



# Glusburn Community Primary School Prospectus 2020-2021



*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."



# Glusburn Community Primary School Prospectus 2020-2021



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### Term Dates

*School opens at 8.50am*

Autumn 1	Tuesday 8 <sup>th</sup> September 2020
Autumn 2	Monday 2 <sup>nd</sup> November 2020
Spring 1	Tuesday 5 <sup>th</sup> January 2021
Spring 2	Monday 22 <sup>nd</sup> February 2021
Summer 1	Tuesday 13 <sup>th</sup> April 2021
Summer 2	Monday 7 <sup>th</sup> June 2021

*School closes at 3.30pm*

Friday 23 <sup>rd</sup> October 2020
Friday 18 <sup>th</sup> December 2020
Friday 12 <sup>th</sup> February 2021
Friday 26 <sup>th</sup> March 2021
Thursday 27 <sup>th</sup> May 2021
Friday 23 <sup>rd</sup> July 2021

### Training days

Monday 7<sup>th</sup> September 2020; Monday 4<sup>th</sup> January 2021; Monday 12<sup>th</sup> April 2021; Friday 28<sup>th</sup> May 2021, Monday 26<sup>th</sup> July 2021



## **Glusburn Community Primary School Prospectus 2020-2021**



### **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 choosing our school. 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 as we grow in popularity; indeed the school will become 2 form entry from September 2020.

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.



## Glusburn Community Primary School Prospectus 2020-2021



### 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.





# Glusburn Community Primary School Prospectus 2020-2021



**STAFFING** (planned for Sept 2020, correct as of June 2020)

## SCHOOL LEADERSHIP TEAM

**Headteacher:** Mr Richard Hunt

**Deputy Headteacher:** Mr Neil Bithell

**Special Educational Needs Coordinator:** Miss Becky Gill (Mrs Burke is on maternity leave).

**Head of Early Years:** Mrs Linsey Sanderson

**Head of Values and Ethos:** Mrs Lynn Ashton

**Head of Maths:** Mr Mike Clayton

**Head of English:** Miss Carly Gallagher

## TEACHERS AND SUPPORT STAFF

### Early Years Staff

Nursery: Mrs Sanderson

Reception: Miss Dennis (Mrs Burke is on maternity leave).

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 Barrett

Mrs Gates

Mrs Shone

Mrs Richardson

Mrs Ashton

Miss Carter

Mr Clayton

Mrs Woodier

Miss Gill

Mrs Donald

Miss Gallacher

### Learning Mentor

Mrs Hunt

### Higher Level Teaching Assistants

Mr Smith, Mrs Waggett, Miss Dransfield, Mrs Beckwith

### School Administrators

Ms Sands

Mrs Daniel

Mrs Chapman

### Teaching Assistants

Mrs Allan

Mrs Grimbaldeston

Mrs Beckwith

Miss Jessop

Mrs Wilson

Mrs Wilcock

Mrs Waggett

Miss Dransfield

Mrs L. Clayton

Mrs Apreda

Mrs Morrison

Mr Smith

Miss Turner (SEN)

Miss Riley (SEN)

Mrs Balzan (SEN)

Mrs Barton (SEN)

Mrs Hannan (SEN)

Mr Hey (SEN)

Miss Jayes (SEN)

### Midday supervisory assistants

Mrs Apreda (Senior MSA)

Mrs Daniel (Playleader)

Mrs Holder

### Catering service

Mrs Riley (Cook-in-Charge)

### Caretaker

Mr Pighills



# **Glusburn Community Primary School**

## **Prospectus 2019/2020**



### **SCHOOL ORGANISATION AND ADMISSIONS**

The school is currently organised into 15 classes: a nursery and two classes per year group from Reception to Year 6

### **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

Lunchtime supervision can be provided between 12:00 - 12:30 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 Parent Pay.

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 (Miss Gill / Mrs Burke is on maternity leave) 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.



## Glusburn Community Primary School Prospectus 2020/2021



### SAFEGUARDING PUPILS

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](http://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 Neil Bithell, Deputy Headteacher**. Should you have any concerns about a pupil, or a pupil makes a disclosure to you, please speak to Mr Bithell immediately. Should he not be in school, please speak to **Mr Hunt, 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.

### USE OF CHILDREN'S IMAGES

All staff at Glusburn School are aware of concerns about the use of images of children. The Headteacher will exercise discretion in the use of any photographs/images of children which are used for internal publication.

On entry into school parents are asked to indicate their consent for their child's photograph to be taken in school and used both internally and externally stating their preferences.

This consent is considered valid for the time their child is registered at the school unless they specifically inform the school in writing of withdrawal of consent. Some photographs and images may be retained by the school as part of its historical record. If, once the child has left the school, parents wish to have destroyed any photograph or image showing their child individually, they should inform the school in writing.

#### 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, published on websites such as YouTube, Facebook or in publications under any circumstances if the filming explicitly shows other children other than their own.

**Photographs or video may not be taken at swimming events.**

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.

*Extract from the Parent Consent form:*

*"Use of Children's Images Please indicate your consent for your child's photograph to be taken in school, and used, in line with the Use of Children's Images Policy (see link below). You may select more than one option or may use options 1 or 2 to give a positive consent for all or to refuse your consent for all. Please note: This consent is considered valid for the time your child is registered at the school unless you specifically inform the school in writing of withdrawal of consent. Some photographs and images may be retained by the school as part of its historical record. If, once he/ she has left the school, you or he/ she wish to have destroyed any photograph or image showing your child individually, you should inform the school in writing."*



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### CURRICULUM RATIONALE

#### THE NATIONAL CURRICULUM

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

#### INTENT

At Glusburn we deliver a broad and balanced curriculum where knowledge building is at the heart. Our long term plans ensure mastery of subjects where progression is built on and deepened year on year and children successfully 'learn the curriculum'. Our learning culture is based on high aspirations and the motivation that 'every child can' through a carefully planned and cumulative learning process.

#### IMPLEMENTATION

##### *Nurturing Memory*

Each subject divides new material into manageable steps, lesson by lesson, fostering and nurturing a child's semantic memory through use of repetition and revisits, STEM sentences and focused lessons where the memory is not over loaded. This implementation ensures that pupils are ready for the next stage, whether that is the next lesson, unit of work, year or key stage.

##### *Creativity*

Although 'knowing and remembering more' is our key driving factor, creativity also permeates our curriculum. Teachers plan opportunities in all subjects for pupils to think in different ways; find different solutions; make links and connections between subjects and information and imaginatively use and apply knowledge. This is achieved by teachers presenting concepts and key knowledge in a variety of ways.

##### *Creating Global Citizens through Cultural Capital*

Our children leave Glusburn as independent and resilient learners full of curiosity and wonder. We hold reading at the centre of our curriculum and aim to encourage wider, more avid and life-long readers. To do this, we choose texts which explore many social, emotional and cultural issues thus developing the cultural capital of our children. We nurture the intrinsic links between pupils, parents and school, striving to help our children become respectful and kind citizens on a local and global scale with a central focus on the UNICEF Rights of the Child.

**UNCRC ARTICLE 28:** Every child has the right to education. Primary education should be compulsory and free. Different forms of secondary education should be available to every child. School discipline should respect children's dignity and rights. Richer countries should support poorer countries in this.

**UNCRC ARTICLE 29:** Education should help develop every child's personality, talents and mental and physical abilities to the full. It should develop children's respect for their own rights and those of others, for their parents, for their own culture and the cultures of others, and for the natural environment.

##### *Special Educational Needs and Disability*

We recognise that pupils with SEND have a range of different needs and starting points. Some of our pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory. Leaders are ambitious for all pupils including those with SEND, developing and adapting the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future; acquiring the knowledge and cultural capital they need to succeed in life and supporting specific outcomes: communication and interaction, cognition and learning, physical health and development, social, emotional and mental health. In line with our Inclusion Policy all children on the SEND register have a 'My Support Plan' and Individual Provision Map (IPM) detailing all support and provision in place for each child; these are reviewed termly with parents. Children with more complex needs have an Educational, Health Care Plan which details specific provision from all agencies involved with a child; these are reviewed annually. **UNCRC ARTICLE 23:** A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.



## **Glusburn Community Primary School Prospectus 2020/2021**



**PSHE and SMSC (Spiritual, Moral, Social and Cultural)**

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

### **INTENT**

At Glusburn CP School, we want PSHE education to equip pupils to live healthy, safe, productive, capable, responsible and balanced lives. We also want to support the personal development of pupils by building their confidence, resilience and self-esteem, and enable them to identify and manage risk, make informed choices and understand what influences their decisions. In addition, we want pupils to develop an understanding of themselves, manage their emotions, develop empathy and deal with change. (Articles 12- Right to be heard, 13 and 17 – Rights to information and 24 – Right to good mental and physical health care.)

### **IMPLEMENTATION**

How is the PSHE curriculum implemented?

Children experience weekly PSHE lessons, this allows them sufficient time to become fluent in their knowledge and skills, and recalls will ensure this is embedded in their long term memory. We follow themes that develop sequentially through the year groups; aligned to the NYCC PSHE and Citizenship Guidance for schools (updated December 2018). These themes are taught across each year group: 1. Me and My Relationships 2. Keeping myself safe 3. My healthy lifestyle 4. Me and my future 5. Becoming an active citizen

#### Spiritual, moral, social and cultural (SMSC)

Spiritual in PSHE will support the children to become reflective of their experiences, what they know and believe. It will support them to show an enjoyment of learning about themselves and others.

Moral in PSHE will support the children to recognise the difference between right and wrong and use this within their day to day lives and they will understand that actions have consequences.

Social in PSHE will support the children's social skills in different environments and will develop their confidence and willingness to participate in a range of things.

Cultural in PSHE will support the children's understanding and appreciation of different cultures within school and Britain and will show a willingness to participate in different cultural opportunities. (Based on Ofsted definition of Spiritual Moral Social and Cultural aspects of learning 2016)

### **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 <http://glusburn.n-yorks.sch.uk/data/documents/AUT-2019-Relationships-and-Sex-Education-Policy-2.pdf>



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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.
- The first option would be for parents to administer medicines outside of school hours, or for carers to 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. <http://glusburn.n-yorks.sch.uk/data/documents/SUM19-Medical-Policyv2.pdf>

### 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 nominates 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'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 and email 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](http://www.classdojo.com)

#### Parent View [www.parentview.ofsted.gov.uk](http://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 Year1, Year 1 to Year 2 and KS1 to KS2 (Year 2 to Year 3). 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.



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### 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/>

### **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**).
- Children may also wear a blue / white checked school dress.

#### **Physical Education**

Each Key Stage 1 and Key Stage 2 class has a PE Day, children must come to school wearing PE kit on these days: there is no need to leave PE kit in school or get changed in school.

**UNIFORM FOR PE: Plain black shorts; plain white t-shirt; plain black pumps for indoor PE (these can be kept in school in a small draw string bag). Children should also wear their usual school jumper and a pair of either **plain black** or **plain navy** tracksuit bottoms with **plain black trainers** for outdoor PE.**

**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.



## **Glusburn Community Primary School Prospectus 2020/2021**



**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.

### **BEHAVIOUR: READY, RESPECTFUL AND SAFE.**

There are just 3 simple, clear and coherent behaviour expectations. This makes it easy for adults and children to recognise good behaviours and expectations. They are easy to follow and easy to remember enabling all children and all adults to embrace them.

**We are READY** to learn when: we arrive at school on time; we have our equipment ready; we show that we are listening, we are ready to start lessons; ready to listen and follow instructions...

**We are RESPECTFUL** when: we listen when others speak; we respect the property of our friends and the school; we show manners; we consider others' feelings; we focus our attention; we show effort...

**We are SAFE** when: we move around school in a safe manner; we follow instructions to keep ourselves safe e.g. on school trips; we use equipment safely; we stay safe online; we cross roads safely; we keep our hands and feet to ourselves...

To find out more about our positive behaviour policy, please visit our school website.

<http://glusburn.n-yorks.sch.uk/data/documents/Behaviour-Policy-2019.pdf>

### **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.



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### 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.

### **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.

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.*



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### 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



## ***Glusburn Community Primary School Prospectus 2020/2021***



### **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>