Moulton Chapel Primary School

School Prospectus
2025-26

Moulton Chapel Primary School

Working together, achieving together.

Email: 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.

Our school vision

At Moulton Chapel Primary School, we are committed to creating a warm, welcoming, and safe environment where every child can grow intellectually, emotionally, socially, and physically.

Together with staff, governors, and families, we help every child grow in confidence and independence, ready to thrive as lifelong learners.

Our school aims and drivers

We aim for our school to be a place where learning is central to everything and that a child's learning journey is exciting, stimulating and challenging.

Key driver 1 - To be able to read, write and speak with confidence and fluency.

Key driver 2 - To be able to use mathematical concepts to tackle problems and resolve them.

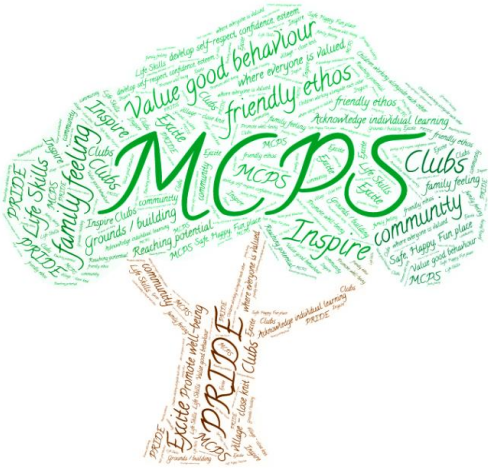
We aim to foster a culture of kindness, respect, and consideration for others, while celebrating every child's academic, social, physical, and moral growth.

Key driver 3 - To be global citizens that have had cultural experiences beyond their normal lives.

Key driver 4 - To grow into responsible, respectful young people, who value each other.

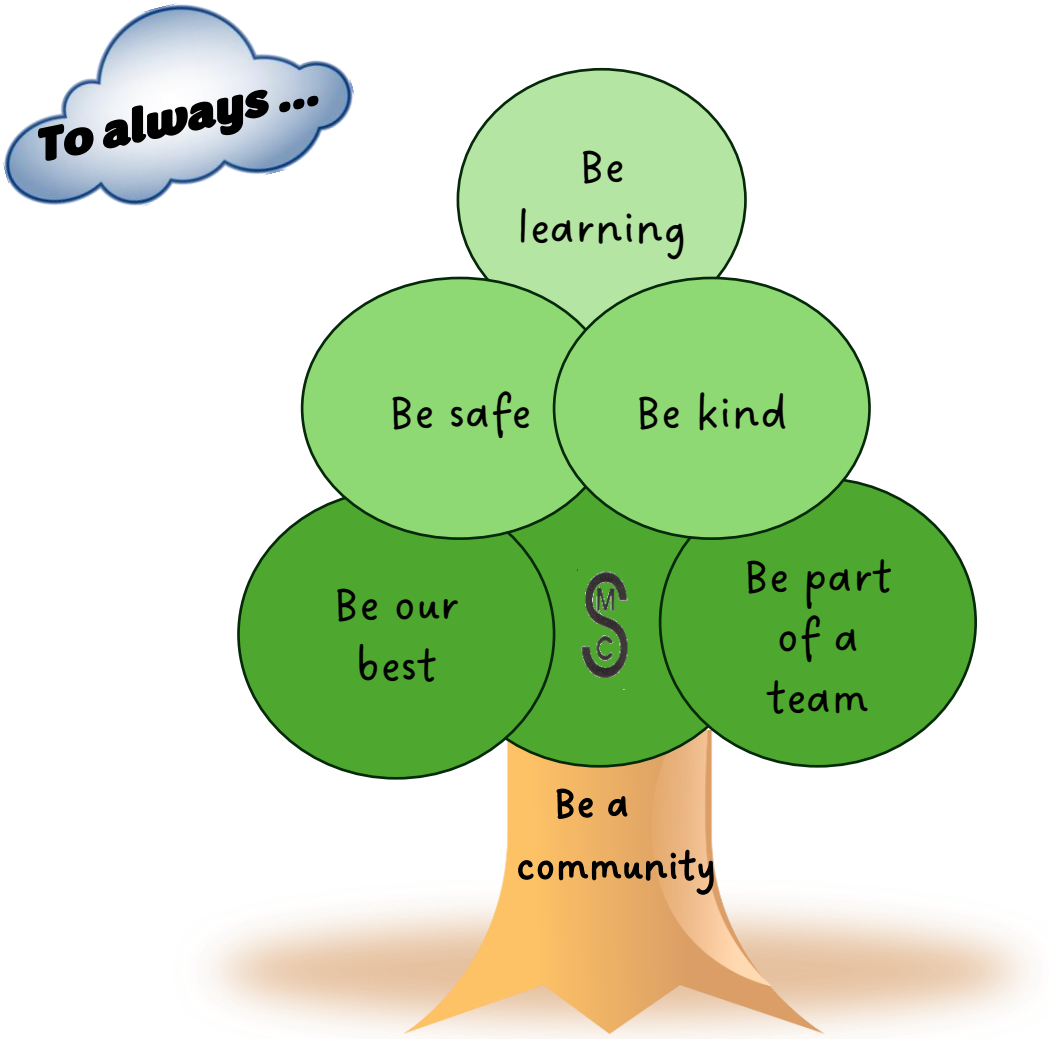
Our aim is to place learning at the heart of everything we do, ensuring each child's journey is exciting, engaging, and challenging.

Key driver 5 - To aspire to dream big in their career path.



Our School Values

The 6B's underpin our teaching and learning and help to provide an environment which will prepare our young people to be confident, happy citizens.



School Staff

Headteacher	*Mrs L. Sexton*
Teachers	*Mr A. Plumb* *Mrs R. Baker* *Ms C. Christie*
School Administrator / Bursar	*Miss C. Redford*
Cleaners	*Mrs F. Herbert* *Mrs L. Bridgeman*
Site handyman	*Mr J. Voigt*
School Meals Supervisors	*Mrs N. Boxall* *Mrs H. Enderby* *Mrs C. Palgrave* *Miss A. Haley*
Teaching Assistants	*Mrs D. Turke* *Mrs L. Hyde* *Mrs G. Griffiths (1:1)* *Mrs C. Johnson* *Mrs H. Enderby (1:1)* *Miss V. Parker* *Mrs R. Day (1:1)* *Miss A. Haley* *Miss E. Wooding*
Family Support Liaison Worker	*Mrs C. Palgrave*

GOVERNING BODY	*Mrs H. Twigger*	*Parent Governor (Chair)*
	Ms A. Mackey	*Co-opted (Vice-Chair)*
	Mr L. Wakefield	*LA Governor*
	Mr D. Hunt	*Parent Governor*
	Mrs A. Ravell	*Co-opted Governor*
	Ms C. Walsh	*Co-opted Governor*
	Mr T Twigger	*Co-opted Governor*
	VACANT	*Parent Governor*
	Mrs G.Palgrave	*Co-opted Governor*

Mr A. Plumb *Staff Governor*

Mrs L. Sexton *Headteacher*

Clerk to the Governors is Mr Gary Peatling – gary.peatling@moultonchapel.lincs.sch.uk

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 small 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 KS1 classroom has a purpose built secure outdoor play area with a safety surface. Over the years work has been carried out on the premises to provide additional accommodation for our growing school. 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 and for play times all year round. 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 for the children to use. Further improvements have been made to the playground facilities including a quiet area, staged area on the field and an outdoor gym.

School Organisation

The school is a community primary school. The school adopts the Lincolnshire County Council's Admissions Policy. Moulton Chapel Primary School also has its own Admissions Statement.

Admissions Statement

Moulton Chapel Primary School is a community school and manages admissions in accordance Lincolnshire County Council co-ordinated scheme for admission.

https://www.lincolnshire.gov.uk/downloads/file/7594/primary-and-junior-co-ordinated-scheme-2024-25

Our Pupil Admission Number (PAN) is 10 (ten) per year group in Key Stage 1, this is due to having 3-year groups in 1 class and infant class restrictions limited to 30 children. In Key Stage 2 our PAN is higher, where can accept up to 12 per year group.

Mid-Year Admissions

Mid-Year admissions are coordinated by Lincolnshire Education Authority. Parents wishing to secure a place for their child at Moulton Chapel Primary School may contact school in the first instance to find out if a place is available. A Mid-Year Admission form should then be completed to enable the Local Education Authority to process the application.

If school has a place in the year group, we will make arrangements to admit the child as soon as possible. This will usually be within five school days. If a place is not available parents have the right of appeal, and this appeal is managed by the Education Authority.

Applying for a school place is done through the Local Authority -schooladmissions@lincolnshire.gov.uk

Admissions to Reception Group

If your child is starting school for the very first time, they may join us at the start of the Autumn Term if they will be five between 1st September of that year and 31st August of the following year. Application forms for places at Lincolnshire primary schools for the Reception Group for September are distributed during Autumn Term. The application form should be returned direct to Lincolnshire Education Authority. Electronic applications may also be made online, and parents are directed to visit www.lincolnshire.gov.uk.

This policy has been agreed by the Governors and will be reviewed annually.

Provision is made to give children who will be admitted to our school the opportunity to join the Key Stage One (Infants) class for "settling" afternoons in Summer Term 6. In the September after they are four, if they are allocated a place at Moulton Chapel Primary, they are admitted to the school on a full-time basis, the school does not offer a part time timetable unless special educational or medical needs require this, and this should be discussed in advance with the Headteacher and School SENDCo – Mrs Lisa Sexton.

Staffing Structure

The school is divided into three classes. Ms Christie teaches Year 5 and Year 6. Mr Plumb teaches Y3 and Y4 children and Mrs Baker teachers R, Y1 and Y2. All teaching staff are entitled to ½ day Planning, Preparation and Assessment time (PPA) and this is covered by the Headteacher, PE specialists and other school staff.

All classes have allocated support in the form of teaching assistants. In year 2025/2026 the teaching assistant structure will be: Miss Haley and Miss Parker assisting in the KS1 class with Mrs Griffiths, Mrs Enderby and Mrs Day providing 1:1 support for specific pupils – this allows for there always to be a minimum of 2 adults to support the children's learning. Mrs Turke, Mrs Hyde, and Mrs Johnson assist across the two KS2 classes. Miss Wooding works throughout the school. This arrangement means that the size of the groups in classes is very small, which is advantageous to the children.

Lincolnshire has a policy of selection for secondary schools. The 11+ 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 child's needs. The school does not provide additional support for these tests other than the familiarisation papers sent through by the selective secondary schools.

School Times

The children are welcomed into school by a member of staff via the side gate from 8.40 a.m. and the school day starts at 8.45 a.m. The day finishes for all children at 3.15 p.m. There is a morning break at 10.30 a.m. and an afternoon break for KS1, at the class teacher's discretion. Lunch is served from 12 noon to 1 p.m. The children may bring a packed lunch from home or pre-order a hot meal that is delivered to school by a locally approved provider. All KS1 children are able to pre-order a free school lunch under the Universal Infant Free School Meal Scheme funded by central government. We do advise that you should still register your child for Free School Meals if you feel you are eligible, even if they receive an Infant meal, as this may entitle you to other benefits from the school.

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 several 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 discuss arranging a walk around our school.

Swimming

The children travel to Billy Finns swimming pool in Pinchbeck and the termly timetable is set out below:

- *Term 1 UKS2*
- *Term 2 LKS2*
- *Term 3 KS1*
- *Term 4 no swim*
- *Term 5 no swim*
- *Term 6 no swim*

Swimming instruction takes place 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 the advised 25 metres.

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 to the assembly at the end of a 'big' term (3x a year).

If a parent wishes to discuss a particular concern 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 for Year 1-6 children 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) their children every evening. 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 an 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, barbecue evenings, beetle drives. In addition, fundraising activities are organised; the main one being the school summer fete.

Each year the Friends of School pay for all the children to visit a pantomime and spend in excess of £1,000 on the children, buying a range of things from the small to the larger items such as Trim Trail and playtime equipment for the playground and supporting transport costs for trips.

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 any of the children's contact details change throughout the year.

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 and a form completed before we can administer.

Absences:
If your child is absent for any reason, please notify the school immediately by phone, by Arbor or by email. In the case of infectious diseases, 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' co-operation with this - which we know is not always an easy thing to arrange given most parents' working commitments.*

Holidays in school time
Holiday absence from school **should not** *be taken unless this is for* **exceptional circumstances**. *Our school website has our most up to date attendance policy detailing the impact and outcomes of your child's absence.*
If you believe your request is subject to an exceptional circumstance, please make it clear in writing why you think it is 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 and treated immediately 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 doctor or chemist.

Child Protection
It is the responsibility of all members of the school community to take Child Protection and Safeguarding issues seriously and any necessary procedures to be carried out. The designated lead for Safeguarding at our school is Mrs Lisa Sexton with the deputy being Ms Christie.

Operation Encompass
Our school will be notified by the Authorities of any cases of domestic violence incidents that relate to our pupils, whether they are present or not, to ensure we provide the best level of care and support for the children whilst they are at school.

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 from 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 reviewed every year. This policy is available on the school website and from 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

A school uniform engenders a feeling of "belonging". The school has a School Uniform Policy, and this is available on our school website and from the school office. Most children wear the royal blue sweatshirts/sweatcardis. Uniform may be ordered directly with Nationwide uniforms for delivery to you at home or delivered to school. School also retains a small, preloved stock which is available free of charge on request.

The Governors of Moulton Chapel Primary School will provide to any benefit related free school meals child 2 items of uniform free of charge each school year.

Moulton Chapel Primary's uniform is as follows (this is also on our school website in Parent tab under uniform):

Available from Nationwide Uniforms:
Sweatshirts, with the school logo
Cardigans with the school logo
Hoodies available for PE
Polo shirts with school logo

Winter
Trousers, pinafore dress or skirt- in grey or black.
Shirt, blouse or polo shirt – white, blue or pale grey.
Sweatshirt, jumper or cardigan - royal blue.

Summer
Trousers/shorts or skirt/culottes in grey or black.
Shirts/polo t-shirt or blouse - white or pale blue.
Dress/ playsuit - blue and white gingham.

PE kit
Shorts: navy or black
Crew neck / polo T-shirt: available from Nationwide Uniforms with school logo on front or a plain white or blue t-shirt from the open market.
Jogging bottoms: navy, black or grey.
Hoodie: available from Nationwide Uniforms with school logo or a plain royal blue, black, navy hoodie from the open market.
Trainers or plimsols
Swim wear: close fitting swimming trunks or full swimming costume (no bikinis).

Black shoes, no open toed sandals or flip flops. All children must wear socks with footwear.
Boots are permitted to be worn to school in the winter, BUT children should have with them shoes they can change into when in the building.

Children are permitted to wear a suitable watch, small stud earrings (no hoops) for school. Parents should inform and discuss with Mrs Sexton whether they require their child to wear any other jewellery for religious reasons only.

*All jewellery is to be removed for PE / swimming. This cannot be done by staff and if for any reason your child is not able to remove their own jewellery. **YOU MUST** provide the tape to cover the earrings until they are able to remove themselves.*

Children are not permitted to wear make up or nail varnish at school unless for a specific reason.

Curriculum

The National Curriculum

The Education Reform Act 1988 established a national curriculum. The National Curriculum aims to ensure that all pupils receive a broad and balanced education, which is relevant to their needs. It consists of ten subjects at Primary level: English, Mathematics, Science, History, Geography, Computing, Art and Design, Design and Technology, Music and Physical Education and for KS2 children only Languages. 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 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 linked to the work, they have been completing in English sessions that week.

Phonics: *The children are taught a synthetic systematic phonics scheme, using Little Wandle Letters and Sounds Revised. 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. We provide catch up phonics for those children who require it throughout the school.*
There is a national statutory phonics assessment for all children at the end of Year 1.

Reading: *Throughout their time at Moulton Chapel the children are surrounded by books. They are encouraged to look at them, talk about them, take them home, tell stories from pictures and read them. Each class has a canon of books that children will get experience of either being used as the taught text or the class reader throughout their time in that class – these are our non-negotiables for books.*

Our Reading scheme in EYFS and KS1 is based around Little Wandle Letters and Sounds revised reading books called Collins Big Cat, which is linked to the phase of phonics being taught to that child. It works in conjunction with the teaching and development of phonic knowledge up to the turquoise level of books. Within KS2 children read books from within their appropriately assessed colour book band. 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 mathematics session that includes mental arithmetic and fluency,
a taught session incorporating opportunities to practice and develop skills.
The taught mathematics is based on the new National Curriculum, and we follow the White Rose pathway to deliver the curriculum and adapt this to the needs of the children. The children are given lots of 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. We use Collins Snap Science scheme as a basis for our planning.

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 smartboard. School has

laptops that are frequently used to support curriculum work. There is an additional 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 and children use iPads to further enhance the children's learning. We use the TeachComputing scheme to deliver the elements of the computing curriculum.

MUSIC

All children regularly join in with listening to and making music. They have the opportunity to sing and play instruments. We use Kapow to support the teaching of Music within the school. Children learn to play a range of musical instruments alongside notation and composition skills. KS2 children are also offered the opportunity to learn a string, brass or woodwind instrument individually with a Music Service tutor. This is at a small cost to the parent and is heavily subsidised by school.

RELIGIOUS EDUCATION

Religious Education and collective worship is provided in accordance with the Education Reform Act 1988. The school follows the Lincolnshire Agreed Syllabus for RE. The syllabus is supported by the Understanding Christianity document and also allows the children to learn and explore other world faiths and beliefs. 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.

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. We use Kapow to support delivery of the French curriculum.

PHYSICAL EDUCATION

The children experience all aspects of P.E. - athletics, dance, games, gymnastic activities, outdoor activities and swimming. The PE kit list is detailed nearer the beginning of this document.
Children wear their PE kit to school on PE days. Your child's PE day will be given to you by their class teacher at the beginning of each new term.

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. Staff are not permitted to remove earrings, even with parental permission.

We take part in many interschool festivals and competitions when we can and use PE specialists to deliver aspects of the curriculum where necessary.

RELATIONSHIP AND HEALTH EDUCATION (RHE)

This is taught incidentally through the medium of health education and is appropriate to the needs and development of the children. Parents can withdraw their children from all or part of the sex education element of the curriculum and this should be discussed with the Headteacher in advance.

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 the local authority EMTET team, 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, Taekwondo, Multi Sports, Lego/Programming 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 are committed to teaching the children about healthy lifestyles. 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.

It is usual for the Y5/Y6 class to be offered the opportunity to take part in a residential trip each year. Other 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" fall short of the costs incurred, 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' are asked to pay a reduced cost towards their child's attendance on the residential.

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 SEND policy, which can be seen on the school website or by requesting a hard copy from the school office.

The school SENDCo is the Headteacher, Mrs Lisa Sexton, and if you are concerned about your child regarding any additional needs, you should make an appointment to discuss these with her.

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 then 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 don't 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 a complaints procedure which can be found on our school website and this needs to be followed if you want to formally express any concerns.

Behaviour

We aim to build a sense of community within our school. Our central purpose is to encourage good behaviour choices rather than over focus on poor behaviour choices.

All teachers accept responsibility for maintaining good behaviour choices 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.*

Children have decided and agreed on the consequences for poor behaviour choices, and this is regularly reviewed by them.

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. The school participates in the Government's height and weight programme (parents are given the opportunity to withdraw their child). School also facilitates the annual flu vaccination programme which takes place in school for those year groups eligible (parents **opt in** *for their child to receive the vaccine).*

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.

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 3.9% Unauthorised Absence 0.9%

We award attendance certificates to reward and encourage better attendance.

Ofsted Inspection

The school was inspected over 2 days by two inspectors in July 2021. 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 for relevant statistics.

Behaviour Improvement Policy

Approved by: Governing Body
Date: Autumn term 2025
Next review: Autumn term 2026

1. Introduction

The way we behave at school directly affects our ability to learn, teach and successfully communicate with others. Good behaviour and attitudes are 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

The pupils bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills.

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*
- ✓ *'Good to be Green' behaviour awards / privilege cards*
- ✓ *Team points*
- ✓ *Parents informed of good behaviour and high-quality work*
- ✓ *Headteacher informed of good behaviour and high-quality work*

7. Sanctions

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions, i.e. time out, loss of break time. It is important that the sanction is not out of proportion to the offence.

A verbal warning and a 'stop and think' card will be given before any sanctions are imposed, allowing the child the chance to change/modify their behaviour, for all stage 1 levels of unacceptable behaviour – see attached sheet.
Green, yellow and red cards on the 'Good to be Green' scheme.
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.
We will endeavour to ensure that the needs of all children are understood and met as far as possible, and this includes the needs of Children in Care and Children Previously in Care.

9. Bullying – see Anti-Bullying policy

Bullying, of any form, 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 using the green forms (in the kitchen) listing the date, time and behaviour (useful for parents' meetings, trend analysis). The behaviour records 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 annually or when new guidance is made available.
Autumn 2025 – reviewed *no changes made.*
September 2024 – reviewed *addition of 'stop and think' cards to procedure.*

Anti-Bullying Policy

This policy was drawn up and agreed by the teaching, support and lunch time staff, and agreed by the governors.
Reviewed Autumn Term 2 2025.
Next review Autumn Term 2026.

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 PHSE, Citizenship and programmes such as Social and Emotional Aspects of Learning (SEAL), as well as assemblies, projects, drama, Literacy and role play.*
- *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 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 (not exhaustive list)

- *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.

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

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.*	***Bossiness*** *Bossing whoever is around at the time.* *Usually grows out of it as they mature and learn social skills.*
Bullying *Persistent spoiling of other children's activities, showing violence and hostility.* *Persistent rough, intimidating behaviour*	***Boisterous behaviour*** *More natural uncontrolled – not vindictive – high spirits, not unfriendly.*

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 follow 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	½ day no playtime Letter to parents	1-2 days no playtime Letter to parents	Pastoral Support Plan created 1 week no playtimes	Fixed term exclusion up to 5 days BOSS 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 BOSS involvement Parent involvement Notify the police if necessary	Fixed term exclusion 10-15 days	Fixed term exclusion 15-20 days	Permanent exclusion