



Glusburn Community Primary School Prospectus 2019-2020



Respecting Rights, Recognising Responsibilities

Headteacher Mr. R.Hunt

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Charity No: 1060322



Most recent Ofsted Inspection Report March 2019.

"All staff work to establish a caring and inclusive ethos. A happy atmosphere permeates the school."

"Pupils are proud of their school. Parents are also supportive of the school and their attendance at events is high."

"The education provided in the early years is a strength of the school. Children get off to a good start."

"The 'values and ethos' aspects of the curriculum are a strength of the school...pupils leave the school as responsible, caring and globally aware citizens."

"**Governors** are ambitious for all pupils and families. They understand the local community well.

They are passionate about the school."



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TERM DATES AND STAFF TRAINING DAYS 2019-2020

School opens at 8.50am

Autumn 1	Tuesday 3 rd September 2019
Autumn 2	Monday 4 th November 2019
Spring 1	Tuesday 7 th January 2020
Spring 2	Monday 24 th February 2020
Summer 1	Tuesday 21 st April 2020
Summer 2	Monday 1 st June 2020

School closes at 3.30pm

Thursday 24 th October 2019
Friday 20 th December 2019
Friday 14 th February 2020
Friday 3 rd April 2020
Friday 22 nd May 2020
Friday 17 th July 2020

School will be closed for the following staff training days and May Day

Monday 2 nd September 2019
Friday 25 th October 2019
Monday 6 th January 2020
Monday 20 th April 2020
Monday 4 th May (May Day)
Monday 20 th July 2020



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WELCOME FROM THE CHAIR OF THE GOVERNING BODY, MR MARK WHEELER.

Hello, on behalf of the Governing Body, the staff and the children I would like to offer a sincere and warm welcome to Glusburn Community Primary School. I hope that you will find all the information you need in this prospectus and that it offers you a friendly introduction to our school. Should you need any more information, or if you have any questions, please contact the school and we will be happy to help. I hope that your child has many memorable learning experiences with us and I wish them every success as they begin their learning journey at Glusburn Community Primary School.

Yours Sincerely

Mark Wheeler
Chair of the Governing Body.

WELCOME FROM THE HEADTEACHER, MR RICHARD HUNT.

Firstly, thank you for viewing our prospectus. As a parent I know that choosing the right school for your child can be a daunting task; let me assure you that in choosing our school, your child will be getting the very best start to their learning journey in education. Our school is home to over 400 children and over 50 staff. It is the largest within the cluster of seven schools in the South Craven area. We can be found in a beautiful part of the country, with a rolling hillside providing the backdrop to our well situated school; located en route to Lancashire, whilst a short distance from Skipton and Keighley. We have a large playing field to the rear, a substantial outdoor area for the Early Years Foundation Stage, an outdoor classroom, trim trail, a gardening area, a traversing wall, a separate playground for each Key Stage and a conservation area known as the 'Millennium Garden'. We have seen an increase in pupils joining our school over the past number of years; indeed we've already enlisted pupils for our nursery who've only just been born! I look forward to meeting you and your child soon.

Richard Hunt
Headteacher.

GLUSBURN COMMUNITY PRIMARY SCHOOL VALUES AND ETHOS STATEMENT.

We want our school to be a place where everybody feels welcome.

We want all our children to feel safe and happy so that they can enjoy their learning and achieve their full potential.

We will provide a stimulating learning environment, offering a variety of exciting learning opportunities and experiences within a broad and balanced curriculum.

We aim to give children the best possible start to their education by developing their independence, curiosity, imagination and desire to learn.

We will promote our common values and value our differences within the school and the wider community.

Our Values and Ethos Statement adheres to 'The UN Convention on the Rights of the Child'.

Article 29 UNCRC: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

How we develop British Values

The school promotes the Department for Education's five part definition of British Values:

Democracy; The rule of law; Individual liberty; Mutual respect; Tolerance of those of different faiths and beliefs.

We believe it is incredibly important that these British Values permeate throughout our school; we are proud to promote these values, and the work we do is highlighted on our SMSC page on the school website.



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WHAT MAKES US DIFFERENT?

With so many schools to choose from what makes us different?

WE ARE A FAIRTRADE SCHOOL!

Our school has set up a Fairtrade School Steering Group and adopted a whole-school Fairtrade Policy. We have the support of the board of Governors and the Policy is signed by the Headteacher. We are committed to selling, promoting and using Fairtrade products as much as possible. Our school promotes and takes action for Fairtrade at least once a term.



WE ARE A UNICEF RIGHTS RESPECTING SCHOOL!

The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. *We Respect Rights & Recognise Responsibilities!*



WE ARE A SCHOOL OF SANCTUARY

We were the first school in Craven to be recognised as a 'School of Sanctuary', a school that is committed to being a safe and welcoming place for all, especially those seeking sanctuary. This could be people whose lives were in danger in their own country, who have troubles at home or are just looking for a space of safety.

A School of Sanctuary is a school that helps its students, staff and wider community understand what it means to be seeking sanctuary and to extend a welcome to everyone as equal, valued members of the school community. It is a school that is proud to be a place of safety and inclusion for all.



WE ARE THE HOME OF SUTTON JUNIORS!

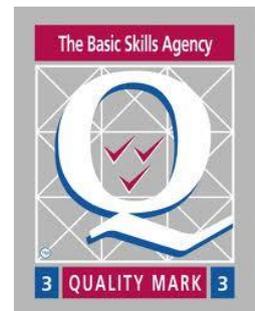
As a 'community' primary school we ensure that we support the local community. Each Sunday we allow our local junior football team, Sutton Juniors, the use of our outdoor facilities. We are proud to be associated with the club and pleased that many of our children are members. The club supports the school through fundraising events and through coaching our school football team with a Football Association qualified coach.



WE ARE A 'BASIC SKILLS AWARD' SCHOOL!

We have been recognised by The Basic Skill's Agency as a school which supports and develops children's English and Mathematics skills. As a school we plan to ensure that all children are able to make progress in both English and Mathematics, providing support where needed to enhance children's learning. Our aim is that all children reach their full potential.

The school also holds the Basic Skills Quality Mark for Early Years.





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STAFFING (planned for Sept 2019, correct as of May 2019)

SCHOOL LEADERSHIP TEAM

Headteacher: Mr Richard Hunt
Deputy Headteacher: Mr Neil Bithell
Special Educational Needs Coordinator: Mrs Danielle Burke
Head of Early Years: Mrs Linsey Sanderson
Head of Values and Ethos: Mrs Lynn Ashton
Head of Maths: Mr Mike Clayton
Head of English: Mrs Emma Smith

TEACHERS AND SUPPORT STAFF

Early Years Staff

Nursery: Mrs Sanderson (Head of Early Years)
Reception: Mrs Burke (SENCO)
Reception: Mrs Clayton / Mrs Jardine

Early Years supported by:

Mrs Riddiough (Advanced Teaching Assistant)
Mrs Newsham (General Teaching Assistant)
Mrs Harrison (Advanced Teaching Assistant)

Teachers (Key Stage 1 and Key Stage 2)

Miss Booth
Mrs Smith
Mrs Gates
Mrs Shone
Mrs Richardson
Mrs Ashton
Miss Carter
Mr Clayton
Miss Gill
Mrs Lamb
Mrs Donald
Miss Gallacher

Learning Mentor

Mrs Hunt

Higher Level Teaching Assistants

Mrs Barrett, Mr Smith (Coach Adam),
Mrs Waggett, Miss Dransfield, Mrs Beckwith

School Business Manager

Mrs Melsome-Smith

School Administrators

Ms Sands
Mrs Daniel

Teaching Assistants

Mrs Allan
Mrs Grimbaldeston
Mrs Beckwith
Miss Jessop
Mrs Wilson
Mrs Wilcock
Mrs Barrett
Mrs Waggett
Miss Dransfield
Mrs L. Clayton
Miss Turner (SEN)
Miss Riley (SEN)
Mrs Balzan (SEN)
Mrs Morrison (SEN)
Mrs Barton (SEN)
Mrs Hannan (SEN)
Mrs Collins (SEN)
Miss Jayes (SEN)

Midday supervisory assistants

Mrs Apreda (Senior MSA)
Mrs Daniel (Playleader)
Mr Smith (Coach Adam)
Mrs Holder
Miss Gill
Miss Cunliffe
Mrs Allan
Mrs Grimbaldeston
Miss Jessop
Mrs Wilson
Mrs Wilcock

Catering service

Mrs Riley (Cook-in-Charge)

Caretaker

Mr Pighills



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SCHOOL ORGANISATION AND ADMISSIONS

The school serves a recognised area, from which parents seeking admission will be usually offered a place for their child. Surplus places will be offered to children outside the normal catchment area. Parents must apply through NYCC admissions for a school place (Reception classes upwards), even if your child currently attends the school nursery; **this does not guarantee a school place**. NYCC admissions department allocate places, not the school. All appeals should be made to the NYCC admissions department.

The school is currently organised into 14 classes:
3 classes in the Early Years, 4 classes in Key Stage 1 and 7 classes in Key Stage 2

THE SCHOOL DAY

The school day (Reception, Y1, Y2, Y3, Y4, Y5, Y6)

School begins at 8:50am and ends at 3.30pm.
Lunchtime is between 12 noon and 1.00pm.

Nursery Sessions.

All pupils receive 15 hours per / week teacher contact time. 9:00-12:00 / 12:30-3:30
Supervision can be provided between 12:30 and 13:00 for a small charge. A copy of the **Lunchtime Charging Policy** is available on request, or can be downloaded from the school website.

SCHOOL MEALS

Free school meals are provided to children in Reception, Year 1 and Year 2.
School meals can be purchased through accessing Parent Pay via the school website.
Meals cost £2.40 each for children in Key Stage 2 (Years 3, 4, 5 & 6)
If your child has any special dietary requirements, please come in and speak to the Headteacher and Kitchen staff.

NURSERY

Meals cost £1.70 each for children who attend our Nursery.
Children are entitled to 15 hours per week, free early years provision, whilst attending the school's nursery. Provision at Glusburn Primary is provided through blocks of 3 hour sessions: 9:00 -12:00 and 12:30-3:30. Children attending all day Monday, Tuesday and Wednesday morning **or** Wednesday afternoon, all day Thursday and Friday have access to **16 hours** early years provision each week. The extra hour of provision is calculated from the two half-hour lunchtime sessions between 12:00 and 12:30.
Each ½ hour session is charged at £2.30, therefore a child attending two lunchtime sessions during the week (Monday & Tuesday or Thursday and Friday), would cost £4.60 for the week.



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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

The Special Educational Needs Coordinator's Role (SENCO)

We strive to plan work so that it is appropriate and matches the needs of all children. The school has a very effective system in place for identifying and supporting children who have additional needs (SEND). The SENCO (Mrs Burke) works alongside each class teacher to coordinate the support for these children as well as working closely with parents and external agencies in order to secure the best possible outcomes for each individual.

We have a Learning Mentor (Mrs Hunt) in school, based in our nurture room, who is able to support children with specific social, emotional and personal difficulties and liaises with home and school staff to ensure consistency of approaches and provision.

What 'Special Educational Needs' means

Children classed as having SEND (Special educational needs or disabilities) can be identified in the following ways:

Having difficulties in one or more of the four broad areas of need, despite intervention. The areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

Receives ongoing support from external agencies, therapeutic services or advisory services.

For example, a pupil may receive continuing support from professionals such as:

Speech and Language Therapists
Occupational Therapist
Children and Adolescent Mental Health Service
Paediatrician

Has a diagnosis/diagnoses that could impact on a pupil's ability to access the curriculum.

Diagnoses could include, but are not limited to, the following:

Autistic Spectrum Disorder
Attention Deficit Hyperactivity Disorder
Dyslexia/Dyscalculia
Developmental Co-ordination Disorder (Dyspraxia)
Sensory Processing Disorder

Has a disability.

A disability is a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a child's ability to do normal daily activities.



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The school has in place and reviews all policies and risk assessments, strategies and procedures including: Child Protection Policy, Health and Safety Policy, Emergency Procedures and the Fire Safety Policy. All policies are available on request. The Health and Safety Policy and Child Protection Policy can be downloaded from our school website: www.glusburn.n-yorks.sch.uk

All staff and volunteers are expected to go through a DISCLOSURE AND BARRING SERVICE CHECK (DBS).

CHILD PROTECTION PROCEDURES

The Safeguarding Leader for Child Protection is **Mr Hunt, Headteacher**. Should you have any concerns about a pupil, or a pupil makes a disclosure to you, please speak to Mr Hunt immediately. Should he not be in school, please speak to **Mr Neil Bithell, Deputy Headteacher** or **Mrs Linsey Sanderson, Head of Early Years** who are our Deputy Safeguarding Leaders. Our Child Protection Policy, which also contains detailed definitions of each type of abuse, the procedures that we follow and the responsibilities of all staff in ensuring that children are kept safe, can be made available on request, or can be downloaded from our school website.

CHILD PROTECTION: SCHOOL PERFORMANCES AND SPORTING EVENTS

Adults photographing and filming young people has been the subject of many discussions in recent times. These concerns are genuine, however at Glusburn we have taken a sensible, balanced approach, which allows parents to photograph and film providing they follow clear guidelines, which are:

- Any filming is for family use and must not be sold or published on websites such as You Tube, Facebook or in publications under any circumstances.
- The Headteacher reserves the right to stop filming at any time if he or a colleague deems it inappropriate or obtrusive. This right is delegated to any member of staff in charge of a group of pupils.
- Permission must be granted in advance and filming or photography must be sensitive to the needs of all children.

Photographs or video may not be taken at swimming events.



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CURRICULUM

THE NATIONAL CURRICULUM

(Please visit the school website to find out more <http://www.glusburn.n-yorks.sch.uk/curriculum/>)

At Glusburn Community Primary School, we have developed a curriculum which meets all national requirements and is relevant, progressive and most importantly of all, fun!

The national curriculum is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject.

Early Years Curriculum

Glusburn Early Years is an energetic unit with a vibrant team to match! Our unit is constantly evolving to ensure our children love coming to school each day and find learning fun. In Early Years we follow the Early Years Foundation Stage Framework. The children's learning and development is taught through seven areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We pride ourselves on child initiated learning. This approach involves really getting to know the children as unique individuals and allowing them to plan the interests that we cover. This embodies our whole school ethos of respecting the rights of the child.

Key Stage One Curriculum

Throughout the school, we believe that education must develop every child's personality, talents and abilities to the full. To this end, the children experience a varied but balanced curriculum that addresses: Science, History, Geography, Computing and Music through a thematic approach. Themes have included: 'Ourselves', 'Transport', 'Seaside' and 'Explorers'. Throughout the curriculum we seek opportunities for performance (music and drama). In addition, we teach discrete sessions in Numeracy, Literacy, Phonics and Physical Education.

We like to use many different environments in addition to that of the classroom and so we work outside in the school grounds, in the local environments of Sutton, Crosshills and Glusburn and also beyond the boundaries of South Craven.

Key Stage Two Curriculum

In Years 3, 4, 5 and 6, we have designed an exciting and creative topic-based curriculum. Wherever possible, we link in as many subjects as we can to ensure that the children have continuity and a purpose for their learning. We begin with a 'theme' for the term, then hold a planning meeting as a Key Stage, during which we ensure the National Curriculum requirements are being met and that the work done throughout the different year groups is challenging and progressive. Each theme is 'launched' with an exciting activity designed to capture the children's imaginations and give them a thirst for more! At the beginning of each term, we include the children in the curriculum planning by asking them what they would like to learn about.



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EXTRA CURRICULAR

The school's Sports Coach, alongside other outside agencies deliver before and after school sports, these include: dodge ball, football, table tennis and multi-sports. These sessions usually change each half-term, offering children different sports to try, there is a small cost to attend these clubs.

Other clubs offered include: Samba drumming, drama, recorders and choir.

We also have an amazing choir who sing at all whole school events and 'on tour' within the community, including: Airedale Hospital, Sutton Park and at the Wharfedale Arts Festival. We annually attend the 'Young Voices' national children's joint choir event at Manchester Arena.

PSHCE (Personal, Social, Health, Citizenship, Education)

PSHCE provides planned provision for all pupils to prepare themselves for the opportunities, responsibilities and experiences of life. It promotes their personal and social development through discussion and role-play encouraging them to adopt a healthy life style. Social and moral awareness are key factors in our 'Circle Time' lessons, where pupils are given the chance to speak freely and outline their concerns and opinions on varied subjects. Health Education is taught at an appropriate level throughout the school and covers topics from the programme of study within the National Curriculum, these include: Healthy Eating, Personal Hygiene, Tobacco, Alcohol and Drug/Solvent abuse.

SMSC (Spiritual, Moral, Social and Cultural)

(Please visit the school website to find out more <http://www.glusburn.n-yorks.sch.uk/smsc/>)

At Glusburn Community Primary School we aim to promote the Spiritual, Moral, Social and Cultural (SMSC) development of all of our students through our curriculum and extra curriculum activities. SMSC, including British Values, forms a solid foundation for learning and students' experiences and is evident throughout the school on a daily basis.

Our work to actively promote a meaningful understanding of democracy, liberty, rule of law and respect & mutual tolerance for all forms of diversity including faith and no faith is part of our SMSC provision which includes Modern British Values.

There are many opportunities to experience a range of social settings that enable a student to become confident, contribute positively and interact appropriately with others. Different viewpoints are welcomed and young people develop their understanding of the differences between right and wrong and consequences of their behaviour and actions.

SEX AND RELATIONSHIP EDUCATION

Sex and Relationship Education (SRE) is one element of the school's work in Science and in Personal, Social and Health Education and Citizenship (PSHCE). Like other areas of PSHCE, SRE is concerned not only with academic learning but also social development. At Glusburn, SRE is lifelong learning about emotions, relationships and reproduction. It involves acquiring accurate information, developing skills and forming positive beliefs, values and attitudes.

SRE is an integral part of the curriculum in that it involves consideration of different types of relationships at different levels. In the Foundation Stage and Key Stage 1, the focus is on relationships in families and with friends. As children go through the school, they begin to consider other relationships. It is only during Year 6 that sexual relationships are considered.

The 1993 Education Act requires governors of all county and maintained schools to consider the provision of sex education and to ensure that the school has a Sex and Relationship Education Policy. The Act gives parents the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum. The Education Regulations 1993 require all maintained schools to publish a summary of the content and organisation of any sex and relationship education which they provide. Our SRE Policy is available on our school website.

Please see the SRE Policy for further information, this is available on the school website.



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MEDICINES

The school follows guidelines and statutory requirements of the:

Guidance for Supporting Children and Young People With Medical Conditions in Schools (Feb 2015) document issued to school by North Yorkshire Education Department. The school follows the procedures below:

- If a child requires long term medication, parents must complete a 'Request to administer medicines form', this is available from the school office and via the **Policies** page of the school website. Staff have the right to refuse to give medication at school.
- If long term medication is required, a health plan will need to be drawn up with advice taken from the School Nurse.
- All medication must have the child's name on the prescription label, as well as the name of the medication and dosage.
- Parents or carers may come into school during the school day to administer medicines if necessary.
- If medicines are required during residential school visits, a plan needs to be agreed with the Headteacher prior to the visit.

Please see the Medicines in School Policy for further information, this is available on the school website.

HOME LEARNING

What is the purpose of home learning?

- To develop an effective partnership between the school, parents and other carers.
- To pursue the aims of the school.
- To consolidate and reinforce skills and understanding, particularly in English and Mathematics.
- To extend school learning, for example through additional reading.
- To encourage pupils as they get older to develop the confidence and self discipline needed to study on their own; preparing pupils for the requirements of secondary school. Year 6 children will use a homework diary, this will develop skills required in organising and recording the home learning tasks given. This will also help Year 6 children in preparation for secondary school.

How much home learning is set?

Government guidelines on home learning give a broad indication of how much time pupils might reasonably be expected to spend on home learning. The guidelines emphasise the importance of home learning and how it helps children to learn, rather than focusing on whether it takes a certain amount of time. The guidelines also encourage schools to plan home learning carefully alongside the work that children do at school, and to make sure that all activities are appropriate for individual children.

Government recommended time allocation for home learning

Years 1 and 2:	1 hour per week
Years 3 and 4:	1.5 hours per week
Years 5 and 6:	30 minutes per day

What type of home learning does the teacher set?

Each week, home learning will include:

- Daily reading.
- Differentiated 'learn by heart' spellings.

What if parents/carers do not have internet access at home?

We accept that not all pupils will have internet access at home to complete the website activities. Internet access will be made available in school to complete these activities for children who require access.



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SCHOOL COUNCIL

The school operates a school council, with a representative from each class in KS1 and KS2. At the start of the year classes nominate a suitable school council member. The school council are involved in the appointment of all new staff and play an active role in decision making for fellow pupils on whole school matters.

THE SCHOOL COMMUNITY AND THE WIDER COMMUNITY.

Glusburn Community Primary School pupils are very proud of and committed to their school and local community. The pupils' involvement in the school and their interaction in the wider community are substantial, highly valued and recognised by Ofsted. The school has been recognised by the Equality and Cultural Diversity Advisor for North Yorkshire as an example of good practice of Community Cohesion. Within school we have a strong focus on community cohesion highlighted by our 'community corridor' proudly illustrating our achievements and commitment to the local, national and global community.

THE SCHOOL'S ENGAGEMENT WITH PARENTS AND CARERS.

The school aims to work effectively in communicating with all parents and carers with parental responsibility.

The Learning Mentor

Our learning mentor works with many children in school. Her work includes meeting with parents and children, covering issues such as friendships, bereavements, family issues and transition.

The SENCO

The SENCO works closely with those families whose children have Special Educational Needs. The school works closely with Secondary school in ensuring smooth transitions between year 6 and year 7. This includes meetings between parents, the child and the SENCO as well as the involvement of professionals from the receiving school.

Keeping you informed

Parents are informed about their child's progress through Parents' Evenings, termly report and informal discussions. Parents of children in the Early Years are continually updated on their child's progress through our exemplary **Learning Journals**.

Parents are also informed through text message as well as through our online whole-school behaviour system 'Dojo', celebrating and informing parents about their child's behaviour and upcoming events and notifications. For more information see: www.classdojo.com

Parent View www.parentview.ofsted.gov.uk

Parent View asks for your opinion on 12 aspects of Glusburn Community Primary School, from the quality of teaching, to dealing with bullying and poor behaviour. We will use the information you provide to make our school even better. You will also be able to see what other parents have said about Glusburn Community Primary School.

Transition

The school holds annual transition meetings with parents for children moving from: Nursery to Reception; Reception to Year 1 and Year 1 to Year 2. The school works closely with all Secondary Schools in ensuring smooth transitions between Year 6 and Year 7. This includes, with regards to SEN, meetings between parents, the child and the Inclusion Manager as well as the involvement of professionals from the receiving secondary school.

Friends Of Glusburn Community Primary School PTA (Parent and Teacher Association)

The Friends of Glusburn Community Primary School (FOGs) are a group of parents who work together on fund raising events, raising money for the benefit of all the children who attend our school. FOGS is open to all parents of pupils attending school. The purpose of the association is to enhance the education of the pupils in the school by:

- Developing relationships between the staff, parents and others associated with the school.
- Fundraising to purchase items that will be used by the whole school.

Please visit the FOGs page on the school website to find out more: <http://www.glusburn.n-yorks.sch.uk/fogs/>



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UNIFORM

School uniform plays a valuable role in contributing to the ethos of a school and setting an appropriate tone. It also serves to foster a feeling of 'belonging' to the school. We want children to feel proud to be at Glusburn Community Primary School and to be part of its uniqueness.

Parents will be informed of any 'non-uniform' days. These will usually be linked to fund raising or charity events such as Children in Need or special events in school such as Christmas parties.

For all children:

- Plain black/grey tailored 'school' trousers or skirt.
- Plain white polo shirt.
- Plain navy blue sweatshirt / cardigan.
- Plain black shoes (**not trainers**).
- Blue / white checked school dress

Physical Education

- Plain black shorts for PE and Games.
- Plain white t-shirt for PE and Games.
- Plain black pumps for indoor PE.
- All items should be kept in a small drawstring PE bag.
- PE Kit should be in school at all times. (Due to space restrictions in the cloakrooms children should refrain from bringing large rucksacks/holdalls to school).
- PE bags and book bags are available to purchase from the school office.
- All children in KS1 and KS2 will require suitable outdoor games kit for all weathers, including tracksuit bottoms, a warm jumper and suitable footwear.

PLEASE NOTE: CHILDREN IN EYFS (CLASSES 1,2 & 3) DO NOT REQUIRE A PE KIT.

Religion

If pupils wish to cover their head for religious or cultural observance they should wear a plain black or white cotton scarf, which must be securely fastened.

Jewellery

Jewellery must not be worn except in the case of pierced ears. Following advice from the school's Health and Safety Advisors, parents must follow the principles below:

Jewellery must not be worn except in the case of pierced ears when one earring in each ear is allowed and these must be studs or sleepers. The wearing of multiple earrings in each ear is not allowed. There should be no other visible body piercing.

There are a number of risks associated with piercing including:

- Potential injury, due to inadvertent contact of the jewellery with other people, clothing, equipment, etc.
- The risks to health are entirely associated with the individual concerned, these being infection and blood borne diseases, (eg Hepatitis, HIV-Aids). If good personal hygiene practices are not adopted, the risk of ill-health to the individual concerned is significant.
- Risk of injury to others is greater in some aspects of the curriculum e.g. sports activities, adventure activities, drama, dance and physical activity in the playground.

The following principles will be applied for all pupils who have piercings:

- All piercings should be removed prior to any physical activity, this includes swimming lessons as well as playtimes **by the pupil**.
- If the piercings cannot be removed, the individual pupil should not actively participate.
- The school will neither seek nor accept (as an alternative to the removal of jewellery) a parent's assurance that they will not hold the school liable in the event of an accident, as this would not be legally effective.

If parents wish to have their child's ear pierced it is recommended that the piercing takes place at the **start of the Summer holidays**, so that the jewellery can be removed each playtime and before Physical Education lessons, without the problem of infection or healing over.

Parents are also reminded to remove nail varnish from their children's fingernails before arriving at school.

Long hair: Children with long hair must tie their hair back for practical activities such as PE and baking.



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EQUIPMENT

- Children do not need any equipment with them other than their PE and games kit; which should be kept in school at all times.
- All items of stationery are provided by the school.
- Book bags and PE bags are available to buy from the School Office.

BEHAVIOUR

We strive to create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others. We aim for children to be able to show respect and consideration for other people and property. In order to achieve this we will praise and reward positive attitudes to behaviour and work, as well as ensuring that we maintain a high level of fairness and consistency whilst also encouraging self-discipline. We will promote an ethos of respect and encourage children to feel confident to speak out if they feel that they are unhappy. All children will know that they can approach any member of staff. We will not tolerate bullying or discrimination. We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. Therefore we expect all stakeholders to behave in a considerate, respectful and fair way towards others as well as encouraging and praising good behaviour and anti-discrimination.

By promoting good behaviour we can build individual self-esteem and encourage good personal relationships. This will:

- Ensure caring and happy school where children feel safe.
- Promote all children's social, emotional and mental health.
- Develop the 'whole' child enabling them to take responsibility for their own behaviour and enable them to make the right choices.
- Promote good citizenship, good self-esteem, self-discipline and emotional intelligence.
- Prevent bullying and discrimination.

How is good behaviour recognised?

All children who use appropriate behaviours will be encouraged and rewarded. Rewarding good behaviour is the norm and is the responsibility of all adults in the school. Staff are expected to be pro-active in celebrating ordinary good behaviour overtly and on a regular basis during the school day. Rewards need to be consistent across the whole school. Good behaviour of children will be shared with parents on a regular basis.

Children are rewarded by:

- Positive praise acknowledged through the class Dojo system
- Being given a fresh start each day with no judgements made on any previous incidents of poor behaviour
- Class teachers and HLTAs who can send individual praise messages through the class Dojo system as well as verbally contacting parents or sending praise postcards home
- The Headteacher through a 'Headteacher Award' for exceptional behaviour, which is presented in assembly.

Star Learner: A Star Learner, for each class, is awarded for outstanding achievement throughout the week either academically, socially or achieving a personal target. The star learner has the privilege of sitting on a chair in assembly and going to the front of the queue for lunch with a friend. They can then choose to sit with their friend at the specially prepared Star Learner lunch table.



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What is Class Dojo?

Each pupil is assigned an avatar to represent them. When they demonstrate positive behaviours, staff can simply click on the avatar, choose the appropriate behaviour from a list, and award the child a positive Green Dojo Point. Equally, when a child chooses a negative behaviour staff can award a Red Dojo Point. Children will only be given these negative points following a verbal warning, giving the individual the chance to make the right choice.

Green Dojo points: Good citizen, Teamwork, Exceptional manners, Fantastic work, Amazing contributions

Red Dojo points: Disruptive behaviour, Damaging property, Being unkind to others, Poor attitude to work

More information about Class Dojo

- Children can be awarded class Dojo points individually or as a whole class.
- Parents can receive information about their child's successes by logging into their child's account using smartphone, tablet or PC (school will provide log in details).
- Teachers and non-teaching staff can all award Dojo points but only one at a time.
- A weekly Dojo Champion will be awarded for each class and a certificate sent home each week
- Once children have achieved 50 Dojo points they can 'trade' them in at the Dojo Reward Shop for additional rewards or bank them. Children can do this when they have achieved 100, 150, 200 and so on through the year. These rewards will be decided by the School Council in conjunction with all children in school. They may include extra playtimes; ICT time or other rewards as determined by the children.
- A class Dojo league table will be kept for the half term with the winning class receiving a prize at the end of term.

How do we prevent inappropriate behaviour?

As a school we will strive to prevent behaviour problems arising by:

- Effective classroom organisation and management
- Delivering an appropriate and well planned curriculum that matches the children's needs and ensures they are engaged, motivated and challenged at the appropriate levels
- Establishing positive and effective relationships with children and parents
- Teaching co-operative strategies
- Promoting children's ability to take ownership of routines
- Always acknowledging good behaviour
- Developing self-esteem and emotional intelligence by explicitly teaching PHSCE in all classes (led by the Class teacher)
- Early contact with parents, by the class teacher in the first instance, when children are unsettled in school

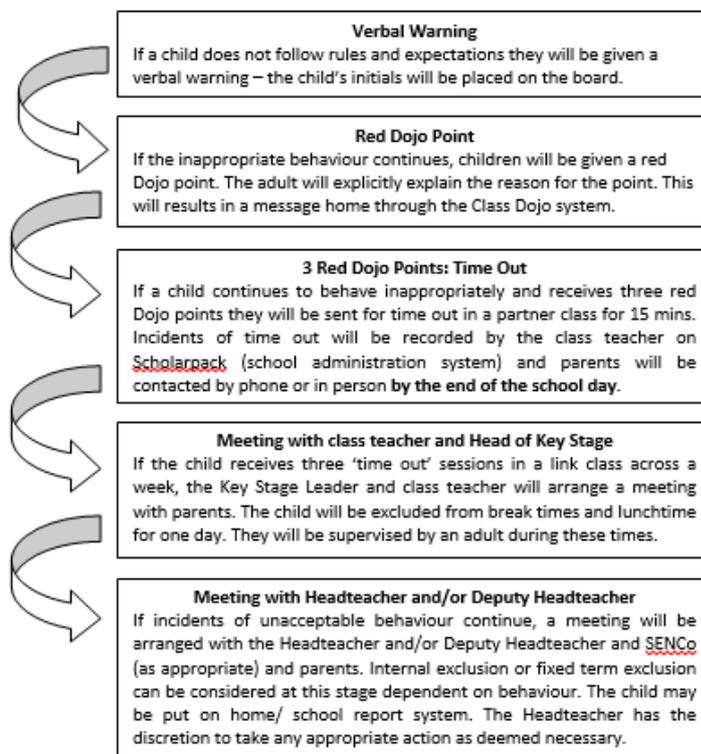


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Procedures for Sanctions

Procedures for Sanctions



Please note. There are set non-negotiables that will result in the need to directly move to the final step and the intervention of the Headteacher and/ or Deputy Headteacher:

- Physical assault against a pupil or adult
- Persistent verbal abuse
- Theft
- Damaging school property
- Bullying and discrimination
- Persistent disruptive behaviour



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BULLYING: WE ARE A 'TELLING' SCHOOL

We annually support 'Anti-Bullying' week in school.

Bullying is defined as persistent, systematic and deliberate desire to hurt others and can be verbal, mental or physical. At Glusburn Community Primary School we are keen to identify early signs of bullying and children are encouraged to tell a teacher, parent or friend.

All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim. Incidents will be initially dealt with by the class teacher who will investigate the incident and then follow the appropriate sanctions. Parents of all involved will be contacted by the class teacher. If incidents of bullying persist the Headteacher or Deputy Headteacher will invite parents to a formal meeting where future action and appropriate sanctions will be discussed. Support will be put in place for children who have been victims of bullying in order to develop their self-esteem and ensure they feel safe in school.

The role of parents is important in reducing any incidents of bullying. We ask that parents watch out for signs of distress, such as repeated illness, damaged clothing etc, and take an active interest in your children's social life including their use of social media as they get older.

If parents feel that their child is being bullied we advise them to give them the following advice:

1. Tell them that there is nothing wrong with them.
2. Advise them to tell a trusted adult at school.

Please help us by encouraging your child to tell someone if they are being bullied.

Anti-Bullying Ambassadors

We have a team of Anti-Bullying Ambassadors who work throughout the school promoting friendship and respect. Each class in Key Stage 2 has two representatives who are elected through a democratic process. They attend fortnightly meetings and are trained to support children with conflict resolution, problem solving and seeking adult help and guidance. In addition to this the Ambassadors update the Anti-Bullying boards in their classrooms, help their teacher solve problems in their class worry boxes and help to decide on a weekly Friendship Star. The Ambassadors play an important role during Anti-Bullying Week which this year has been led by the team leaders. This important role ensures that our playgrounds feel happy and safe and that children know there is somebody always available to talk to.

EQUAL OPPORTUNITY AND TACKLING DISCRIMINATION

The ethos of Glusburn Community Primary School reflects that of the United Nations Charter on the Rights of the Child, which promotes equality of opportunity for everyone. This ethos underpins all work done in school and is reflected in the acquisition of the "Rights Respecting School" Award (Autumn 2009) and subsequently level 2 (Autumn 2013). We were the first school in North Yorkshire to be credited with this significant status and in doing so are supporting other local schools in achieving it for themselves.



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ATTENDANCE

Glusburn Community Primary School wants each and every child to have the best possible attendance at school to enable them to reach their full potential. There is a strong link between good school attendance and achieving good results for children. Children who frequently miss school may fall behind in their work which may affect their future prospects. Absence may also have an effect on friendships.

School starts at 8:50am. Should children arrive after 9:05am they must report to the office.

Pupils' welfare is of paramount importance to us and we believe that regular attendance throughout the year is essential for their success and fulfilment.

Our school acknowledges that each family's circumstances are different and we would like to continue to work in partnership with parents to provide the best education for every child. For example, we are aware of individual pupils' medical needs, and as an inclusive school we have positive relationships with these pupils' and families and understand the often difficult circumstances that they may be experiencing.

Likewise, we do not want children to attend who are genuinely ill, as this can have adverse effects on the attendance of others.

We will be rewarding children and classes with good attendance: weekly, half-termly and with a special annual award for those children who attend the whole school year without missing a single day!

A full copy of the school's Attendance Policy can be found on the school website **Policies** page.

Please contact school before 9.30am if your child is going to be absent; this rules out any uncertainty about the safety of children. If your child has a medical appointment during school time please provide an appointment card or letter to the school office to explain their absence.

HOLIDAYS IN TERM TIME

Regulations and Guidance

*The law says that parents/carers do not have the right to take their child out of school for a holiday during term time. On application made by the parent/carer with whom the pupil normally resides, schools have a **discretionary power** to grant up to 10 days absence in a school year for a family holiday if they believe that the circumstances warrant it. No parent/carer can demand leave of absence for the purposes of a holiday as a right.*

Schools may agree up to 10 days "holiday leave" in special circumstances such as:

- a. for service personnel and other employees who are prevented from taking holidays outside term-time if the holiday will have a minimal disruption to the pupil's education.**
- b. when a family needs to spend time together to support each other during or after a crisis.**
- c. a one-off never to be repeated occasion that can only take place at the time requested.**

Holidays which are taken for the following reasons should not be authorised:

- availability of cheap holidays;
- availability of the desired accommodation.
- poor weather experienced in school holiday periods; and
- overlap with beginning or end of term.

*The Education (Pupil Registration) Regulations 2006 clearly make the point that the Headteacher has the final decision as to whether to authorise a holiday or not. Any request for leave should be made at least **six weeks** in advance. Holidays cannot be authorised retrospectively. If a school does not agree an absence and the pupil goes on holiday, absence is unauthorised.*



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School Procedure for dealing with concerns about attendance and punctuality

On-going attendance actions and initiatives to avoid attendance and punctuality issues:

- Parents to be informed on their child's attendance bi-annually: Spring term parents' evening / End of year school report
- Weekly class awards.
- Individual, half-termly awards presented for 100% attendance.
- Individual, end of full academic year, 100% attendance reward.

If an attendance issue has been identified go to stage 1: ↓

Stage 1 Early Intervention

Stage1: Early intervention. This applies to children: who are persistently late for school; who have irregular attendance; whose attendance falls below 90%.

- Letter to parents, either: 1) Lateness Concern (regularly arriving after 9:00am when the register has closed)
- 2) Irregular Attendance
- 3) Persistent Absence
- Telephone call to parents to discuss child's absence.
- 2 week monitoring period of attendance

If there is no improvement in attendance go to stage 2 ↓

Stage 2 Formal School Attendance Procedure

Stage 2a: Formal School Attendance Procedure

- Parents will receive an **Initial Warning Letter** from school regarding their child's attendance.
- Parents will receive a copy of "Information to Parents/Carers booklet.
- Parents will receive a Flow Chart of School/LA Attendance Procedure
- 2 week monitoring period of attendance.

A referral may be made to the Prevention Service. Prevention services works with the family to address school attendance issues.

Stage 2b: If there is no improvement in attendance, then the case will progress to an **Attendance Panel Meeting**

- Parents are made aware that the meeting is part of a formal attendance procedure which could lead to legal intervention by the local authority.
- A support plan will be formulated to address any problems the family may be experiencing with attendance targets and timescales set.

If there is no improvement in attendance go to stage 3 ↓

Stage 3 Consultation/PACE (Police and Criminal Evidence) Formal Caution Interview

Stage 3: Consultation/PACE (Police and Criminal Evidence) Formal Caution Interview

- The Attendance and Enforcement Officer consults with the Prevention Service, school and other agencies, regarding the family and their child's attendance.
- Consideration is given as to whether progression to a Formal Caution Interview is appropriate and if there is suitable evidence for legal action.
- Formal Caution interview outcomes:
- No further action/review meeting; Penalty Notice Warning Letter; Education Supervision Order; Prosecution



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SUGGESTIONS AND COMPLAINTS

If you have a suggestion or a concern, we would like you to tell us about it. We welcome suggestions for improving our work in the school and want to know if you have any concerns. Be assured that no matter what you wish to tell us, our support and respect for you and your child in the school will not be affected in any way.

A *Complaints Policy* is available via the school website.

<http://glusburn.n-yorks.sch.uk/data/documents/Jan-2019-Complaints-Procedure.pdf>