prolonged infestation may affect a child's health. Advice on suitable treatment is best obtained from the School Nurse, the doctor or chemist.

Child Protection: It is the responsibility of the school to take Child Protection issues seriously and any necessary procedures would be carried out.

#### Accessibility

Our school aims to be an inclusive school. We hope to make all our children welcome and feel happy to look forward to their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about themselves.

If your child has a disability he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Our accessibility plan (available at the school office) describes the arrangements we have already made and the further proposals planned to improve physical access to the school access to the curriculum and access to written information.

The school has a policy for supporting children with special educational needs which is revised every year. This policy is available in the school office. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

We aim to prevent disabled pupils in our school being placed at a substantial disadvantage. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We will make reasonable adjustments for disabled pupils and we will know we have succeeded when disabled pupils are participating fully in school life.

In order for effective partnership working between home and school to take place, we anticipate that parents will want to:

- ❖ inform the school at the earliest opportunity if their child has a disability and the exact nature of it;
- ❖ provide the information school needs to plan effectively for the child to be a full member of the school community;
- ❖ acknowledge that when deciding whether an adjustment is reasonable, one of the factors the headteacher must consider is the effect of the proposed change on all members of the school community;
- ❖ recognise the importance of school and home working in partnership.

## SCHOOL UNIFORM

This is not compulsory but we feel it engenders a feeling of "belonging". Most children wear the royal blue sweatshirts. Uniform may be ordered direct with School Trends for delivery to school or from the school office. The uniform is as follows:

### Winter

Trousers, pinafore dress, skirt in grey or black.

Shirt, blouse or polo shirt - pale grey, white or blue.

Polo shirts with school logo are available.

Sweatshirt, jumper or cardigan - royal blue.

Sweatshirts, with the school logo - cost £6.99

Sweat cardigans with the school logo are also available at a cost of £9.95.

### Summer

Trousers/shorts or skirt/culottes in grey or black.

Shirts/t-shirt or blouse - white or pale blue.

T-shirts printed with the school logo are available.

Dress - blue and white gingham.



## CURRICULUM

### The National Curriculum

The Education Reform Act 1988 established a national curriculum. The National Curriculum aims to ensure that all pupils can receive a broad balanced education, which is relevant to their needs. It consists of ten subjects at Primary level English, Mathematics, Science, History, Geography, Technology, Information & Communications Technology, Art and Design, Music and Physical Education. Religious Education also forms part of the basic curriculum. Attainment targets will establish what children should be expected to know and be able to do at around the ages of 7, 11, 14 and 16. There is a system of national assessment at ages 7 and 11 to show what children have learned in comparison with these attainment targets. However, continuous assessment of the children as individuals takes place by staff to ensure every child reaches their full potential.

The staff meet to work out a whole school plan so that the curriculum is integrated throughout the school. The plan is flexible but is designed to cover a two-year programme. The curriculum is delivered through topics and through individual subjects. Work is matched to the ability of the child.

The new national curriculum became statutory in September 2014.

## ENGLISH

**English:** The children have a daily English lesson and this incorporates Grammar, punctuation and spelling as well as guided Reading and Writing. We use a form of Big Write where the children have the





opportunity each week to write for a sustained length of time.

### **Phonics:**

The children are taught a systematic and structured phonics scheme, using Letters and Sounds and some Jolly Phonics. This prepares them with a foundation of knowledge to decode and sound out words in their reading book. The phonics teaching is broken up into Phases that begin at 1 in Reception.

There is a national statutory phonics assessment for all children at the end of Year 1.

### **Reading:**

When children first start at Moulton Chapel they are surrounded by books. They are encouraged to look at them, talk about them, take them home, tell stories from pictures and read them.

We use a scheme called Ginn Reading 360 alongside other reading schemes and we add to the supply as necessary. All children are encouraged to take books home and we ask you to share the books with your child as often as you can. Reading with, and listening to, your child read will be of great benefit to you both!

### **Writing, Listening and Talking:**

Children are taught the skills that will help them to write and speak clearly, and to listen well. The activities the children do involve them in using language for a variety of purposes: to express their feelings and ideas, to develop their thinking and to share their work with others.

## **MATHEMATICS**

All children have a daily numeracy session including mental arithmetic, a taught session and practice.



The Maths is based on the new National Curriculum and we use a variety of schemes to deliver the curriculum. The children are given ample opportunities to use their skills in a practical manner and in a variety of situations.

## **SCIENCE**

We ensure that the children's experience is based on practical activity. The teachers give children the opportunity to participate, to observe, to ask questions and to find answers for themselves through carefully planned experiments, to find patterns, to reason, to see the implication of scientific study to everyday life and to record these in various ways. The Science may be linked to topic work, but only where appropriate. All classes are taught Science on a regular basis.

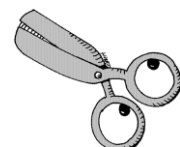


## **HISTORY AND GEOGRAPHY**

These are taken as the basis for much of our topic work, drawing in aspects of other subjects, and as topics in their own right. First hand experience is important, as well as using book based material. Educational visits are made in connection with topic work.

## **DESIGN & TECHNOLOGY**

Technology involves practical design and making opportunities for all the children using a range of materials and equipment. This is very much



linked to our topic work and is usually taught alongside Art and Design.

## **COMPUTING**

In each class Information Technology is an integral part of everyday work right across the curriculum. All children are given daily opportunities to use IT. Each of the three classrooms has an interactive whiteboard. School has 25 laptops THAT ARE frequently used to support curriculum work. There is a touch screen in the KS1 classroom for children to enjoy early IT activities. Beebots, Probots and other control technology equipment is also used. The school enjoys wireless connectivity to the internet through the County Council's secure server. Staff use Ipads to further enhance the children's learning.

## **MUSIC**



All children regularly join in with listening to and making music. They have the opportunity to sing and play instruments. At KS2, following on from the school's three year Wider Opportunities project through the County Council's Music Service, we continue to buy in the services of County Specialist Music Teachers to tutor our brass and woodwind band and percussion band. Parents may also be offered the opportunity for their child to learn a brass, woodwind or string instrument with a Music Service tutor. This is at a cost to the parent but is subsidised by school.

## **RELIGIOUS EDUCATION**

Religious Education and collective worship is provided in accordance with the Education Reform Act 1988. It is mainly Christian but children are introduced to the major world religions. Parents have the right to withdraw their children from religious education if there is a conflict of beliefs. Please discuss the matter with the Headteacher if this is the case.



## **ART & DESIGN**

All children are encouraged to acquire and develop the skills of awareness, observation, discrimination and design. They have the opportunity to use a variety of media and a range of techniques and to study the work of famous artists. Miss Kilsby teaches art to the UKS2 children in a dedicated weekly art session.

## **MODERN FOREIGN LANGUAGE**

Children are given early experiences of French KS2 at a level appropriate to their age and development. They learn basic words to build conversations and about intercultural diversity.

## **PHYSICAL EDUCATION**



The children experience all aspects of P.E. - athletics, dance, games, gymnastic activities, outdoor activities and swimming. They will need a pair of plimsolls, shorts and a T-shirt, which, for reasons of hygiene, they will need to change into for P.E. lessons. A tracksuit is also useful for the colder months of the year. No jewellery is permitted, of any kind, for PE or swimming. Earrings must be removed either before school by the parent, or by the child themselves before the lesson begins. Teachers are not permitted to remove earrings.

The juniors take part in recognised Athletics and Gymnastics award schemes. Our school is proud to have received the Government's Activemark Award in recognition of our commitment to physical education.

We take part in interschool festivals and competitions when we can.

## **SEX EDUCATION**

This is taught incidentally through the medium of health education and is appropriate to the needs and development of the children. The Year 6 children have discussion lessons with the school nurse. Parents can withdraw their children from all or part of the sex education.

## **EAL (English as an Additional Language)**

Children for whom English is not their first language are assessed on entry by the school. If extra help is required we contact EMAS who have a great deal of knowledge and who support children until they can access the curriculum without additional help. We have our own teaching assistants who are experienced at supporting children who have only a limited knowledge of English.



## **OTHER ACTIVITIES**

The school is proud of its extra curricular activities. They include Art, Games, Sport, Kapla which give our children chance to mix socially and play with other children. We are involved with other schools, taking part in competitions after school and at weekends in the summer and generally acquitting ourselves well. Our aim is to encourage as many children as possible to take part in and enjoy sports. Both boys and girls attend our after school clubs and help each other to improve their skills and have fun. We have a large field.

We are committed to teaching the children about healthy lifestyles and have gained the Healthy Schools Award. The children are taught about healthy eating, the importance of exercise and the effects of smoking. The correct use of medication/drugs for health protection is also covered.

School was part of the SCoRE Programme investigating and implementing ways of making school (and life in general) more sustainable. Our children work hard to encourage both staff and children to be more aware of sustainability.

It is usual for the Y5/Y6 class to be offered the opportunity to take part in a residential trip each year. Educational visits are made by all the children two or three times a year and these are linked to with our topic work.

Following guidelines laid down in the Education Act 1988 the transport element of educational visits cannot be charged for. We therefore ask for a voluntary contribution from parents to cover the cost of transport. Of course, if "voluntary contributions" do not cover the cost we would not be able to make the trip.

We are fortunate to have a fund to subsidise the cost of trips and uniform for use by families with low incomes - please ask the headteacher for further details. For residential visits children whose families qualify for 'free school meals' will not have to pay for the cost of board and lodging and they are asked for a voluntary contribution towards the cost of transport.

## **ADDITIONAL NEEDS**

When a child appears to have difficulty in learning, the problem is discussed between the teachers and the parents. An individual education plan is prepared and regular reviews take place. Parents are actively involved. If necessary, and with the permission of the parents, further specialist help is sought.

Children with additional needs are, like all children at the school, treated as individuals and work is adapted to their needs and abilities. The school has a Policy, which can be seen by applying to the school office.

## **COMPLAINTS ABOUT THE CURRICULUM/SCHOOL LIFE**

Any concerns expressed by parents about the school curriculum should be dealt with in informal discussion with the teachers and the Headteacher in the first instance. However when concerns cannot be resolved informally the matter may be referred to the Governing Body via a parent governor.

We strive to deliver the best possible education to all our pupils and to care properly for their health, safety and welfare at all times. All the staff in this school, teaching and non-teaching, are dedicated to achieving this aim.

From time to time, however, it is possible that you feel that we have not lived up to your expectations. If this is the case please tell us. If you do not tell us, we will not be aware of your concern, and if we are not aware of it there is little we can do to set things right.

So if you have any worry or concern about what is happening in the school **PLEASE TELL US AT ONCE.**

Sometimes parents have said that they would not like to "make a fuss" as they feel that their child may suffer in some way as a consequence.

Every single member of staff in this school has declared their determination that this will never be the case. If you have a concern please tell us about it.

The school has adopted a "complaints procedure" which gives helpful information on the best way of expressing any such concerns.

## **MOULTON CHAPEL PRIMARY SCHOOL**

### **COMPLAINTS BY PARENTS**

#### **GUIDANCE FOR PARENTS**

##### **Introduction**

In this school all staff are dedicated to giving all children the best possible education and caring properly for their health, safety and welfare at all times. We are committed to working closely with parents and believe that the school and parents must work together in partnership, each carrying out their own particular responsibilities to help pupils gain the most from their time in school.

If you feel that something is not going quite as you would like it to, that we are doing something that you are unhappy with, or not doing something that you feel we should, **PLEASE TELL US ABOUT IT.**

- The first step:  
Please arrange to discuss any concerns with your child's class teacher, or with the particular teacher concerned. We hope that most problems can be sorted out this way.
- The second step:

If, after speaking to your child's teacher, you do not feel that your complaint has been properly dealt with, or if your concern is about the conduct of a particular teacher, then you should discuss the matter with the headteacher.

- **The third step:**

Unless the complaint is about the conduct of the headteacher, you should make a formal written complaint to the headteacher. You should then receive a written response.

- **Taking matters further:**

If your complaint is about the conduct of the headteacher, or if you are dissatisfied with the headteacher's response to your formal complaint letter, then you need to contact the governors.

You should send written details of your complaint, with any correspondence and evidence to support your complaint, **to the Clerk of Governors at the school address**. If, for some reason, you do not feel able to do so, you should contact the Clerk, via the school, who will produce a typewritten statement for you to sign.

The governors will investigate your complaint and write to advise you of the outcome. The decision of the governors is normally final.

If your complaint is about the school, that the governors have not followed agreed school policies or procedures properly, or at all, then you should contact the Director of Children's Services, not the governors. However, unless your complaint is about the governors, what you have said will have to be considered first by the governing body of the school.

**The governors of Moulton Chapel Primary School have resolved to adhere to this policy, being the recommended policy of Lincolnshire County Council.**

## **DISCIPLINE**

We aim to build a sense of community within the school. Our central purpose is to encourage good behaviour rather than simply punish bad behaviour.

All teachers accept responsibility for maintaining good behaviour throughout the school and the Headteacher, teachers and other staff ensure that any rules are applied consistently.

We have a simple code of conduct:

- to move gently and quietly about the school.
- to speak kindly and politely to everyone.
- to keep the school clean and tidy so that it is a welcoming place we can all be proud of.
- to take pride in their personal appearance.

## **MEDICAL**

### **Medical Examination**

Medical examinations are no longer routinely carried out in schools, but should any kind of dental or other medical investigation be planned by the School Health Service you will be given advance notice and given the opportunity to withdraw your child from the activity.

## Medical Information

We would be grateful if you could let us know if your child has a serious or recurring medical problem. Any information of this nature is treated confidentially.

## ADMISSIONS

Our Pupil Admission Number (PAN) is 10 per year group. All admissions are dealt with by the Lincolnshire Education Authority's Pupil and School Services Group on 01522 782030.

If your child is starting school for the very first time, they may join us at the start of the Autumn Term 2017 if they will be four between 1<sup>st</sup> September 2016 and 31<sup>st</sup> August 2017. Application forms for places at Lincolnshire primary schools for the Reception Group for September 2017 are distributed during Autumn Term 2016. Electronic applications are encouraged. Go to [www.lincolnshire.gov.uk](http://www.lincolnshire.gov.uk). A similar timetable will be in place for September 2018 applications.

When considering applications we are legally required to consider the following reasons in the order set out below:

### **LINCOLNSHIRE COUNTY COUNCIL PRIMARY SCHOOL ADMISSION POLICY FOR COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS.**

The County Council has delegated to the governing bodies of individual community and controlled schools the decisions about which children to admit. Every school must apply the County Council's oversubscription criteria shown below.

In accordance with the 1996 Education Act, the allocation of school places for children with a statement of special educational needs will take place first. We will then allocate the remaining places in accordance with this policy.

For entry into reception in September we will allocate places to parents who return an application before we consider any parent who has not returned one.

The oversubscription criteria are listed in order. Words marked with a number, for example 1, 2 and 3 are explained separately in the definition and notes section.

#### Oversubscription criteria

- A. The child is in the care of the local authority. (1)
- B. There is a brother or sister (2) at the school who will still be attending when the child is due to start.
- C. The child meets the religious criteria published by an individual Church of England or joint Church of England and Methodist school, (3) which has chosen to give priority on religious grounds.
- D. The school is the nearest one to the home address, as defined in note 4.
- E. The distance from the home to the school, priority will be given to the child living closest the school, as defined in note 5.

#### Definitions and notes

1. A child in the care of the local authority is provided with accommodation by them in accordance with section 22 of the Children's Act 1989, at the time of application.

2. Brother or sister.

A full brother or sister, whether or not resident in the same household.

Another child normally living for the majority of term time in the same household, where an adult in the household has parental responsibility as defined by the Children Act 1989. Or any child in the household where an adult in the household is defined as a parent for the purposes of Section 576 of the Education Act 1996.

In the case of twins, or brothers and sisters in the same year group, where there is only one place available in the school, both will be considered together as one application. The school will be allowed to go above its admission number by one, except in cases where infant class regulations prevent this from happening. If this happens we can only legally offer one place. We will offer the parent one place for one child and a different school for the other child. Alternatively we could offer both children a place in another school and if this school qualifies for free transport we will provide it for both children.

3. A number of Church of England schools give priority to children who meet their religious criteria. These are given in the table below.

*All schools require regular monthly attendance at the place of worship for at least a year before making your application. The attendance should be verified by a signed letter from an officiating minister at the place of worship. If you have only recently moved to the area the school can also consider written evidence of an equivalent commitment to a place of worship at your previous address, provided you have started to worship in the area you have moved to*

4. The nearest school is found by measuring the distance from your address to all schools by driving distance along public highways. We measure electronically along public highways using the post office address point of the home to the post office address point of the school.

By home we mean the address where the child lives for the majority of the school term time with a parent who has parental responsibility as defined in the Children Act 1989. Or any child in the household where an adult in the household is defined as a parent for the purposes of Section 576 of the Education Act 1996. This could include a person who is not a parent but who has responsibility for her or him.

It could include a child's guardians but will not usually include other relatives such as grandparents, aunts, uncles etc unless they have all the rights, duties, powers and responsibilities and authority, which by law a parent of a child has in relation to the child and their property.

Where your child lives normally during the school week with more than one parent at different addresses, the home address for the purposes of school admissions will be that of the parent who lives closest, as measured by driving distance, to the school in question.

If you have more than one home, we will take as the home address the address where you and your child normally live for the majority of the school term time.

5. The nearest address to the school is found by measuring the distance from your address to the school by driving distance along public highways. We do not measure to any other schools. We measure electronically along public highways using the post office address point of the home to the post office address point of the school.

6. If any of the oversubscription criteria have too many applicants then the tie-break will be by distance using the method in note 5. *If this is not sufficient to determine who should be offered the place then a random method will be used involving the families involved in the tie-break. This will be administered by an independent person.*

7. Reserve list

For admission into reception the governors will keep a waiting list which we call a reserve list. If you do not get a place at your first preference school your child is automatically put on the reserve list for any schools above the one you were offered. This list is in the order of the oversubscription criteria. Names can move down the list if someone moves into the area and is higher placed on the oversubscription criteria. The list is kept by the Schools Admission Team until the end of August 2011. After this schools will keep the reserve list until the end of the autumn term and possibly longer, you should contact the school for information about the reserve list.

Schools are not required to keep any lists for any other year groups. If you wish your child to join the school at other times you can ask if the governors keep a reserve list. If they do it will be kept in the order of the oversubscription criteria. The time you have been on the list is not taken into account.

#### 8. Appeals

The procedures for appeals relating to admissions will be in accordance with all relevant legislation. They are independent and organised by the County Council Legal Services Section and entirely separate from the admission system. The decision of the appeal panel is binding on all parties.

You should send your appeal to the school by the end of March and your papers will be passed onto the Legal Services Section

#### 9. Mid-year admissions

The governors will accept admissions into other year groups if there are places. If there are more applications than places then the oversubscription criteria will be used to decide who should be offered the place. If there are no places then you will be told of the independent appeal system.

#### 10. Fair Access

The government has stated that all local authorities must have a Fair Access agreement that allows hard to place children, for example those that have been permanently excluded, to be given a place before any oversubscription criteria are applied and before anyone is considered from the reserve list. Such children are shared out to make sure no one school has to take too many of these children.

11. For entry into an infant school a brother or sister at the junior school will be taken into account as a sibling priority.

12. If a family move into the area and obtain a place at a junior school this will be treated as a sibling for entry into the infant school.

### **PERSONAL ACCIDENT INSURANCE FOR PUPILS**

The Insurance market offers personal accident cover for pupils 24 hours a day. Parents may not be aware of this and, if they wish to avail themselves of this cover for their children, they should make enquiries with insurance brokers or companies accordingly.

### **STATISTICS**

We are obliged by law to give our rates for unauthorised and authorised absence for the last school year.

Authorised Absence 2.7% Unauthorised Absence 0.3%



The national average is 5%. We award attendance certificates to reward and encourage better attendance.

### **OFSTED INSPECTION**

The school was inspected over 2 days by one inspector in January 2016. Please go online or ask us for a copy of the report if you would like to read the Inspector's findings.

### **RESULTS OF THE NATIONAL CURRICULUM ASSESSMENTS OF 11 YEAR OLDS:**

Please visit our website.



We always take part in the Moulton Chapel Tuliptime Parade. In 2016 our theme was the musical 'Roald Dahl's 100<sup>th</sup> Birthday'.



# Behaviour Improvement Policy



This policy was drawn up and agreed by the teaching, support and lunch time staff, and agreed by the governors at their meeting on .

## **1. INTRODUCTION**

The way we behave at school directly affects our ability to learn, teach and successfully communicate with others. Good behaviour and attitude is the backbone for sound learning at school and is the key to success and happiness.

Self-esteem is the inner picture we have of ourselves-our strengths and our weaknesses. This self-image is shaped from an early age. Too much criticism and too little praise and encouragement can lead to low self-esteem and feelings of failure.

Low self-esteem affects behaviour, learning and relationships. A child who has sound self-esteem has a better chance of being successful in all areas of school life, and of being confident to learn.

Wherever children are growing, learning and testing the boundaries of acceptable behaviour there will be problems. Our success is tested by the way we deal with the problems; not by the absence of them.

This policy aims to set out the expected behaviour of everyone in our school. It defines 'good behaviour' and explains how we will encourage children to behave positively within our school. Raising self-esteem is directly linked to promoting acceptable codes of behaviour in our school. This policy will also define our methods of discouraging negative behaviour in the school.

## **2. OUR MISSION**

We want our school to be a secure, happy place with a family atmosphere, where everyone has mutual honesty, care, trust and respect, and where learning and teaching may take place in a calm and orderly environment.

## **3. WHO IS INVOLVED?**

The development of positive behaviour is the responsibility of everyone involved with the school. It includes such people as governors, all staff, parents, children, outside agencies and members of the local community.

## 4. DEFINING ACCEPTABLE BEHAVIOUR

Acceptable behaviour depends on the example of us all. Everyone has a positive contribution to make:-

- We all expect to be treated with respect, be listened to when talking, answered when we question and be treated as an individual.
- We all expect to be spoken to politely, be taken seriously and helped when needed.
- We all expect the views, thoughts and beliefs of others to be respected.
- We should all conduct ourselves in a calm, quiet and caring manner.
- We all expect to be able to work and play without fear or intimidation.
- We should all respect our school, our property and that of the people around us.
- Staff expect to be listened to when giving instructions and directions.

## 5. ENCOURAGING ACCEPTABLE BEHAVIOUR

### *Classroom / School Rules*

At the beginning of every academic year, each class will agree a set of class rules and the whole school will be included in agreeing the school rules through an assembly at the beginning of each new school year. These rules will be in a series of positive statements and will be displayed in a prominent position in the classroom / school and constantly referred to.

### *Staff should:*

- ✓ Expect high standards of behaviour, work, honesty and respect
- ✓ Be consistent
- ✓ Be positive and build relationships
- ✓ Know the pupils as individuals
- ✓ Explain and demonstrate the behaviour we wish to see
- ✓ Give praise for acceptable behaviour at every opportunity
- ✓ Inform parents of a child's good behaviour
- ✓ Deal with misbehaviour wherever and whenever it occurs
- ✓ Keep calm
- ✓ Ensure that criticism is constructive and related to aims and targets
- ✓ Carry out any sanctions promised.

The school rules apply at break and lunch time and at any other school based event.

## **6. REWARDS AND INCENTIVES**

- ✓ Praise for acceptable behaviour and high standards of work and effort
- ✓ Awards for acceptable behaviour, good work and effort. (cups)
- ✓ Recognition in front of a group, class or whole school (e.g. celebration or class assemblies)
- ✓ Stickers awarded for good behaviour/helpfulness at lunchtime
- ✓ 'Star of the lesson' UKS2 award for good behaviour / work leading to the weekly raffle
- ✓ Team points
- ✓ Parents informed of good behaviour and high quality work
- ✓ Headteacher informed of good behaviour and high quality work

## **7. SANCTIONS**

A verbal warning will be given before sanctions are imposed, allowing the child to change their behaviour, for all stage 1 levels of unacceptable behaviour – see attached sheet.

We aim to emphasise to the child displaying unacceptable behaviour that it is the behaviour we do not like, not the child.

A hierarchy of sanctions will be applied (see attached sheet “Consequences for unacceptable behaviour”).

It is expected that this hierarchy will be followed with the next level of sanctions being applied only if the previous has failed.

Regular discussions will take place to ensure that sanctions and levels are being applied consistently by all staff.

Loss of playtimes is in 5 minute intervals. The child should stand quietly, observing others and reflecting on what it means to break the class / school rules. When 'lost' time is completed, the child can re-join in the activities.

## **8. SPECIAL NEEDS**

There are occasions when the above sanctions may need to be modified, disapplied or changed in sequence. Some of these reasons might be that the child has special educational needs or may be

experiencing exceptional circumstances. The Headteacher will always be consulted when exceptions are made.

## 9. BULLYING – see Anti-Bullying policy

Bullying will not be tolerated in our school under any circumstances.

It is important to remember that bullying is usually repeated over a period of time and is often aimed at those who find it difficult to defend themselves.

It is our policy to encourage children to report any incident of bullying to a member of staff. If the child feels they are unable to do this, then parents must feel comfortable to approach staff themselves, and be confident that their concern/complaint will be dealt with. The procedures for dealing with allegations of bullying are defined in our Anti-Bullying Policy.

## 10. RECORDING

All incidents of unacceptable behaviour are to be recorded- date, time and behaviour (useful for parents' meetings, trend analysis). The behaviour books will be discussed at staff meetings on a regular basis and any further action agreed.

## 11. USE OF FORCE - See Positive Handling Policy for further information

In very extreme cases, there may be times when force has to be used to control or restrain a pupil. Such times may occur when the above measures have failed, or in an emergency.

This section defines what types of force may, and may not, be used; when it may be used, by whom and what happens afterwards.

Section 93 of the *Education and Inspections Act 2006* enables school staff employed by Moulton Chapel Primary School to use **reasonable force** to prevent a pupil from:

- committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury or damage to property; or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

This provision applies when a staff member is on the school premises, and when s/he has lawful control or charge of the pupil concerned elsewhere e.g. on a school trip or other authorised out of school activity.

## **12. COMPLAINTS**

Where a parent has a complaint then the school complaints procedure must be followed. Staff should be aware that the use of force might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures.

## **13. STAFF SUPPORT**

At least one meeting every two terms (working on a six – termly school year) will be held to share strategies that have created success and to discuss problems. It is important that staff appreciate their successes and look after their own self-esteem.

This policy will be reviewed in November 2017 or when new guidance is made available from DCFS.



# Anti-Bullying Policy





## What is bullying?

We regard bullying as a very serious issue and always take firm action against it. Bullying is a deliberate act of aggression done with the intention of hurting or causing distress to another person. Bullying makes the target feel isolated and undermines self-confidence. It tends to be systematic and not one off act. It gives the bully the feeling of power, status or other gratification.

Bullying can be:

**Emotional:** being friendly, excluding, tormenting (eg. Hiding books, threatening gestures)

**Physical:** pushing, kicking, hitting, punching, threats, physical intimidation, assault on persons or property, or any other use of violence.

**Racist, faith based or cultural:** remarks and taunts, graffiti, gestures (see racial equality policy)

**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

**Special Educational Needs and / or disability:** these children may lack the social confidence or the competence to protect themselves

**Cyber:** all areas of the internet, misuse of emails and associated technology eg. Cameras and video facilities.

**Mobile phone:** sending abusive or threatening messages in or out of school time, making abusive or threatening phone calls.

Bullying can be brought to the attention of any member of staff by the target, their friend, their parents or any other member of the school community.

## Why it is important to respond to Bullying?

Bullying hurts. No one deserves to be a target of bullying. Everyone has the right to be treated with respect. Bullying can cause psychological damage and even suicide. It is recognised that repeated bullying incidents or a single serious incident may lead to consideration under Child Protection procedures. Pupils who are bullying need to learn different ways of behaving.. This is why we have a responsibility to respond promptly and effectively to issues of bullying.

**Objectives of this policy:**

1. All pupils, teaching and non-teaching staff, parents and Governors should have an understanding of what bullying is.
2. All teaching and non-teaching staff and Governors should know what the school policy is on bullying, and follow it when bullying is reported
3. All pupils and parents should know what the school policy is on bullying, and what they should do if it arises.
4. To raise awareness of bullying and our anti-bullying policy through PSE lessons and role play in drama sessions and assemblies.
5. To acknowledge that to allow or condone bullying may lead to consideration under the child protection procedures.

## Preventing bullying

We aim to prevent bullying through encouraging caring and nurturing attitudes and by the development of a high sense of self-esteem amongst all members of our school.

The school will use appropriate approaches and methodologies for helping the children to prevent bullying.

- Create an effective learning environment in which contribution from all children is valued.
- Stereotypical views challenged and children learn to appreciate and view positively differences in others.
- Pupils learn to take responsibility for their actions and behaviour in school.
- All forms of bullying and harassment are challenged
- To include planned activities to promote an anti-bullying culture through curriculum areas of PHSEE, Citizenship and programmes such as Social and Emotional Aspects of Learning (SEAL), as well as assemblies, projects, drama, Literacy and role play
- Develop the use of peer mediators
- To support whole heartedly national initiatives that promote anti-bullying
- Staff awareness is raised and skills related to the issue developed through In-service training and discussion.
- Adopt problem solving approach that moves children forward from self-justification

## Procedures for dealing with bullying

All children are encouraged to talk to any member of staff if they have a concern over bullying. They are made aware that to do nothing about a bullying problem actually supports the bully so action should always be taken. In addition the National Bullying Helpline telephone number – 01724289289 – will be publicised in school.

Our Race Equality Policy states that staff will deal with all racist language firmly and immediately. All incidents of racist language should be reported to the Headteacher and recorded.

We recognise the need to give support to both the victim and the bully to bring about positive change.

Members of staff who feel they are affected by bullying should be able to discuss their problems confidentially with their line manager or Headteacher.

Staff will undertake to :

1. never ignore suspected bullying
2. listen carefully to all accounts (several pupils with the same account does not necessarily mean they are telling the truth)
3. Avoid premature assumptions
4. Report incidents of bullying to Headteacher
5. Record all details of conversations in all cases where bullying has been reported
6. Investigate bullying behaviour or threats of bullying and put a stop to it quickly.
7. In cases of serious bullying formally record the incident, including what has been done up to that point
8. Inform parents and ask them to come in to meet and discuss the problem
9. Support the person who is being bullied and maintain confidentiality (referral to outside agencies may be necessary)
10. Attempt to help the bully change their behaviour (referral to outside agencies may be necessary)
11. If necessary and appropriate inform the police.

The Headteacher will report all incidences of bullying at full Governing Body meetings as part of the Headteacher report.

The success of this policy will be evident in the well-being and conduct of all members of this school.

## Signs and symptoms of distress

- Frightened of walking to and from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn or lacking in confidence
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Has possessions that 'go missing'
- Has unexplained bruises or cuts
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings at home
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or phone
- Is nervy or jumpy when a cyber message is received
- Desire to remain with adults
- Erratic attendance
- Late arrivals

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

**Recognise difference between:**

**Bullying/Bossiness and Bullying/Boisterous behaviour**

### **Bullying**

Focussed on younger smaller and timid children increasingly relying on threat and force.

Wilful conscious desire to hurt, threaten and frighten.

### **Bullying**

Persistent spoiling of other children's activities, showing violence and hostility.

Persistent rough, intimidating behaviour

### **Bossiness**

Bossing whoever is around at the time.

Usually grows out of it as they mature and learn social skills.

### **Boisterous Behaviour**

More natural uncontrolled – not vindictive – high spirits, not unfriendly.

## **Working with parents.**

Don't give permission for bullying by saying:

- You must have done something to deserve it.
- Go and hit him back.
- Don't be a wimp.
- Boys will be boys.
- It will sort itself out.
- It is part of growing up.
- Got to take it like a man.
- Must learn to look after themselves.

Or

- Don't tell tales (if it proves to be a consistent complaint).

Consequences for inappropriate behaviour

Stage 1 actions	Stage 1 consequences - applied in class and at break and lunch times			
Interrupting adults / back chatting Disturbing others Not getting on with own work Attention seeking Moving around without permission Causing upset to other children Taking peoples things without permission Lying to staff Interfering with other children's lunches	Verbal warning	5 mins time out (at wall during break/lunch time)	5 mins time out (at wall during break/lunch time)	10 mins in partner class with timer (work made up during playtime)
Stage 2 actions	Stage 2 consequences			
Using abusive or racist language Refusing to following a request from an adult Hurting another child (physically / verbally / emotionally) Fighting Damaging or taking property Refusing to come into class Leaving the classroom without permission	$\frac{1}{2}$ day no playtime Letter to parents	1-2 days no playtime Letter to parents	Parents called to take child home Pastoral Support Plan created 1 week no playtimes	Fixed term exclusion up to 5 days EBSS involvement Parent involvement
Stage 3 actions	Stage 3 consequences			
Seriously hurting another child Serious deliberate damage to school property Leaving premises without permission Swearing at a member of staff Physical assault on a member of staff Bringing of knives/illegal substances into school	Fixed term exclusion 0-10 days EBSS involvement Parent involvement Notify the police if necessary	Fixed term exclusion 10-15 days	Fixed term exclusion 15-20 days	Permanent exclusion

Approved by School Council – October 2017