

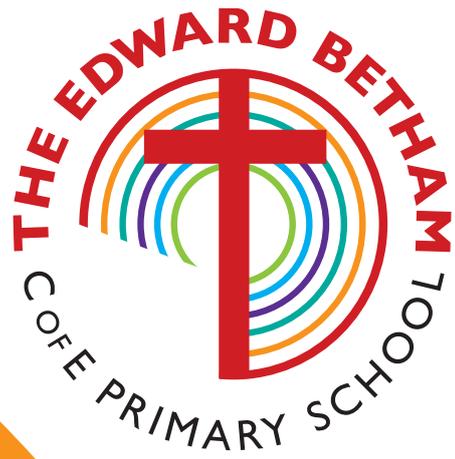


**THE EDWARD BETHAM CofE PRIMARY SCHOOL**

Oldfield Lane South Greenford Middlesex UB6 9JU

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**Headteacher:** Miss Caroline Chamberlain



# School Handbook

## CONTENTS

	Page		Page
Welcome to our School.....	1	History.....	13
The School Aims.....	1	Geography.....	13
The Home-School Partnership.....	2	Art and Design.....	13
The History of The Edward Betham CofE Primary School..	2	Music.....	14
The School Site and Buildings.....	2	Physical Education.....	14
Admissions.....	3	Religious Education.....	14
Preparing Your Child for School.....	3	Personal, Social and Health and Citizenship Education including Relationship Education.....	14
The School Day - Procedures for the Start and End of Each Day.....	4	French.....	14
Security.....	5	Assessment and Testing.....	14
Photography.....	5	Special Educational Needs and Disabilities (SEND).....	15
Parking.....	5	More Able Pupils.....	16
Attendance and Punctuality.....	6	Home Learning.....	16
Care of Your Child.....	6	Behaviour for Learning.....	16
School Uniform.....	7	School Christian Ethos.....	16
Lost Property.....	8	Our Golden Rules.....	16
Jewellery.....	8	Home-School Agreement.....	16
Children's Personal Property.....	8	Rewards.....	17
School Dinners and Packed Lunches.....	8	Sanctions.....	18
Pupil Premium Grant.....	9	Pupil Behaviour Outside of School Premises.....	19
Eligibility for Free School Meals.....	9	Pupil Allegations against Members of Staff.....	20
School Milk.....	9	Adaptations for Early Years.....	20
Charges for School Activities and School Journeys.....	9	Equal Opportunities.....	21
Clubs.....	10	Collective Worship.....	21
Voluntary Parental Contribution.....	10	Ways in which you can help your child.....	21
Parental Involvement.....	10	School Website.....	21
School Correspondence.....	10		
The Edward Betham Friends' Association (EBFA).....	11		
The Edward Betham Governing Board.....	11		
Privacy Notice.....	11		
Complaints Procedure.....	11		
The Early Years Foundation Stage.....	11		
The National Curriculum.....	12		
English.....	12		
Mathematics.....	13		
Science.....	13		
Computing.....	13		
Design and Technology.....	13		

# The Edward Betham Church of England Primary School

Oldfield Lane South, Greenford, Middlesex. UB6 9JU

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## WELCOME TO OUR SCHOOL

**The Edward Betham CofE Primary School is a Voluntary Aided Church of England School for children aged 3 – 11 years of age. We are in the Willesden Area of the Diocese of London, maintained by the London Borough of Ealing.**

We are a two-form entry school with classes of mixed ability. There are two Nursery classes (which include pupils who attend all day), two Reception classes, four Key Stage 1 classes and eight Key Stage 2 classes.

Our school vision – Faith, hope, and love; these three things will last forever, and the greatest of these is love - comes from St Paul's first letter to the Corinthians. At Edward Betham, with God's love at the heart of all we do, we celebrate the unique gifts of every individual. Rooted in Christian hope, pupils grow academically and in their faith, equipped to live full and happy lives and care for the people and the world around them.

Six Christian values underpin our school vision. They are Hope, Compassion, Endurance, Forgiveness, Trust and Thankfulness. Our vision and one school value are the focus for our Collective Worship each half term.

At Edward Betham we are proud of our long history and our motto – The cross is steady whilst the world is turning – has been central to our vision over many years. We believe a deep understanding of the good news at the heart of the Christian faith will provide all pupils and their families with the strength and stability that they need to thrive as successful, happy and responsible citizens both locally and globally.

## SCHOOL AIMS

At Edward Betham we aim to provide an environment in which every child feels physically and emotionally safe; able to acquire and develop skills and reach their full potential intellectually, physically, emotionally, spiritually and socially. All pupils have equal access to a broad and balanced curriculum, incorporating the National Curriculum, which ensures continuity and progression in their academic development.

Our school community is underpinned by a Christian ethos in which the principles of the Christian faith are shared, explored and celebrated. We promote respect, knowledge and understanding of Christianity and that of other religions, ways of life, languages and cultures to develop the children's understanding of the multicultural community in which they live. We encourage all members of the school community to have concern, respect and a caring attitude for others, their immediate environment and the world at large.

We encourage pupils to grow into responsible and confident individuals through the fostering of positive attitudes which enhance self-esteem; to become self-reliant, to have active, enquiring minds, to be able to question and reason and be capable of independent thought and action.

## **THE HOME SCHOOL PARTNERSHIP**

To achieve our vision for the school, we work in partnership with parents/carers. This partnership is built on a foundation of mutual trust, respect and understanding. Parental support and encouragement are essential for your child to flourish at school. Our Home-School Agreement incorporates these principles and is signed by parents/carers, the school and the pupil at the start of every child's learning journey with us. The Agreement is renewed annually to consolidate the partnership between home and school.

## **THE HISTORY OF THE EDWARD BETHAM CofE PRIMARY SCHOOL**

In 1780, the Reverend Edward Betham, Rector of Greenford Magna, gave £1600 to found a school for poor boys and girls. The original school house still stands next door to our Nursery building in Oldfield Lane South. In 1878, the Trustees of Edward Betham's legacy built a new school called Betham Elementary School, the school with the clock tower which is now the Edward Betham Infant Department.

In 1974, the Betham Trustees sold the original school house and bought Coston School for Boys and opened it as Betham Middle School. That building is now the

Edward Betham Junior Department. In 1993, the two Betham schools were amalgamated into one school, The Edward Betham Church of England Primary School, with a Nursery class and approximately 450 pupils on roll.

## **THE SCHOOL SITE AND BUILDINGS**

Edward Betham is a 'split site' school with the Junior Department and Infant/Nursery Departments on opposite sides of the road. The zebra crossing on Oldfield Lane South between the schools is supervised by a School crossing patroller: 8.30 - 9.00 a.m. and 3.00 - 3.30 p.m. Children crossing the road during the school day are always accompanied by an adult. Classes are accompanied by at least two adults.

The Junior site comprises the main building housing seven classrooms, the Junior Hall (used for PE., school lunches, Collective Worship and other school functions, breakfast, after school and holiday camp clubs), the finance and administration offices, the Headteacher's and KS2 Deputy Headteacher's office, Junior staffroom, a welfare room, two learning rooms and cloakrooms and toilets. There is also one mobile classroom known as the 'hut' and converted air raid shelters (housing the Computing suite, Cookery suite and 'Learning Den'). The Junior site has one large playground and a smaller playground area.

The Infant site main building houses six classrooms, the Infant library, the EYFS/KS1 Deputy Headteacher's office, the Special Educational Needs and Disabilities Co-ordinator's office, a welfare room, three learning rooms, the Infant staffroom, toilets and cloakroom areas. Adjoined to the main building is the Infant Hall (used for PE., school lunches, Collective Worship and other school functions). The Infant Hall is let to the community in the evenings and at weekends. The Infant site has two playgrounds.

The Nursery building is a large indoor area with an outside learning area at the rear.

## ADMISSIONS

The Governors' Admissions Policy for the school is reviewed annually. The aim of the policy is to meet the needs of the Christian and Faith community as well as serving the local community. A copy of the policy is available from the school office and on the school website.

The Edward Betham Nursery admits children from age 3 each September.

There are three placements offered - morning, afternoon and all day. Parents/carers of children starting in the Nursery are provided with information about our school in the Summer Term prior to their child's first term

Parents/carers of Nursery children are invited to a 'Stay and Play' session in September prior to starting Nursery. These sessions are an important first step, enabling each child and parents/carers to familiarise themselves with the nursery setting and meet staff. Admission into Nursery is staggered over two weeks to give all children the opportunity to settle in.

Parents/carers of children starting in Reception are provided with information about our school in the Summer Term prior to their child's first term

During the first week of Reception, pupils attend school for a half-day session. This ensures that every pupil is able to settle in confidently prior to starting school on a full-time basis.

## PREPARING YOUR CHILD FOR SCHOOL

We encourage parents/carers to help their child prepare for starting school. These are some of the skills to practise at home to get your child off to the best possible start at school:

- dress /undress, turn clothes the right way out, hang up clothes
- distinguish between right /left shoe
- use the toilet and wash hands without help

- use a knife, fork and spoon correctly
- hold a pencil correctly
- recognise own name (capital letter first followed by lower case)
- play, take turns and share toys with other children
- collect and sort objects
- tidy up
- listen to music, rhymes and stories
- use scissors

### We also recommend that you:

- read to your child, share books together
- talk to and listen to your child, discussing things that interest them
- visit the library
- encourage counting and matching activities
- encourage drawing and writing

The ability to speak is a fundamental pre-requisite to learning. Children need to be able to ask questions, explain thoughts and pass on information. These skills require regular practise. Time spent talking with your child is valuable and will help with learning at school.

There are many ways in which you can support your child's pre- reading development :

- when shopping, explain what you are buying, pointing out the words on the packets
- read road signs, shop signs, advertisements and notices
- read stories regularly and point to words, talk about pictures and answer questions
- help your child to learn to enjoy books
- look at maps and road atlases
- label objects around the house e.g. table, door.
- encourage drawing and colouring
- talk about size, colour and shape of familiar objects.

Number skills are an essential part of learning. You can help your child in the following ways:

- provide opportunities for ordering, sorting and matching activities
- involve your child in counting activities (unpacking shopping, setting the table, loading the washing machine)

- practise nursery rhymes and songs that sequence numbers up to ten
- provide opportunities for learning about money and for starting to tell the time

A child's early formative years are vital. As parents/carers, you have a unique opportunity to get your child off to the best possible start. Shared learning activities should be a source of pleasure and encouragement for your child. Children learn through play and positive interaction with others.

## PROCEDURES FOR THE START AND END OF EACH DAY

### Nursery

Morning Nursery Class  
8.30 - 11.30am

Afternoon Nursery Class  
12.30 - 3.30pm

All Day Nursery Class  
8.30am - 3.30pm

### Reception to Year 6

Start 8.50am

Break 10.45 - 11.00am

Lunch 12.10 - 1.10pm  
(Reception)

12.20 - 1.20pm (Year 1)  
12.30 - 1.30pm (Years 2 - 6)

Break 2.30 - 2.45pm  
(Years 1-2)

Finish 3.15pm

## The School Day

Procedures for each of the playgrounds are as follows :

### RECEPTION PUPILS - enter and exit the school via the HALL AND CLOCK PLAYGROUND

#### Before school:

#### enter the school via the HALL PLAYGROUND

8.35am Gates open with two members of staff on duty. Children go straight to their classrooms to complete morning activities.

8.50am Gates close – pupils arriving after this time are registered as late arrivals

#### After school:

#### exit the school via the CLOCK PLAYGROUND

3.05pm Gates open – one member of staff on duty. Parents/carers wait for pupils in the playground, by the trail

3.15pm Reception staff lead children out into the playground for collection

3.25pm Gates close

Children who have not been collected are taken to the welfare area by the main infant entrance.

### KEY STAGE I PUPILS – enter and exit via the HALL PLAYGROUND

#### Before school

8.35am Gates open with two members of staff on duty. Children go straight to their classrooms to complete morning activities.

8.50am Gates close. Pupils arriving after this time are registered as late arrivals

#### After school

3.05pm Gates open – one member of staff on duty

3.15pm Staff lead children out into the playground for collection.

3.25pm Gates close

Pupils who have not been collected are taken to the welfare area by the main infant entrance

## **JUNIOR SITE**

### **Before School**

8.35am Gates open with two members of staff on duty. Children go straight to their classrooms to complete morning activities.

8.50am Gates close – pupils arriving after this time are registered as late arrivals

### **After School**

3.05pm Gates open - Parents/carers to wait for pupils in the main playground

3.15pm Teachers lead classes out into playground

3.25pm Gates close

## **FOR NURSERY BEFORE/AFTER SCHOOL PROCEDURES, PLEASE REFER TO THE NURSERY HANDBOOK**

In our Infant Department, all pupils must be collected by someone over the age of 18. Pupils in our Junior Department must be collected by someone over the age of 16, unless parents/carers have provided written permission for their children to walk home alone (Years 5 and 6 only). Pupils in Years 5 and 6 are not permitted to collect younger siblings

Parents/carers must notify the school of any changes to end of day collection arrangements by 2.30pm.

Parents/carers wishing to speak to the class teacher are requested to do so at the end of the school day and after all the children have been dismissed. Parents/carers who require a longer appointment with the class teacher or a member of the Senior Leadership Team are asked to make an appointment at the School Office.

## **SECURITY**

The security of our site is of paramount importance to us. The school site is monitored by Closed-circuit Television.

All visitors to the school are required to report to the main School Office on the Junior site and to sign in and out. They are also required to read key information related to pupil safety and wellbeing. Visitors are required to wear a lanyard/badge while on the school premises. Staff will politely challenge visitors in the building where no lanyard/badge is visible. Entry into the Infant and Junior buildings is by security doors controlled by the School Administrator from the main School Office.

The Nursery building operates with all doors locked. (These are opened by the staff in the eventuality of an emergency evacuation).

The Junior Department has locked doors along all corridors. Parents must enter the Junior building by the main door and report to the office.

The school has a Security Policy that is regularly reviewed.

## **PHOTOGRAPHY**

Permission to take photographs and video film in school is sought from parents/carers. The taking of photographs and video filming by parents/carers is not allowed during Collective Worship, both in the school hall and the church. Parents/carers may film/photograph class assemblies and end of year productions. These images must not be shared through social media.

## **PARKING**

Parent/carers who travel to school by car should park away from Oldfield Lane South and walk the last part of their journey. The school entrance area and stretch of road outside Edward Betham and Coston School are very busy in the morning and afternoon. Parents/carers must not park on the yellow lines or drop their children outside the school gates or driveway. We rely on parents/carers to be considerate to the local residents and Community Centre and Royal British Legion and we encourage families to walk to school or pool car use where possible.

The driveway between Edward Betham and Coston School is for staff only and may not be used as a pedestrian entrance nor for the collection of children by car.

## **ATTENDANCE and PUNCTUALITY**

Parents/carers have a statutory obligation to ensure that their child/children attend school on time every day during term time. Where a child is absent from school, an absence is recorded on our registers. A child's absence can be recorded as authorised or unauthorised. The Headteacher is responsible for authorising an absence.

Illness, medical and dental appointments are authorised absences, confirmation of appointments must be shared with the School Office. All other absences are unauthorised – exceptions are dealt with on an individual basis. Parents/carers are required to complete a 'Leave of Absence' form and submit this to the Headteacher at least 14 days in advance of the requested period of leave.

Where a child is absent, parents/carers must contact the school on each morning of absence and state the reason for absence. Where the school does not receive information about absence, the parent/carer will be

contacted by the School Administrator on the morning of absence. A written explanation of absence, including dates of absence, is required as soon as the child returns to school. Where a child is absent for three consecutive days or longer, and/or immediately before/after a school holiday period, the school will request medical evidence from his/her parent/carer. The school works with the Local Authority in matters of punctuality and attendance. The School Attendance Officer (SAO) meets with the Headteacher on a termly basis to review punctuality/attendance records and inspect registers. The SAO may contact parents/carers directly where the need arises. The school is required to report attendance and absence figures annually to the Department for Education. Parents/carers who take unauthorised leave may be issued with a fixed penalty notice by the Local Authority, which can amount to £120 per parent, per child.

Children are expected to arrive on time every morning. Lateness disrupts learning routines both for the latecomer and others. The Headteacher meets with parents/carers of children who are persistently late or whose attendance falls below the Department for Education requirement of 95%. The purpose of the meeting will be to discuss reasons for lateness/absence and seek improvement. In cases of ongoing persistent lateness or persistent absence, the SAO will intervene. The school has a Punctuality Trophy awarded weekly in Reception and Key Stage 1, and Key Stage 2, to the class with the highest punctuality.

## **CARE OF YOUR CHILD**

The welfare and wellbeing of every child at Edward Betham is of great importance to us. Emphasis is placed upon the staff having good relationships with the children and any problems, however small, are discussed sympathetically with the child. The class teacher is the main adult in the life of your child at school. Parents/carers who wish to raise any concerns, however minor, should arrange to speak with the teacher. Alternatively, a meeting may be arranged with the Headteacher or Deputy Headteachers.

The school is committed to promoting the health and welfare of all pupils and if staff see signs that suggest that one of the pupils may have been the victim of abuse

(or is at risk of abuse) staff will follow the procedures laid down by the Area Child Protection Committee. Such action in no way infers that any parent/carer or other individual is being accused of wrongdoing. The school's Child Protection and Safeguarding Policy is available on our website.

The school employs Welfare Assistants and support staff who are responsible for the welfare of the children. Should a child become ill or sustain an accident whilst at school, their parent/carer will be contacted and asked to take the child home. In the case of an accident where the child requires immediate medical attention or admission to hospital, every effort will be made to contact the parent/carer. Where contact cannot be made, a member of staff will accompany the child to the hospital. It is essential that parents/carers provide correct home, mobile and work contact numbers and inform the school of any changes.

Children should not return to school after an illness until they are completely well. Where a child has vomited or had diarrhoea at home or school, parents/carers are required to keep the child at home for one clear day. In the interests of health and safety, children who return to school prior to this period will not be permitted to participate in the school day and the parent/carer will be contacted to immediately collect the child. Parents/carers should contact their doctor for advice regarding exclusion periods following contagious illness.

Where a child has sustained a minor accident, an email or text will be sent home. Where an accident has been caused by interaction with others, the incident will be investigated by a member of the Senior Leadership Team and the parent/carer will be advised of the details of the cause of the accident and any appropriate interventions.

Members of staff are not able to administer medication at school other than in exceptional cases. Where a child requires medication during the school day, their parent/carer will be required to come to school to administer it or may nominate another responsible adult to do this on their behalf. The parent/carer is required to notify the school in writing of such an arrangement. Parents/carers must ensure they renew the medication when supplies

are running low and ensure that the medication supplied is within its expiry date. Where a child requires the use of an inhaler during the school day, the parent/carer must provide a health care plan, labelled inhaler, and spacer if applicable, which will be kept in the welfare room. Pupil use of inhalers during the school day is recorded. Younger pupils will be provided with support in using inhalers; however, children are encouraged to become as independent as possible in their management of their condition. Where a child has been prescribed an adrenaline auto injector (Epi Pen), the parent/carer must provide a health care plan and two labelled injectors which will be kept in the welfare room.

The School Nurse visits the school regularly to carry out health interviews with all Reception children. This involves hearing and vision tests, height and weight measurements and a discussion about your child's general health. Health interviews are arranged by appointment.

Head Lice is a common infestation in school children. To enable the school to manage infestations, parents/carers should check their child's hair regularly and inform the school of any occurrence of head lice. School staff treat information sensitively to avoid any embarrassment to the child/children. The occurrence of head lice is common to all schools and parents/carers are advised to follow routine advice to help prevent infestation (regular checks, use of conditioner and head lice comb). Children should tie back long hair at school. Where head lice occur, it is important that the whole family are treated.

## **SCHOOL UNIFORM**

The school has a uniform and all children are expected to wear a sweatshirt or cardigan with the Edward Betham logo. Children are expected to dress smartly for school and have the correct P.E. kit at all times. The school colours are red, grey and white.

### *Cardigans & Sweatshirts:*

Red sweatshirt/cardigan with the school badge

### *Blouses and Shirts:*

White blouse/shirt/polo shirt  
(with or without school badge)

*Dresses, shorts, skirts and trousers:*

Grey pinafore dress  
Red and white dress (gingham) - knee length  
Grey school trousers or shorts

*Footwear, socks and tights:*

Black, flat school shoes (no heels, no boots)  
Grey, black or white ankle socks  
White, grey or red knee-length socks  
Red, grey or black tights

*Physical Education Kit:*

White T- shirt (with or without school badge)  
Red sports shorts  
Trainers (for outdoors), black plimsols (for indoors)  
Black jogging top and jogging bottoms for winter  
All kit is plain: no designer or sportswear logos or labels.

- Children may change into trainers for playground games and sports (Years 1-6)
- White or black sandals worn with socks are acceptable in the summer months (no heels please)
- Grey, black or red tights may be worn in the cold months
- Nail polish and make-up are not allowed to be worn by pupils at school

All school uniform is available from Kevins Schoolwear in Greenford - 17, The Broadway, Greenford, Middlesex. UB6 9PH. Telephone: 020 8578 1210. A copy of Kevins' current price list can be found in your welcome pack or from the School Office.

## **LOST PROPERTY**

It is vital that all clothes and belongings are clearly named. Misplaced articles can then be returned to the owner without delay. Lost property is kept in the welfare rooms in the Infant and Junior departments. Lost property is displayed towards the end of each term. Unclaimed articles are disposed of after a period of one term.

## **JEWELLERY**

Jewellery is not allowed to be worn by pupils at school. Pupils may wear a wristwatch; smartwatches and fitness trackers are not permitted. Children with pierced ears may only wear studs (one per ear lobe). Other forms of body piercing jewellery are not allowed.

Parents/carers whose children are required to wear jewellery for religious reasons (e.g. bangle) should provide a note informing the school of this requirement. All jewellery must be removed or secured (with sweatband, plaster etc.) for P.E. lessons.

## **HAIR**

Long hair must be tied back. Hairbands should be simple (without attachments) and in school colours (red, grey, black). Pupils are not permitted to have markings shaved into haircuts or have 'extreme' haircuts/styles (e.g. mohicans).

## **CHILDREN'S PERSONAL PROPERTY**

We teach the children to respect the property of others and of the school and every effort is made to safeguard personal belongings. The school does not accept responsibility through loss or damage. Children should not bring valuable items to school. Where a pupil is required to bring a valuable item to school for a specific learning purpose, the item should be given to the class teacher for safekeeping during the school day.

Children are not allowed to bring toys and games to school except when specifically asked to do so by a teacher. Mobile phones may not be used at school. Pupils in Years 5 and 6 who need to bring a phone to school (for use outside of school hours) must turn the phone off and hand it to the class teacher upon arrival at school. The phone must not be capable of taking photographs or films and must have no social media access to the Internet. The phone must be clearly marked with the pupil's name and class. Phones will be securely stored and should be collected at the end of the school day. Phones that are found not to have been handed in will be confiscated and returned to the child's parent/carer.

## **SCHOOL DINNERS AND PACKED LUNCHES**

School dinners are provided by ISS Education, a private catering company. Food is cooked in Coston School's kitchen adjacent to the school and delivered to the Infant and Junior kitchens. A choice of food, including vegetarian options, is published on the school website. Parents/carers who wish their child/children to have a school

lunch must register with ISS Education online. All school meals must be paid for in advance and the account kept in credit.

Children may bring a packed lunch to school or go home for lunch. Sweets, canned drinks, fizzy drinks are not permitted in school. Crisps may be brought to school on Fridays. Packed lunches must not contain nuts of any kind, including coconut, as we have a number of children who are severely allergic to all nuts and nut products. The school cannot accept responsibility for food lost, damaged or mislaid. Where a child does not have food for lunchtime, a sandwich will be provided and a charge made.

## UNIVERSAL FREE SCHOOL MEALS

All pupils in our Infant Department are entitled to a free school meal. Pupils in the Infant department may still receive the PPG (Pupil Premium Grant), which entitles them to additional resources and enrichment activities (see below).

## PUPIL PREMIUM GRANT (PPG)

This source of funding is provided to schools in addition to their main funding from the Local Authority. The grant is calculated in accordance with the number of pupils whose parent/carer has registered a (means-tested/statutory) claim for Free School Meals at any time during the last six years. The fund also supports pupils who have been in the care of the Local Authority for six months or longer, and pupils whose parents work for the Armed Forces. The aim of the PPG is to address inequality between pupils in receipt of (means-tested/statutory) Free School Meals and their peers and to eliminate any gap in achievement between these groups. This funding is spent directly on those pupils in receipt of it, so any child who may be eligible for free school meals (see below) should apply for this benefit.

## ELIGIBILITY FOR (INCOME-MEANS TESTED) FREE SCHOOL MEALS

Your child may be eligible for free school meals if you receive any of the following:

- Income Support
- Income-based Jobseeker's Allowance

- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit

Children who get paid these benefits directly, instead of through a parent or carer, can also receive free school meals.

If you are eligible for Free School Meals it is very important that you register with Ealing Council at Perceval House so that the school can receive the full funding to benefit our children. You can apply online for financial assistance with school meals.

## NATIONAL FRUIT SCHEME

The school is part of the National Fruit Scheme and children in Nursery and the Infant Department receive a piece of fruit daily. Children in the Junior Department are encouraged to bring their own fruit to eat during break.

## SCHOOL MILK

Free milk is available for all children under the age of 5 years. Free milk is available to all children in receipt of (means-tested/statutory) Free School Meals. Subsidised milk is available at a cost of 22p per day for all other children over the age of 5 years. Details are available from the School Office.

All children are encouraged to bring a bottle of water to school. Bottles should be reusable and clearly labelled with the child's name. Squash, fizzy or canned drinks are not permitted at school. In Key Stage 2, children may bring an extra drink or a piece of fruit to eat at playtime.

## CHARGES FOR SCHOOL ACTIVITIES AND SCHOOL JOURNEYS

Class trips are organised throughout the year. These are linked to learning in the classroom. Each year group will organise a minimum of two trips per year.

To enable trips to take place, the school requests a voluntary contribution from parents/carers. The money requested is the minimum required to make the trip viable and the school makes no profit from trip funding. In cases where there is a financial shortfall of funding, the trip may be cancelled. All payments must be paid online via the school gateway system. The school is a cash free school.

The school gives parents/carers as much notice as possible of a planned trip so that payment can be spread over a number of weeks. Individual difficulties are viewed sympathetically by the Headteacher and Governors. In cases of financial difficulty, parents/carers are asked to contact the Headteacher to arrange a meeting. The Headteacher is responsible for making the final decision as to whether there is sufficient funding for a trip to go ahead.

In Year 6, children are given the opportunity of participating in a residential trip to the Isle of Wight. Parents/carers are invited to a meeting about the school journey in the Autumn Term where staff will provide information about the organisation and content of the trip.

## **CLUBS**

The school offers sports clubs after school, and peripatetic music teaching in the school day, which require payment. Details are available from the School Office.

SCL operate a Breakfast and After School Care Club, based in the Junior Hall. The Breakfast Club runs from 7.30-8.45am and After School Club from 3.20pm–6.00pm, Monday to Friday. There is a charge for sessions. Details are available from the SCL team before/after school or on the SCL website (<https://wearescl.co.uk>). SCL are a private organisation who work in close partnership with the school to enable the best possible provision for children at the school. SCL also organise holiday camps at the school during school holiday times where there is sufficient demand for places..

## **VOLUNTARY PARENTAL CONTRIBUTION**

As a Voluntary Aided Church of England School, Edward Betham depends on an annual donation from

each of our families. This money is used to pay the maintenance fee to the London Diocesan Board for Schools and meets the costs of premises maintenance and development. Parents/carers receive a letter (with payment details) from the Treasurer to the Governing Board when a child starts school. Further information is shared with Reception and Nursery parents/carers in the term prior to the child's first day at school.

## **PARENTAL INVOLVEMENT**

Parent/Carer Consultation Meetings are held twice a year in October and March and parents/carers are expected to attend these to discuss their child's progress at school. The focus of the meeting is to share learning success and discuss areas for development. The meeting time is limited to 10 minutes per pupil. Where a longer appointment is required following meeting outcomes, the teacher will invite the parent/carer to make a second appointment.

At the end of each academic year, parents/carers receive an annual report summarising their child's academic outcomes. Parents/carers are offered the opportunity to discuss the report with the class teacher.

We welcome family involvement in the daily life of the school, either on a regular or an occasional basis. Parents/carers can help out in many different ways, depending upon the school's requirements. Support may include listening to readers, changing books, supporting small group learning activities or preparing displays. Parents/carers may also be invited to talk to the children about their profession or a particular area of interest or expertise. Parents/carers are invited to accompany classes on school trips. The school depends upon and greatly appreciates this help.

## **SCHOOL CORRESPONDENCE**

The school newsletter contains important information about the life of the school and is circulated on a fortnightly basis or more frequently. These newsletters are also posted on the school website.

Other letters are sent home providing parents/carers with regular updates of the school's activities (trip information, school activities, notification of changes, as well as correspondence relating to individual matters of behaviour, health etc.) School correspondence is circulated electronically, except if a family has requested paper correspondence. Information of an individual or sensitive nature may be sent by external post. Parents/carers are requested to check their emails/child's bag regularly for correspondence from school.

### **THE EDWARD BETHAM FRIENDS' ASSOCIATION (EBFA)**

This important stakeholder group is made up of parents, carers, staff and friends of the school community. Parents/carers whose children attend the school automatically become EBFA members. A committee is elected in the Autumn Term each year and supports the school by organising social and fund-raising events.

The Friends make a valuable contribution to the school's finances. All parents/carers are invited to get involved in these events.

### **THE EDWARD BETHAM GOVERNING BOARD**

The Edward Betham Governing Board is responsible for ensuring the effective management of the school, acting within a framework set by national legislation and by the policies of the Local Education Authority and the London Diocesan Board for Schools. Governors work in close partnership with the Headteacher, who has the responsibility for the day-to-day running of the school. The full Governing Board meets at least once a term, as do the committees and working parties carrying out the work of the governors. A list of Governors is available on the school website.

### **PRIVACY NOTICE**

**The Edward Betham CofE Primary School is a "data controller." This means that we are responsible for deciding how we hold and use personal information about pupils. The School is committed to protecting the privacy and**

**security of personal information and ensure our procedures are in accordance with the General Data Protection Regulation (GDPR) section 537A of the Education Act 1996 and section 83 of the Children Act 1989.**

We will not give information about you or your child to anyone outside the school without your consent unless the law and our rules allow us to.

We are required by law to pass some of your information to the Local Authority and the Department for Education (DfE).

If you wish to see a copy of the information we hold and share about you, please contact the School Administrator.

Please see our Pupils and Parent/Carers Privacy Notice for full details and information about our Data Protection Officer.

### **COMPLAINTS PROCEDURES**

In the event of a complaint, parents/carers are asked to contact the child's class teacher, or a member of the Senior Leadership Team, in the first instance. Appointments can be made via the School Office. If the meeting outcomes are unsatisfactory and require further intervention, parents/carers should follow the school's Complaints Procedure, which is available on the school website. If this process does not bring the matter to a satisfactory conclusion, the parent/carer should contact The Department for Education, School Complaints Unit, 2nd Floor, Piccadilly Gate, Store Street, Manchester M1 2WD.

### **THE EARLY YEARS FOUNDATION STAGE (EYFS)**

The EYFS Department comprises the Nursery and Reception classes. The EYFS Curriculum is based on the provision of opportunities for learning through play and participation in activities and routines which promote learning and enable children to acquire a body of knowledge and skills.

The Prime Areas for Learning in the EYFS are:

### ***Communication and Language***

- Listening, Attention and Understanding
- Speaking

### ***Personal, Social and Emotional Development***

- Self Regulation
- Managing Self
- Building Relationships

### ***Physical Development***

- Gross Motor Skills
- Fine Motor Skills

The Specific Areas for Learning in the EYFS are:

### ***Literacy***

- Comprehension
- Word Reading
- Writing

### ***Mathematics***

- Number
- Numerical Patterns

### ***Understanding the World***

- Past and Present
- People, Culture and Communities
- The Natural World

### ***Expressive Arts and Design***

- Expressive Arts and Design
- Creating with Materials
- Being Imaginative and Expressive

By the end of the Reception year, children are expected to have acquired the knowledge, skills and experience to access the National Curriculum.

The Foundation Stage Profile is maintained by the Nursery teachers and passed onto the Reception class teacher on entry into compulsory education. The maintenance of the profile is continued by the Reception teacher.

This profile is an assessment record of achievement at entry and tracking information reflecting the development of each pupil through the two years of the Foundation Stage. At the end of the Reception year, the teacher assesses each pupil against the criteria for the Learning Goals. This assessment is an integral part of the curriculum, informing planning and supporting future learning. Learning outcomes are shared with parents/carers and inform discussion about the child's progress.

Parental/carer contribution to the child's Foundation Stage Profile is essential. Parents/carers are invited to share their child's achievements at home with the school and follow their child's learning journey through EYFS.

## **THE NATIONAL CURRICULUM**

At Edward Betham the school implements the National Curriculum. Emphasis is placed on the teaching of English and Mathematics. The school is committed to providing a broad and balanced curriculum to enable our pupils to develop skills, knowledge and understanding as well as a love of learning for life.

There are 10 subjects in the National Curriculum. English, Mathematics and Science are the core subjects. As we are a Church of England, school R.E. is also a Core Subject at Edward Betham. History, Geography, Computing, Design and Technology (D. & T.), Art and Design, Music and Physical Education (P.E.) are foundation subjects. French and Personal, Social, Health and Citizenship Education (P.S.H.C.E.) are also taught in the primary school curriculum. English, Mathematics and Science are taught mainly as discrete subjects, with foundation subjects being linked together as part of topics. A broad range of skills is taught and applied across all curriculum subjects and learning. This is particularly so with Computing and language skills.

### **English**

In the study of English, pupils develop skills in speaking, listening, reading and writing. This enables them to express themselves creatively and imaginatively and to communicate with others effectively. They also study grammar, punctuation and spelling (GPS). Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts.

Pupils in Reception are introduced to our reading Scheme and a range of other books and materials are used to develop fluency and a love of reading. Pupil progress in Reception and Key Stage 1 is recorded in a Reading Record Book. Parents/carers are asked to support their child/ren by listening and reading to them at home every day as well as encouraging talk about stories and books. Parents/carers should continue to support their child/ren with reading as pupils move into and through Key Stage 2 to consolidate and continue to develop reading skills for use across a wider range of texts for interest and learning.

### **Mathematics**

In Key Stage 1 pupils develop their knowledge and understanding of Mathematics through practical activity, exploration and discussion. They learn to count, read, write and order numbers to 100 and beyond. They develop a range of mental calculation skills and use these confidently in a number of settings. They learn about shape and space through practical activity and they begin to grasp mathematical language, applying it to talk about their methods of working and explain their reasoning when solving problems.

In Key Stage 2 pupils move from counting reliably to calculating fluently with all four number operations. They are taught to tackle problems applying mental methods before moving onto other approaches. Pupils explore features of shape and space and develop their measuring skills in a range of contexts. They discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts.

### **Science**

In Science, pupils learn to observe, explore and ask questions about living things, material and phenomena. In Key Stage 1 they begin to learn how best to collect evidence to answer questions and to link simple scientific ideas. They evaluate scientific findings and consider whether tests or comparisons are fair.

In Key Stage 2 the range of learning in topics is widened. Pupils apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things

and personal health. They carry out more systematic investigations and use a wide range of reference sources in their work.

### **Computing**

In Key Stages 1 and 2 pupils use a wide range of Computing tools to research information, to record and develop ideas and present these as appropriate to the required audience. Infant classes have regular access to tablets and Junior classes to the Computer suite. The use of Computing is applied as a teaching and learning tool across all subjects of the curriculum. All classrooms are equipped with an Interactive Whiteboard for teacher and pupil use.

### **Design and Technology**

Pupils in Key Stages 1 and 2 explore how familiar things work and talk about the design and implementation of their ideas. They learn how to use a range of equipment and materials safely. They identify what works well and what could be improved in their own, and others' designs. In addition, every year group will study food technology with an emphasis on developing key skills for healthy eating.

### **History**

In History, pupils consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant people and events.

### **Geography**

Geography learning allows pupils to develop their knowledge of places, people and environments in the United Kingdom and abroad and make links between different places in the world.

### **Art and Design**

Pupils use a variety of stimuli and studies of prominent global artists to create artwork relating to topics being studied in a variety of styles and media, including paint, charcoal, clay and pastels. In every year group they will study drawing, painting, 3D work and printing.

## **Music**

The teaching of music develops pupils' ability to listen and appreciate a wide variety of music from different times and cultures. Pupils are given the opportunity to sing and learn songs with increasing confidence, to explore and enjoy how sounds are made and to create different moods and effects, making their own compositions. All children learn to play a tuned instrument, the ukulele in Year 3, and singing is a main aspect of daily Collective Worship. We have a thriving Junior Choir.

## **Physical Education**

Children are taught gymnastics, dance, games and athletics, developing their skills in movement and coordination. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Swimming lessons are given to pupils in Year 4 as part of the Physical Education curriculum. There is no charge for these lessons. Junior children have the opportunity to join a number of sports clubs after school. The school participates in a range of local tournaments and championship events.

## **Religious Education**

The R.E. programme follows the guidelines set down by the London Diocesan Board for Schools.

The syllabus teaches children the truths, beliefs and practices of the Christian Faith and about other major World Faiths that are commonly followed in Britain today.

Parents/carers will have chosen a church school for their children because of the ethos, special opportunities for worship and learning that it gives all the children in the school community. However, under the 1944 Education Act parents do have the right to withdraw children from R.E. and Worship.

## **Personal, Social, Health and Citizenship Education including Relationships Education**

Personal, Social, Health and Citizenship Education (P.S.H.C.E.) enables pupils to develop the knowledge, skills and understanding required to lead confident, healthy, independent lives and to become informed, active responsible citizens.

Our Personal, Social, Health and Citizenship Education programme contains guidelines for Relationships Education for each year group and there are planned opportunities within the Science programmes of study to cover aspects of this subject.

## **French**

French is taught across the school. Pupils develop foreign language communication and literacy skills that lay the foundation for future learning.

## **ASSESSMENT and TESTING**

Assessment in school is an ongoing process which teachers build into their everyday planning. It enables the teacher to assess the pupil's current ability, knowledge and understanding and provide next steps to move all the pupils in the class forward in their learning. The Foundation Stage Profile is completed for each pupil throughout the Foundation Stage and achievement of the Early Learning Goals is recorded at the end of the Reception year. This provides evidence and a clear understanding of the level achieved by each pupil as they enter Key Stage 1 in Year 1.

Statutory Assessment Tests and Tasks (SATs) in reading, writing and mathematics are carried out at the end of Key Stage 1, in Year 2, and in reading, spelling, grammar and punctuation and mathematics at the end of Key Stage 2 in Year 6. Writing attainment is assessed by the class teacher. The school uses a range of assessment materials to track pupil progress. Regular Teacher Assessment (TA) for each child enables ongoing progress. Teachers are accountable for progress made by the pupils in their class and this is monitored by the Senior Leadership Team. Pupil attainment meetings are held five times a year, where teachers meet with members of the Senior Leadership Team to discuss every child's progress in reading, writing and mathematics.

Teachers gather evidence of pupil progress against key skills outlined in the National Curriculum. Evidence consists of pupils' verbal responses in class, written work and test outcomes. The evidence is used to measure regularly whether a pupil is on track to meet end of year age-related expectations. This will be the case for the majority of pupils. Some pupils will be on track to exceed end of year expectations (working at greater depth) and some will not be on track and may be working below age-related expectations at the end of the year. Pupil progress and learning outcomes are shared with parents/carers at consultation meetings.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

At Edward Betham we believe that all children should receive an education matched to their need. We are committed to a policy of inclusion where the needs of the child can be met effectively in our school.

Some children require additional support with particular areas of their learning. Where a need has been identified, the child's teacher liaises with the Special Educational Needs and Disabilities Co-ordinator (SENDCO) and may be placed on the Special Needs Register. The class teacher and the Special Educational Needs and Disabilities Co-ordinator (SENDCO) draw up a Provision Map for the pupil. The map contains a description of the child's needs, targets for learning, strategies to be used

and any extra support provided. The provision map is reviewed at least once a term and parents/carers and the pupil are involved in these reviews.

The Code of Practice provides guidance for the different stages of special need which are categorised as SEN Support and Education, Health and Care Plans (EHCPs). The school receives delegated funding from the Local Authority to support with meeting the needs of pupils on the register at SEN Support.

Advice from other agencies such as the school's Educational Psychologist, Education Social Worker and/or the Special Educational Needs Service to Schools may be sought and professional recommendations are used to inform the provision. A child with a higher level of need may be put forward for formal assessment and may receive an Education, Health and Care Plan from the Local Authority. This is a statutory document providing targeted funding to meet the particular needs of the pupil. Decisions involved within the process are made in consultation with parents/carers.

## MORE ABLE PUPILS

At Edward Betham, we believe that every child should be given every opportunity to do well and achieve their full potential. Some pupils make exceptional progress and demonstrate ability in a particular area that exceeds age-related expectations (working at greater depth). Teachers meet the needs of more able learners by providing an appropriate level of challenge.

## HOME LEARNING

Home Learning is important in supporting school learning. Children's experiences at home are highly significant and valued by us. Working in partnership to support learning has a measurable and lasting effect on every child's achievement.

These are some of the types of activities your child may bring home:

- reading activities and books to share
- word, spelling and language activities
- Talk for Writing tasks
- practical and investigational Topic and Science activities

## BEHAVIOUR FOR LEARNING

Our Behaviour for Learning Policy outlines our rationale, aims and daily practice. We are committed to creating a secure, caring and stimulating learning environment based on Christian values. We actively promote the principles of positive behaviour management which enable effective teaching and learning to take place.

### *Our aims are :*

- To establish and maintain a consistent and fair approach to behaviour management based on our Christian vision.
- To acknowledge that maintaining good behaviour within the school is a shared responsibility.
- To ensure staff use a positive and consistent approach to behaviour management.
- To ensure pupils are confident in their right to be treated fairly and feel valued and safe.
- To ensure pupils can learn in a safe, calm, positive environment.

## SCHOOL CHRISTIAN ETHOS

Encapsulated in our vision, we actively promote an ethos in which faith, hope and love are embedded in all aspects of school life. This vision, and our half-termly values (Hope, Compassion, Endurance, Forgiveness, Trust, Thankfulness) are addressed daily throughout school life in daily Collective Worship, by adults modelling and acknowledging good behaviour and through positive relationships developed between all members of our school community. We have faith in the pupils' ability to make good choices and learn from poor ones. We have hope that our pupils are growing into confident young people who act upon a clear knowledge of right and wrong. In the spirit of Christian love, we view each child as an individual with unique gifts to offer others, and we care about these gifts being nurtured in an environment in which everyone feels valued.

## OUR GOLDEN RULES

**Each class creates three class rules at the beginning of the academic year, these are clearly displayed in each classroom. They are based on our Golden Rules:**

- We are **calm**. We can control our feelings.
- We **communicate** honestly. We tell the truth.
- We are **considerate**. We care for people, places and property.
- We **co-operate**. We work together as a team.
- We are **courageous**. We never give up.
- We are **courteous**. We are respectful to everyone

These are used as reminders (for example, by cover supervisors, supply teachers and P.E. coaches) and as a focus for discussion when a child is reflecting upon their poor choice.

## HOME-SCHOOL AGREEMENT

This agreement was drawn up by the school community and is signed by the school, parents/carers and the pupil when children first start in the school. A copy is kept at home and another at school. At the beginning of each academic year, pupils are given a copy of the agreement to re-sign at home and return to school for filing. Parents/carers are reminded of this procedure in the school newsletter. The Home-School Agreement is

referred to when talking to parents/carers and pupils about improving behaviour, learning, attendance and punctuality and how we can all work together to achieve this. The pupil page of the agreement focuses on the Golden Rules.

## REWARDS

The Behaviour for Learning policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. All staff have a responsibility to look for opportunities to promote behaviour for learning and praise positive behaviour in the classroom, around the school and on visits outside the school. We praise and reward pupils for good behaviour, social skills and effort with work throughout the school week, in the following ways:

### Recognition Board

The Recognition Board celebrates pupils displaying a positive learning attitude agreed by the class (e.g. trying my best), with the aim that all members of the class will have their name on the board. Pupils can nominate others to be put on board, which is refreshed each day.

### Merit Marks

Pupils are awarded a merit mark to acknowledge achievement in four main areas:

- Outstanding work
- Effort
- Consideration to others/the environment
- Exemplary behaviour

Merit marks may not be retracted. Class teachers are responsible for keeping a record of merit marks to ensure the system is fairly applied and that all pupils are provided with opportunities to earn marks on a regular and fair basis. Up to 5 merit marks may be awarded for a particular achievement.

### Merit Boards

Each class in Key Stage 1 and Key Stage 2 displays a merit board, which clearly shows individual pupil merit mark count.

Accumulation of merits points will be celebrated as follows:

### Infant Department:

- 30 merits will be rewarded by a bronze certificate
- 60 merits will be rewarded with a silver certificate
- 100 merits will be rewarded by a gold certificate for outstanding achievement
- In exceptional cases – where a pupil has earned a total of 150 merit points – this will be rewarded with a platinum certificate signed and presented by the Headteacher.

### Junior Department:

- 50 merits will be rewarded by a bronze certificate
- 100 merits will be rewarded with a silver certificate
- 150 merits will be rewarded by a gold certificate for outstanding achievement
- In exceptional cases – where a pupil has earned a total of 200 merit points – this will be rewarded with a platinum certificate signed and presented by the Headteacher

Pupils will be presented with certificates during Collective Worship

### 'Well Done' Notes

'Well Done' notes will be given for the pupil to take home as an acknowledgement of a particular achievement. This will enable parents to reinforce the teacher's praise at home. As a minimum, at least one 'Well Done' slip should be sent home each half-term for each child. This is for good work, for showing positive behaviour, for learning by setting a good example to others.

Other adults who work in the school also give well done slips to pupils who set a positive example.

Fortnightly, on a Friday during Collective Worship, one to two pupils per class (Reception-Year 6) receive specially designed 'Well Done' notes (and four merit marks), awarded for demonstrating responsible behaviour

and independent learning over a sustained period of time. Pupils are invited for Afternoon Tea with the Headteacher or Deputy Headteacher and their names are printed in the school newsletter.

### **'Well Done' Book**

Every Friday, class teachers record, as an acknowledgement of a particular achievement, the names of two to three children from their class in the 'Well Done' book. These names are read out during Friday's act of Collective Worship. Pupils whose achievements are acknowledged in the 'Well Done' Book are awarded two merit marks.

### **Whole Class Rewards:**

- verbal praise
- stickers
- notes to parallel teachers or the Senior Leadership Team.

Each House has two Year 6 House Captains who are chosen by the pupils in that House at the start of the academic year. The House Captains organise the House Party on the Friday afternoon closest to their saint's day for all Junior children in their House and undertake additional roles of responsibility throughout the year.

### **Punctuality Trophies**

To encourage pupils to arrive at school punctually, a punctuality trophy is presented to the class with the highest number of children who have been punctual in the previous week. The school administrator informs the Deputy Headteachers for Reception/Key Stage 1 and Key Stage 2 of the winning class. The trophies are presented during Collective Worship and kept in the winning classroom and the winning class will receive 15 minutes' extra playtime.

### **Sanctions**

At the start of the academic year, the class teacher will discuss the Code of Conduct with the pupils and create three agreed class rules. Class rules are referred to when sanctions are applied to ensure the pupil is clear as to why the sanction is being applied. Additional sanctions may be implemented when particular issues arise, for example a playtime and lunchtime exclusion following poor behaviour in PE. On these occasions,

parents/carers are notified by a telephone call/letter (and all written correspondence with parents/carers is attached to the pupil's SIMS profile.). Where the issue is foreseeable, pupils will be informed about these sanctions in advance so they are able to make informed, positive choices. These sanctions will apply to all pupils.

### **Sanctions will:**

- Be kept to a necessary minimum
- Be applied giving a clear reason
- Avoid group punishment wherever possible

In most cases a look of disapproval or a quiet word will be sufficient. However if a pupil continues to present unsatisfactory behaviour, a hierarchy of sanctions may be applied.

It is essential to gain the support and cooperation of parents/carers when a pupil fails to adhere to the school's Golden Rules. A meeting may be arranged with parents/carers at any stage to ensure they are kept fully informed and to avoid more serious sanctions being imposed.

### **CONSEQUENCES for poor behaviour**

- Stage 1 The teacher communicates which rule is being broken and a verbal warning is given.
- Stage 2 The pupil is spoken to (privately if possible) and reminded of the rule they are breaking.
- Stage 3 The pupil is spoken to and calmly informed that they have chosen to repeatedly break the agreed rule/s. This may be at the end of the lesson or at the beginning of playtime the following day, or at another time that is as private and non-disruptive to learning as possible.
- Stage 4 The teacher moves the pupil away from their peers to work in another area of the classroom. Where a pupil has not completed the required amount of learning as a consequence of poor behaviour, the teacher may also choose to keep the pupil in class for a short period at playtime to catch up with missed work. Pupils in Key Stage 1 and Key Stage 2 will complete an age-appropriate Reflection Form, usually during playtime.

The teacher present during the incident will complete the Behaviour Log to which other staff members may add as appropriate.

Stage 5 Further action is taken e.g. the pupil works in another class or office. Depending on the nature of the incident and/or the number of times the pupil has made poor choices, the pupil's parent/carer may be informed e.g. via a meeting with the Deputy Headteacher. In addition to a Reflection Form, the pupil may write an account of their actions and/or an apology letter to those affected in line with Restorative Practice.

Stage 6 If stage 5 is implemented regularly (more than once in a week) the Deputy Headteacher will meet the class teacher to discuss classroom strategies to improve behaviour. The parent/carer will be informed at this stage if they have not been earlier.

Stage 7 The Deputy Headteacher will support the class teacher in applying strategies (e.g. behaviour chart, home/school book, parent-mail texting, withdrawal of privilege) as deemed appropriate and effective.

Stage 8 If, after an agreed period of time, no significant improvement is made, the matter is referred to the Headteacher. At this stage, the school Special Educational Needs and Disability Co-ordinator and/or outside agencies may become involved.

A teacher may choose to move to a higher stage more rapidly; however, recording systems (specifically the Behaviour Log) must be adhered to at all stages.

If a child attends Reflection Club for behaviour that seriously affects others and their ability to learn, their parent/carer will receive an email informing them about this.

For **serious breaches of discipline** (extreme disruption, defiance, defacing of property, deliberate injury of another, acts of racist abuse), a written record of the incident will be completed by the supervising adult and parents/carers informed by letter (records of correspondence with parents are attached to the pupil's

SIMS profile.). In the case of an act of racist abuse, a Racist Abuse Incident Form will be completed in addition to the Behaviour Incident Form. Racist Abuse incidents are reported to the Governing Board on a termly basis (these forms are kept by the Deputy Headteacher). An electronic copy of the form/s will be attached to the pupil's SIMS profile. Racist, homophobic and other offensive comments, e.g. about another pupil's religion, are incompatible with our school vision and treated seriously. In these cases, the Deputy Headteacher or Headteacher discusses the comment with the pupil and informs the parent/carer.

In extreme cases, the pupil will be referred directly to the Headteacher who may consider a fixed term or permanent exclusion.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between pupils. These include:

- Pupil injury or risk of injury, to self and/or another pupil
- Injury, or risk of injury, to a member of staff

In the majority of cases, de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals. Any intervention should be a last resort and be **proportionate, reasonable and appropriate**, and be done with the aim to **reduce** not **provoke**. On such occasions a member of the Senior Leadership Team is alerted **immediately**.

## PUPIL BEHAVIOUR OUTSIDE OF THE SCHOOL PREMISES

The school applies the guiding principles as set out in the Behaviour for Learning policy (including the use of sanctions) in response to pupil behaviour that occurs anywhere off the school premises which is witnessed by a staff member or reported to the school. Subject to the policy, a pupil may be disciplined for any misbehaviour when he/she is:

- taking part in any school-organised or school-related activity
- travelling to or from school

- wearing school uniform
- in some other way identifiable as a pupil at the school

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

## **PUPIL ALLEGATIONS AGAINST MEMBERS OF STAFF**

These are instances where an allegation is made against any person working in or on behalf of the school that they have:

- a) Behaved in a way that has harmed a child or may have harmed a child
- b) Possibly committed a criminal offence against or related to a child or
- c) Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. Details of allegations that are found to have been malicious will be removed from personnel records. For all other allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, will be kept on a person's confidential personnel file, and a copy provided to the person concerned.

Pupils found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include fixed term or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

## **ADAPTATIONS FOR EARLY YEARS**

Good behaviour/work is positively reinforced through a reward system that includes the use of the recognition board, use of stickers and verbal praise. Staff use positive statements to encourage good behaviour ('this is what we do' rather than 'don't do..'). The weather chart is also used to indicate poor behaviour to the pupil.

If unacceptable behaviour occurs, it is dealt with in the following ways:

- A quiet but firm word to the pupil telling them that their behaviour is not acceptable and why
- If the unacceptable behaviour continues, the pupil is withdrawn from an activity- the member of staff ensures that the pupil understands the reason for the sanction, and time out is given on a thinking chair/spot/space. The pupil remains on the thinking chair for 2-3 minutes.
- If there is a persistent difficulty with a pupil's behaviour, the responsible members of staff will discuss methods of resolving the issue with one another, with the parent/carer and by liaising with a member of the Senior Leadership Team as appropriate.

## **Support for Individual Pupil Need**

Where a pupil presents persistent and ongoing behavioural difficulties that cannot be resolved through the procedures set out above, the class teacher, Deputy Headteacher and SENDCO will draw up a Provision Map to support the pupil, in partnership with parents/ carers. All staff working with the pupil will be informed of appropriate strategies to employ to ensure a consistent approach throughout the school day. If the problem continues, the school will engage with outside agencies to seek solutions in order to best support the pupil. In these cases, communication with parents will become more regular, as consistent messages from home and school are most effective in supporting children with ongoing concerns.

### **Support systems for parents/carers**

Parents/carers are encouraged to visit the school to discuss any relevant issues. Parents/ carers are required to make an appointment (via the school office) to ensure the availability of a member of staff and to allocate the appropriate period of time for the meeting. Likewise, where a member of staff discusses an issue with parents/ carers, contact will be made (via the school office) to arrange an appointment.

A copy of the school's Behaviour for Learning and Anti-Bullying policies are available on the school website.

### **EQUAL OPPORTUNITIES**

At Edward Betham every individual is important to us. Differences are respected and valued. Care is taken not to discriminate against any person on the basis of gender, religion, disability, special educational needs or ethnic background.

Our children live in a multicultural society and have daily contact with people from different social and cultural backgrounds from their own. We aim to develop a truly inclusive school where diversity and difference are celebrated and enrich the learning experiences of the pupils and the staff.

### **COLLECTIVE WORSHIP**

Daily Collective Worship is an important part of our school day. It is a time when we come together as a community, reflect on important issues and truths, share and celebrate the life of the school and worship together.

Worship is offered to God in a variety of ways – as a whole school, in Key Stage departments, class and year groups. Collective Worship follows a weekly Biblical

theme and is normally led by a member of staff. In addition, classes prepare presentations twice a year which may include drama, music and a celebration of their learning. The clergy of Holy Cross church regularly lead worship in both departments and other visitors are invited to Collective Worship during the year.

Parents/carers are invited to attend class assemblies held at school and to Infant/Junior/Whole School Mass held in Holy Cross Church.

### **WAYS IN WHICH TO HELP YOUR CHILD AT SCHOOL**

- Ensure your child attends school every day, arriving on time with the correct equipment
- Communicate with your child's teacher regularly and attend termly Parent/Carer Consultation Meetings
- Support the school to improve your child's learning and behaviour
- Support school functions – class assemblies, meetings, outings
- Read and act upon letters sent to you
- Offer to help if you can - you will be very welcome.

### **SCHOOL WEBSITE**

The website provides current information covering all aspects of school life, including school policies, admissions details, term dates, our diary of events, school correspondence, and Ofsted and Department for Education reports.

