

# Burlington Infant School



*"Always do your best and be your best"*



## School Prospectus 2019-2020

## Welcome from the Headteacher

**Headteacher:**

Mrs M-L Booth BA Hons PGCE

**Deputy Headteacher:**

Mrs C McClarron B Ed Hons



Burlington Infant School  
Marton Road  
Bridlington  
YO16 7AQ

**Tel:** (01262) 673858

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**Website:** [www.burlingtoninfants.org.uk](http://www.burlingtoninfants.org.uk)

We would like to welcome you and your child to Burlington Infant School. We hope that your child will have a happy time at our school and that you, as a parent, will feel that it is your school too. In the past we have received a great deal of support and help from parents and we sincerely hope that you also will become involved in the life of the school.

We hope that our prospectus gives you a taste of what school life is like here at Burlington Infants. We have included lots of information but please do not hesitate to contact us if there is anything else you would like to know.

Burlington Infants is a happy, friendly school where all children are given the opportunity to learn in a caring, nurturing environment. We are very proud that Ofsted have consistently judged us to be a good school with outstanding features, doing the very best we possibly can for all the children in our care.

We operate an "open door" policy through which you may step at any time. If you should have any problems or worries about school, please feel free to come and talk to us about them. The teachers and myself are usually free to see you after school and I am often available in the mornings.

Mrs Mari-Louise Booth  
Headteacher

## Burlington Infant School Mission Statement

### Our School Motto:

**"Always do your best and be your best"**

### Our School Vision:

**Our vision is to be the best school we can be, doing the very best we can for every child. This includes;**

**Children who are the best they can be and who are;** happy, safe, cared for and nurtured and given every opportunity to achieve their potential.

We ensure our children are well prepared for the next stage of their educational journey and are ready to play an active part in our local community.

**Staff who are the best they can be;** recruited with belief in the vision, dedicated to serving our school community, being positive role models and doing the very best they can for every child in our care. We ensure our staff are valued and respected and we are committed to continuous professional development for everyone.

**Parents and carers who are the best they can be and who are;** welcomed, appreciated and valued, as their child's 'first teacher.' We encourage parents and carers to work in partnership with us, contribute their thoughts and ideas and be supportive of the vision. We believe they are integral to the life of the school.

**Governors who are the best they can be and who are;** enthusiastic, dedicated and ambitious, committed to sustaining and improving achievement, able to promote, challenge and hold the school to account and who are fully involved in setting the strategic direction of the school.

We are recognised as a happy, caring, welcoming and friendly school. This is the result of everyone working closely together, as a team, to take shared responsibility for implementing our school vision.

## Burlington Infant School Aims

- To ensure that our pupils are happy, safe, cared for and nurtured and that they achieve well;
- To ensure that our pupils make a positive contribution to the community and are well equipped for economic well being in the future;
- To promote the best possible academic progress, personal development, behaviour and attendance of each child;
- To develop a rich and varied curriculum that provides equality of access, meets the needs of our pupils and provides opportunities for all pupils to enjoy learning and to make good progress;
- To encourage pupils to develop principles which distinguish right from wrong, to take responsibility for their actions and to participate fully in the school community;
- To promote discipline and good behaviour and eliminate all forms of oppressive behaviour, including all forms of harassment and bullying;
- To teach pupils to appreciate their own cultural traditions and values, alongside the diversity and richness of other cultures;
- To develop positive partnerships with parents and carers and the wider school community;
- To ensure continuous improvement - monitoring and evaluating teaching and learning and progress and achievement regularly to ensure maximum effectiveness;
- To set realistic but challenging targets for improvement;
- To support school development through the on-going professional development of staff and careful financial planning, providing good value for money.

## A Brief History



**Priory Infant School**

Up until 1910, Priory Infant School was situated next to the Priory Church. In 1910, this school was closed and re-opened as Burlington Infant School, sharing a site with Burlington Junior School, on Marton Road close to the heart of Bridlington Old Town. As numbers kept increasing, a new, purpose built Infant School building was built in 1996 and the 'old' Infant building was taken over by the Junior School.



**The old Infant School, now part of Burlington Junior School**



**Burlington Infant School**

In 2010, we received joint funding with Burlington Pre-school, a private and voluntary setting, for the building of a new extension at the front of the school. This provided us with a new reception area and a permanent home for Burlington Pre-school. We constantly seek to improve our facilities and have recently had a new servery area built to support the provision of Universal Free School Meals for all Infants.

Burlington Infant School and Burlington Junior School celebrated their Centenary on **May 24<sup>th</sup> 2010**, with lots of special events and activities to mark 100 years of successful education at Burlington. In March 2016, we also celebrated the 20<sup>th</sup> Anniversary of the opening of the Infant School building.



We are very proud that every Ofsted inspection we have ever had, has always found Burlington Infants to be a good school with outstanding features. Our most recent inspection in June 2019 judged that behaviour is exemplary and that 'the team spirit amongst staff is clear for all to see.' Areas identified for improvement have all been incorporated into our school improvement planning. The school has also achieved many awards including Healthy Schools, Active Mark, Regional Inclusion Mark, Silver Sing Up, RWI Accreditation, Bridlington in Bloom Gold Award and School's Financial Value Standard.

The school has always had a lovely 'family' atmosphere and many parents and grandparents of our present pupils attended Burlington when they were young. We still have the Priory Church on our school badge and maintain strong links with it. Parents are always welcome to visit school and we are more than pleased to see family and friends at all our traditional events.



**Harvest Festival**



**Christmas**



**Easter Bonnet Parade**

## Admissions

Burlington Infant School is a County Infant Co-educational school, with a maximum 240 children on roll. Children are admitted to the school according to the published criteria contained in 'East Riding of Yorkshire Council Schools: A Guide for Parents.' Application forms are available from the Admissions Team at County Hall (Tel 01482 392131) or parents can apply for a school place online using the electronic form on the council's website; [www.eastriding.gov.uk](http://www.eastriding.gov.uk)

You are very welcome to look round the school and see us in action before making a decision whether to apply for a place. For an appointment, please telephone the School Office on 01262 673858.

### Admissions into Reception

Our admission limit for each year group is 80 pupils. Children are admitted into school in the September of the year they reach five. Parents are allocated a place by the local authority the previous April and then invited to a 'Welcome Meeting' at the school during June or July.

Entry into Reception is done on a staggered basis for the first few weeks of September, with the children attending either morning or afternoon sessions initially, to help the children settle more quickly and have a happy, secure start. If you do not feel your child is ready for a full time place after these first few weeks, we will always try to accommodate individual requests for a more flexible arrangement, particularly for the younger children or those with additional needs.

### Admissions into Year 1 and Year 2

If your child is currently at another school but you would like to transfer them, you are welcome to ring the school to discuss this. You will need to apply for a place through Admissions by filling in an 'In -Year' Transfer Application Form.

### Transfer of Year 2 Children

The majority of our children transfer to Burlington Junior School at the end of Year 2. Please note, however, you must apply for a place at the Junior School through Admissions again.

## Our Daily Routine



<b>School doors open</b>	<b>8.50 am</b>
<b>Registration</b>	<b>9.00 am</b>
<b>Read Write Inc/Literacy</b>	<b>9.10 am - 10.10 am</b>
<b>Morning Playtimes</b>	<b>15 minutes mid-morning</b>
<b>Assembly</b>	<b>10.30 am - 10.45 am</b>
<b>Numeracy</b>	<b>11.00 am - 12 .00 pm</b>
<b>Lunchtime</b>	<b>12.00 pm - 1.15 pm</b>
<b>Afternoon Playtimes</b>	<b>10 minutes mid afternoon</b>
<b>School closes</b>	<b>3.20 pm</b>
<b>After school clubs</b>	<b>3.25 pm - 4.30 pm</b>

### Arriving at school

- The school doors open at **8.50 am** with prompt registration at **9.00 am**. Children are admitted to and from the school building via the cloakroom doors. If your child arrives after 9.00 am, parents have to come into school via the main entrance and your child will be logged in the 'Late Book.' In our experience, children have a happier start to the school day if they arrive on time. Late arrivals can be unsettling - but better late than not at all!
- We encourage children to be as independent as possible and ask parents to say 'good bye' at the cloakroom door. All children have clearly marked hooks for bags and coats. Book bags are stored in class boxes in the classrooms.

### Collecting your child

- Please collect your child at **3.20 pm**. Staff will bring the children to the cloakroom doors and check that each child is met by their parent/guardian or another adult by prior arrangement. If someone different is picking up your child, or you are delayed, please let us know.
- Please note, the NSPCC recommend that no-one under 14 should be allowed to care for an infant age child. This includes an elder child walking a younger child to and from school, where a level of care and responsibility is required. Children can therefore only be collected by older brothers and sisters with prior agreement by the school.

### School Crossing

- There is a zebra crossing on Marton Road and a school crossing patrol in the morning from 8.40 am - 9.10 am and in the afternoon from 3.15 pm - 3.45 pm to help everyone cross this busy road safely. Please encourage your child to *always* use this on the way to and from school.

### Parking

- To ensure the safety of all the children on our busy school site, parents are **NOT** allowed to use the school car park. The car park is for the use of staff only and must be kept clear at all times for emergency access.



Dogs are not allowed into the school grounds and we respectfully request that they are not left unattended/tethered to the perimeter fencing whilst parents drop off or collect children.

## Our Lunchtime Arrangements



### School Meals

- All Infant children are entitled to a free school dinner each day.
- Our School Cook prepares fresh meals on site in the school kitchen which we haer with the Junior School. These meals are balanced nutritionally for healthy eating and there is a set menu for each week.
- Menus are available in advance and parents are only asked to indicate if their child will **not** be requiring a meal on a certain day.
- The children all eat together in the School Hall, a class at a time.
- Please contact the Office if you are in receipt of benefits and think that your child may be entitled to free school meals as they get older.

### Packed Lunches

- Children are allowed to bring a packed lunch to school if they prefer.
- Please send packed lunches to school in a suitable **named** plastic container and do not include sweets, fizzy drinks or more than one chocolate item in your child's packed lunch - thank you.
- Please ensure any fruit is chopped up for health and safety reasons.

Our team of lunchtime supervisors take care of the children between 12.00 pm and 1.15pm. They help the children with their dinners and lead the lunchtime outdoor play sessions. Lunchtime Clubs are also available for the children.

### Snacks

- At morning playtime, all children are provided with a free piece of fruit or vegetable. Water is also available throughout the day, with water fountains fitted in every classroom. Milk is always available at lunchtime.

## Our School Uniform

### Uniform

We have an optional school uniform which is designed to be simple and practical. It helps to create a sense of identity and belonging and consists of;

- Dark green sweatshirt with school logo or dark green cardigan.
- Gold or white polo shirts (with or without school logo);
- Dark green or grey skirts;
- Dark grey or black trousers;
- Green/white check dresses for the girls in summer
- Indoor plimsolls for bad weather in a named plimsoll bag
- Green fleece jacket (optional)
- A pair of wellies for outdoor activities

**Please clearly label all items of clothing.**

We ask that children are sensibly dressed, with black or brown school shoes, and can manage their own clothing when dressing and undressing for P.E. and when using the toilet. We do provide aprons when children are doing messy activities but occasional accidents may result in clothes getting marked. We try to provide paints and glues which will wash or soak out of clothes.

### P.E.

Our P.E. kit comprises of a yellow t-shirt and green shorts, available from local suppliers. For health and safety reasons, a pair of trainers will be required for games or sport activities on the field.

### Jewellery

Jewellery and other valuable items should be kept at home and we ask you to ensure that your child does not come to school wearing jewellery. **NO** jewellery is allowed to be worn during PE lessons.

### Lost Property

Lost property is retained in school for at least a term and is kept in a clear plastic box in the Entrance Hall. After a term, any unclaimed items are recycled.

### **Newsletters**

Home/school communication is very important to us and we do our best to make sure parents are kept as well informed as possible. We produce a regular school newsletter informing you of dates, news, curriculum updates and events in school. Copies of newsletters are posted on the school website and Parent Notice Boards. We also have a text messaging service for daily announcements. Teachers send home weekly homework letters and all children have a Home/School Reading Diary. Our school website and school twitter feed is also regularly updated at [www.burlingtoninfants.org.uk](http://www.burlingtoninfants.org.uk)

### **'Stay and Play'**

Each week, parents, grandparents or carers are invited to come into the classroom with their child, either at the start or end of the school day. In Reception, this is to **'Stay and Play,'** in Year 1 and Year 2 to **'Stay and Read.'** This is a lovely way for parents or carers to spend some 'quality time' with their child in their classroom and gives parents an idea of some of the things that their child does in school each day so that they can help them more at home.

### **Open Evenings**

Parents are invited to three Parents' Evenings during the year, one each term, to discuss their child's work and progress. Parents also receive an 'Annual School Report' in July, detailing their child's progress and level of achievement in each subject area, with targets for improvement. We encourage parents to make appointments to see their child's class teacher if they have any questions or concerns at any other time during the year.

### **Workshops and Family Assemblies**

Throughout the year, we hold curriculum workshops and information meetings for parents as well as other special events, advertised via the school newsletter. We also hold a popular Family Assembly every Friday to celebrate birthdays, good work and behaviour and other achievements, both in and out of school. Everyone is welcome to attend.

### **Home/School Agreement**

When children first start school, parents are asked to read and sign our 'Home School Agreement' which sets out expectations for what parents can reasonably expect of school and our school expectations of parents and pupils.

## Our School Governors

School Governors are like a board of directors who make decisions about how the school is run. They have three core functions:

- Setting the strategic direction for the school
- Holding the Headteacher to account for the educational performance of the school
- Ensuring financial health, probity and value for money

They meet regularly as a full governing body and also have committee meetings. The governing body is made up of different members of the community and each governor has an interest in a school improvement area.

### **Chairperson**

Mrs A Norton

### **Vice Chairperson**

Mrs C Hare

### **Parent Governors**

Mrs N James

Mrs C Bonnet

### **Community Governors**

Mrs D Sturdy

Mrs W Gregson

Mrs K Clark

### **Staff Governors**

Mrs M-L Booth

Miss L Windle

All governors are usually appointed for four years. More information about how governing bodies work can be found at [www.gov.uk](http://www.gov.uk) If you would like to contact a school governor, Mrs Angela Norton, our Chair of Governors, is always available at the Pre-school. Non-confidential minutes of governors' meetings are available for inspection in the Headteacher's Office and at County Hall.

## Meet the Staff Team

Mrs Booth (Headteacher)		
Class Teachers	Support Staff	Lunchtime Supervisors
Mrs McClarron (Deputy Headteacher/SENCo)	Mrs Barber (Higher Level Teaching Assistant)	Mrs Bradley (Senior Midday Supervisor)
Mrs Waller (Assistant Headteacher)	Mrs McLaughlin (ELSA Behaviour Support Assistant)	Mrs Linford
Miss Sygrove (EYFS Lead Teacher)	Mrs Kirby (Nursery Nurse)	Mrs Shepherd
Mrs Scrymgeour (Read Write Inc Manager)	Mrs Ramage (Teaching Assistant)	Mrs Bingham
Miss Newby	Mrs Haws (Teaching Assistant)	Miss Liu
Miss McConville	Mrs Tate (Teaching Assistant)	Miss Coleman
Mrs Roberts	Mrs Farlow (Teaching Assistant)	Mrs Clarkson
Mrs Pollard/Mrs Keogh	Mrs Tinsley (Teaching Assistant)	Miss Tudor
Miss Windle	Mrs Hutson (Teaching Assistant)	Mrs Kemp
Miss Jones	Mrs Sansome (Teaching Assistant)	Mrs A Barker
Mrs Akrill (Music Teacher)	Mrs Studholme (Teaching Assistant)	Mrs E Barker
	Mrs White (SEN Teaching Assistant)	Mrs Muir
	Mrs Gregson (SEN Teaching Assistant)	Miss Hunt
Office Staff	Caretaking and Cleaning Staff	Breakfast Club Staff
Mrs Burnhill (School Business Manager)	Mr Booth (Caretaker)	Mrs Bradley (Supervisor)
Mrs Warkup	Miss Tudor (Cleaner)	Mrs Linford
Mrs Turner	Mrs Bacon (Cleaner)	Mrs Clarkson
Mrs Duke	Kitchen Staff	Mrs Barker
Mrs Maxine Clark (Parent Support Advisor)	Mrs Scargill (School Cook)	Mrs Bingham
	Mrs Tranmer	Mrs Muir
	Mr Train	
	Miss Holmes	
	Mrs Bingham	
	Mrs Brook	

## Are you interested in helping in school?

Parents, grandparents and other members of the community help in school in a range of ways including listening to children read and doing activities such as sewing and playing games with a small group of children. If you are interested and would like to volunteer in school on a regular basis, please let us know!



If working in the classroom is not for you but you would like to help with office duties such as photocopying and labelling books, we would also be delighted to hear from you.

Please remember that if you do stay to help, then you are in a position of trust and the importance of confidentiality must be recognised and accepted at all times. Please note, that all adults who work in school are police checked before they start.

### The School Circle

We have a School Circle, which is a form of School Council, made up of 2 children from each class. The School Circle children meet once a week and discuss ways to help improve our school and make it even better!



## Our Golden Rules



As an Infant School, we have a simple set of 'Golden Rules' that help our children to learn about how we expect them to behave. The behaviour of the children was judged a real strength of the school at our last Ofsted Inspection.

### Rewards

Rewards are given to children for following the Golden Rules. Rewards include verbal praise, stickers, stars, smiley faces, class rewards and certificates.

Children have 'Golden Time' each week as a reward for following the Golden Rules. This is a special time at the end of the week when the children plan their own activities.

We hold a weekly Family Assembly where we celebrate good work and good behaviour and a child from each class is awarded a certificate for their efforts. Their photograph is displayed in our Entrance Hall and on the school website for everyone to see.

### Sanctions

Children are given a verbal warning if they choose not to follow the Golden Rules. This warning is recorded visually for the child to see and should a child receive a second warning they lose some of their weekly Golden Time.

Sanctions for any persistent misbehaviour are outlined in our 'Behaviour and Anti-Bullying Policy,' available from the Office or on the school website. If teaching and learning are disrupted by misbehaviour, or there is a threat to the health and safety of others, the child is removed from the class and parents will be informed and invited into school to discuss strategies for improvement.

## Safeguarding - Keeping Children Healthy and Safe from Harm

We are always concerned for the happiness, safety, welfare and well-being of all the children. If at any time parents have any problems, however insignificant they may seem, we would like to know so that we can do our best to resolve them. The care and safety of children in school is a priority for us all.

School policies are in place to ensure that there is a consistent approach to practices throughout our school and that they are understood and adhered to by staff, governors and volunteers. Adults have a tremendous impact on young children and, with this in mind, adults at Burlington Infants;

- are good role models for children
- enjoy their work and working with children
- welcome and support visitors in school
- recognise and value each others' strengths and use them to support everyone
- work within the agreed policies of the school
- promote a happy, caring and safe school, supporting the school vision
- encourage children to think for themselves, ask questions and find answers
- create an environment of trust whereby children are trusted to do their best and mistakes are seen as part of the learning process
- challenge and support children's learning.

We pride ourselves on being a 'caring and nurturing' school and doing **the very best we can for every child** in our care. Key policies include;

**Child Protection** - We all have a duty to safeguard the children in our care and all staff receive regular training. Our named governor for Child Protection is Mrs Angela Norton. It is a priority to inform you and involve you at every stage of your child's time at the school and work in partnership with you and discuss any concerns. There may, however, be rare occasions when our concern about your child means that we have to consult with other agencies, such as the Childcare Team and/or the Police before we contact you. The East Riding Safeguarding Children Board has laid down the procedures we follow and the school has adopted a **Child Protection and Safeguarding Policy** for the safety of all. If parents have concerns and they are worried a child is at risk of harm, please refer to the East Riding Safeguarding website <http://www.erscb.org.uk/> or the NSPCC website [www.nspcc.org.uk](http://www.nspcc.org.uk) Alternatively come and talk confidentially with our Designated Safeguarding Lead, Mrs Booth.

**Safer Recruitment and Selection** – this aspect of our work is taken very seriously. Governors and the school ensure that all new staff and volunteers who work in school on a regular basis undertake a Disclosure and Barring Service (DBS) check and full references are required before a person takes up a post. For safety reasons, all visitors and helpers in school must report to the Office to sign in and collect a visitor's badge.

**Behaviour** – high standards of behaviour are expected at our school. However, as we all know, children do fall out with each other from time to time. Where this is the case, it is dealt with sensitively by an adult. We teach children to be aware of their right to be safe and also of their responsibility to keep themselves and others safe. We encourage children to resolve minor disputes for themselves. More serious incidents are dealt with in accordance with the school's **Behaviour and Anti-Bullying Policy** which is available on the school website or Office.

Please note, we expect children to behave sensibly from the moment they enter the school gate in the morning until they leave the school site at the end of the day. For the sake of the good name of our school, we would be grateful if parents encouraged good behaviour on the way to and from school. We also ask parents and toddlers to abide by our Golden Rules when on the site.

**Health and Safety** – Regular risk assessments are carried out by the school and the condition of all equipment is checked frequently. We have adventure play equipment in the playground, only used with adult supervision. Parents and carers are **not** allowed to drive onto the school car park and the main gates are closed at the start and end of the school day to prevent any accidents. The school site has a perimeter fence and we always ensure the site is locked up at night and during the holidays to discourage people from entering and causing damage. The school has a fire alarm system and a burglar alarm system installed.

**Accidents/Illness at School** - All reasonable precautions are taken to ensure the safety of your child at school. All staff are trained in Emergency First Aid and the school has several fully trained 'First Aid at Work' members of staff who deal with accidents should they occur. The School Nurse carries out health screenings during the first year at school. If a member of staff notices a particular problem such as hearing, vision, posture or general health, this will be communicated to parents.

Break times are always supervised by at least 2 members of staff and additional members of staff are always on First Aid Duty. Minor accidents will always happen, however, when large numbers of children play together. These will be dealt with, as appropriate, and a 'Bump Note' sent home for minor injuries. A yellow 'Bump Note' indicates a head injury. We usually err on the side of caution, however, and parents will always be contacted if an injury is thought to be more serious. If necessary, medical treatment or hospital treatment will be sought at once. A member of staff will always remain with an injured child until a parent or relative arrives. Similarly, if a child becomes ill at school you will be asked to collect them.

### **Medication**

- If your child has a specific medical condition or allergy then a Health Care Plan will be drawn up with you, detailing any requirements.
- Schools have no legal obligation to administer medicines but we are willing to do so in accordance with the Local Authority's Code of Practice.
- We are only permitted to give medicine **prescribed** by doctors. Medicine will be administered at lunchtime only; if medicines are required to be administered at other times then parents are permitted to come into school to do this.
- Parents will be required to complete a form with details of dosage. This form can be obtained from the Office.
- If you have an appointment or reason for your child to leave school early, they will be allowed to go providing you arrange to collect them and sign them out at the Office.

**It is really important that emergency contact numbers are kept as up to date as possible – please notify us immediately of any changes, especially mobile phone numbers!**

**Curriculum** – through the planned curriculum we ensure that the issues of healthy eating, physical exercise, the importance of sleep and how to keep ourselves safe are taught. We also remind children to flush the toilet and wash their hands after going to the toilet and to wash their hands before meals. We have many visitors to school to enhance this aspect of the curriculum e.g. Road Safety Officers, Scooter Awareness Training, NSPCC 'Speak Out, Stay Safe' workshops, and Police, Dental Nurse and Fire Safety Officers. We also participate in many events, such as Internet Safety Week and Road Safety 'Beep, Beep' Day.

## **Use of the Internet at School**

Children use the internet to search for information relevant to topics the curriculum. This is always done under adult supervision. The access to the internet comes through the Local Authority's secure intranet, which provides filtering and blocking software. Our '**Acceptable Use Policy**' and '**E-Safety Policy**' are available from school and explain this in more detail.

## **Photographs**

- Staff take photographs of the children in school for educational purposes and to celebrate their learning and achievements. These may also be used on the school website or Twitter feed. When a child first enters school, parents are asked to indicate if they give permission for this.
- All adults working in school are only allowed to use school equipment. Personal cameras and mobile phones are **not** allowed to be used when children are present.

## **Responsible use of mobile phones and cameras by parents**

Parents may, on special occasions, take photographs of their children by prior arrangement with the Headteacher. This is on the understanding that these images are for personal use only and must not be uploaded onto the internet, social network sites or equivalent. Mobile phones must not be used by parents in school for any other purpose.

## **Complaints**

If parents have any cause for complaint, they are asked to contact the class teacher in the first instance. If they wish to take the matter further, they should contact the Headteacher. Our school is committed to working closely with parents/carers for the benefit of the children. Remember, no problem is too small and, through early intervention, can often be prevented from becoming a bigger issue. If an issue cannot be resolved after reasoned discussion has taken place, then a formal complaint may be set in motion following LA procedures. Details are available from the Headteacher or can be downloaded from our website.

*Please note, parents are asked **not** to use social networking sites to discuss sensitive issues relating to the school. In particular, please refrain from discussing matters of complaint on social networking sites. It is much more effective to come into school and make us aware of the problem so we can do something about it!*

## Attendance

**Attendance** - As a school, we strongly believe in the importance of establishing a regular pattern of attendance from as early on in school life as possible. National statistics highlight that there is a direct relationship between attendance and academic achievement and future success.

Certificates of 'Excellent Attendance' are presented in Family Assembly to those children who manage to achieve 100% attendance each term with a special treat arranged for those children that achieve 100% attendance all year. Our overall attendance rate last year was **95.1%**, unfortunately below the national average of **96%**. We therefore ask for your help and support to improve our rate of attendance. Please only keep your child at home in exceptional circumstances or if they really are too ill to come to school.

Recent legislation means that parents **must** notify the school of any absences, medical or otherwise. If an absence is not accompanied by an explanation then it is recorded as "unauthorised" or, in other words, "truancy". Although we appreciate that infant children do not, as a rule, play truant, we have no alternative other than to report it this way. It would assist us greatly, therefore, if any absences could be notified to the school on the **FIRST** day of any such absence occurring and your co-operation on this point is very much appreciated. **Please telephone school Tel: 01262 673858**

**Holidays** - Term time holidays can no longer be authorised by the school and any taken are automatically referred to the Education Welfare Officer. Parents may then be liable for a fixed penalty fine. Please, therefore, try to **avoid** booking holidays during the following term times if at all possible.

Pupil School Year 2019-2020													
Autumn Term 2019				Spring Term 2020				Summer Term 2020					
Re-open	Mid-term holiday		Close	Re-open	Mid-term holiday		Close	Re-open	May Day Bank Holiday		Mid-term holiday		Close
Weds 4th Sept 9.00	Close Fri 25th Oct 3.20	Open Mon 4th Nov 9.00	Fri 20th Dec 3.20	Tues 7th Jan 9.00	Close Fri 14th Feb 3.20	Open Mon 24th Feb 9.00	Fri 3rd April 3.20	Tues 21st April 9.00	Close Fri 8th May 9.00	Open Mon 11th May 9.00	Close Fri 22nd May 3.20	Open Mon 1st June 9.00	Fri 17th Jul 3.20

### **Privacy Notice**

Our school 'Privacy Notice' is available on request or can be downloaded from the school website. It explains how the school complies with the new Data Protection legislation (GDPR) which came into force in May 2018. It also explains what personal data is held by the school and who is allowed/not allowed access to this information.

### **Educational Visits**

Throughout the year, the children go on educational visits to enhance our curriculum and related to subjects and topics they are studying in school. If the visit entails a coach journey, you are informed by letter and are asked to complete a consent form and return it to school. We also like to take advantage of the many opportunities available within walking distance in our local community. We ask for your consent when your child starts school to take the children on trips to the Priory, Baylegate Museum, Old Town, North Bridlington Library or even the postbox on Pinfold Lane or local allotments.

### **Charging for School Activities**

If a school visit incurs costs, we ask for a voluntary contribution from parents to help cover costs. Many of these visits, however, are subsidised from the school budget and no child would ever be excluded from a trip if their parents were unable to contribute towards it.

### **School Travel Plan**

We encourage pupils, parents and staff to walk, scoot or car share whenever possible. Scooter storage racks are available at the back of the school and 'Scooter Safety Awareness' training sessions are delivered to the Y2 children by Road Safety Officers. If you would like your child to use their scooter to come to school, then please provide a padlock so it can be fastened securely to the storage unit. Please be aware that scooters are left at the owner's own risk and the school cannot accept responsibility for any loss or damage to the property.

### **School Policies**

Parents can access most of our school policies on the school website at [www.burlingtoninfants.org.uk](http://www.burlingtoninfants.org.uk) Paper copies are available on request from the school office.



### **Breakfast Club**

The school operates a popular Breakfast Club, jointly with the Junior School, during term time. The Breakfast Club opens from 7.45 am until the start of the school day and is based in the Canteen. The children are escorted to their respective schools by staff at the end of the session. Children receive a healthy breakfast of cereal, toast and fruit juice and a range of fun activities are available. Fees are **£2** per session, with a 50 pence discount for siblings.

### **After School Clubs**

We offer a variety of after school clubs throughout the year including Rugby, Football, Yoga, Drama, Gardening, Badminton, Street Dance, Athletics and Golf. A small charge is made for these to cover the cost of specialist staff or coaches.

### **Parent Support Advisor**

Our Parent Support Advisor is Mrs Maxine Clark and she is available to talk to parents about any issues or concerns, particularly relating to behaviour, attendance or family support and learning. She can be contacted at the School Office.

### **Nurture Room**

We have a nurture room, with sensory equipment, called 'The Jigsaw Room.' This provides additional pastoral support and a 'safe haven' for children and parents, as and when needed. Children also visit the Jigsaw Room throughout the day to take part in Friendship Groups and Social Skills Groups. A daily Lunchtime Club is also held in the Jigsaw Room and children can earn a 'Jigsaw Pass' as a reward for good behaviour and join this club to play party games and do art and craft activities.

### **Burlington Pre-School**

The Pre-school is housed in our extension and many of the children who attend there transfer to the Infants School. If anyone should want to know more, please contact: Mrs. Angela Norton - Pre-school Manager (Tel: **01262 609398**)

## Teaching and Learning



At Burlington Infant School we believe **learning** should:

- Be fun, enjoyable, meaningful, rewarding and challenging,
- Broaden knowledge and understanding whilst developing basic skills,
- Be appropriate for the age and development of the child, with as many opportunities as possible for practical first hand experiences and for speaking and listening,
- Make creative use of learning opportunities, both indoors and outdoors,
- Be balanced and well planned to nurture development of the head (brain/ mind /intellect) the heart (attitude/behaviours) and the hand (fine and gross motor skills),
- Be both teacher led and child initiated,
- Recognise that different children learn best in different ways.

We believe that **teaching** should take into account the following:

- Different teaching strategies (visual, auditory or practical) so that every learner can access the curriculum,
- An awareness that all learners are 'smart' in different ways and value their achievements equally,
- The fact that experiences that are dramatic, unusual or emotionally strong will be remembered for longer and in more detail,
- The importance of creating a positive and supportive learning environment, where it is safe to make mistakes and learn from them,
- An attractive and stimulating learning environment - with displays to enhance learning, aid recall, make connections, celebrate success and encourage further learning,
- A healthy learning environment with music, physical breaks, brain breaks, access to water and a healthy diet,
- The state of the learner. If a child is tired, unwell, upset or stressed staff will do all they can to establish a more positive learning state.

## How can you help at home?

Here are some tips that can help your child to develop a positive attitude to learning - no matter how young.

- **Say to your child the word "yet" as often as you can.**  
For example, if your child says "I can't read" you say "You can't read **yet**." Help them to see the possibility that they will be able to achieve this in the future.
- **Say to your child: "You're getting better" whenever the opportunity allows.** Learning is all about improvement and learning a new skill requires patience and practice to improve. Your child needs lots of support along the way!
- **Say to your child "What have you learned today?"** This question is a lot more specific than "What did you do today?"
- **Say encouraging things as often as you can when your child is beginning to learn something new and encourage them when something is still not perfect.** Remember how much encouragement you gave your child when they took their first wobbly steps? Children of all ages need that same encouragement whenever they start learning something new. Learning is always harder at the beginning!
- **Say to your child "Of course you've made a mistake, but keep going, you're learning."** Every child needs to know that making mistakes is ok - it is all part of the learning process. You never really learn something well if you don't make mistakes along the way!
- **Say to your child "Take a break, do some exercise then start learning again."** The brain needs blood, oxygen and rest to keep going.
- **Say to your child "I found 'x' easy to learn but I had to work harder at 'y'."** Make sure your child knows that few of us can be good at everything - nobody is perfect - and that you went through the same learning process that they are going through.

**The important message is for them to keep on trying to do their best and never give up!**

## Curriculum Matters

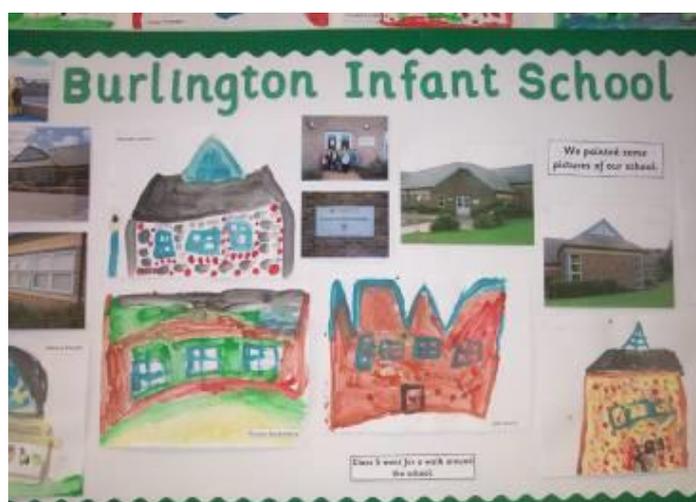
All children at Burlington Infant School have access to a full and rich curriculum which provides breadth, balance and depth of learning. We pride ourselves on enriching the curriculum with first hand experiences, visits and visitors. In this way, children will gain knowledge and understanding of the world around them, grow in confidence and develop a desire to learn. We focus on both the academic and personal curriculum, ensuring that our children feel safe, happy and settled and are given the opportunity to shine and flourish and 'to be the best that they can be.'

Children are admitted to Reception in the year that they are 5 and follow the Early Years Foundation Stage (EYFS). The National Primary Curriculum applies to all pupils of statutory school age and is organised on the basis of 'Key Stages.'

Children in Year 1 and Year 2 are taught Key Stage 1 of The Primary Curriculum.'

When the children transfer to the Junior School after Year 2, they will enter Key Stage 2 (Year 3 - Year 6). This concludes their primary education.

Our class organisation is reviewed annually, according to pupil numbers in each year group. Parents are informed of class organisation during the summer term. We currently have no mixed age classes and children are taught in year group classes.



## The Early Years Foundation Stage

### Early Learning

In the first years at school, much learning is done through 'play'. Do not be fooled by the word 'play'.

*Play is a child's work!*

Play teaches children about themselves and others;

- It develops their skills of mind and body.
- It develops their ability to concentrate and persevere.
- It develops their imagination and creativity.

It is through these early learning experiences that the child, with adult guidance, builds up an understanding, which is the basis for reading, writing and mathematical skills, whilst also developing a positive attitude to learning.

### The Reception Day.

The children are allocated to one of three Reception classes. Your child will work both in small groups and as a part of the whole class. At other times, the three classes join together for free-flow sessions, where your child will choose which activities to do, both indoors and outdoors. These sessions are carefully planned to promote learning through structured play activities.

### Reading

In school, the children read in lots of ways as part of both large and small groups and individually. As well as books from the school reading scheme, **Read Write Inc**, they will read lots of other words, sentences and stories during the school day. Once the children have settled into school, they will start to bring home a story or information book to be **shared** and enjoyed with an adult. As soon as each child is ready, a Read Write Inc book will be sent home. Please listen to your child read for a few minutes each day. Children need repetition to help them learn, and reading the same book several times will help to build confidence. Don't forget to sign and make a comment in your child's reading diary. Always try to think of something good to say!

### Phonics

To begin with in school we say the **sound** the letter makes, not its name. You can, however, encourage your child to know both, as we introduce the name and sound throughout the year following our structured Read Write Inc programme.

The focus for learning within the Early Years is based on each child as an individual and is personalised to suit the many different needs of the children. Activities are carefully planned and based on the 7 areas of learning in order to provide continuous provision and opportunities to achieve the Early Learning Goals and a Good Level of Development.

**Personal, Social and Emotional Development:**

Children develop a positive sense of themselves and respect for others as they learn to take turns, share and develop friendships.

**Physical Development:**

Skills of control, coordination and manipulation are developed, using both big and small movements.

**Language and Communication:**

Communication and language are at the heart of young children's learning. Planned activities will help your child to speak clearly and listen attentively.

**Literacy:**

Children will begin to recognise and write letters and sounds before blending them to read and write simple words and sentences.

**Mathematics:**

The children learn, through songs, games and practical activities, to count, read and write numbers, solve simple problems, sort, measure and recognise shapes.

**Understanding of the World:**

Children explore, observe and problem solve as they make sense of the world.

**Expressive Arts and Design:**

Being creative enables children to make connections between each area of learning. We develop creativity through art, music, dance, role play and imaginative play.

**Learning Characteristics**

Through these seven areas of learning, we will teach the children to explore, solve problems, improve concentration and develop resilience and the determination to succeed.

**We want all our children to love learning!**



## Key Stage One

### **The Primary Curriculum**

Children, aged 5-7, in Year One and Year Two, follow the programmes of study for Key Stage One of the National Primary Curriculum.

Our aim is to give each child a good, well-balanced, cross curricular and creative education, with a smooth transition from the Early Years Foundation Stage to Key Stage One of the National Curriculum. Curriculum documents are available in school for parents to view and the school has its own long term plan, medium term plans, policies and schemes of work for each subject to ensure continuity and progression. Curriculum information is published on the school website.

### **Speaking and Listening**

We aim to help children speak clearly, fluently and confidently, taking into account the needs of their listeners. We encourage children to listen with growing attention and concentration to what other people are saying and to remember the key points. All our children are given opportunities to take turns at speaking and listening and to make appropriate contributions in class and group discussions. Children are encouraged to use language in imaginative ways, to express their ideas and feelings.

### **Reading**

We follow a structured programme for teaching reading called 'Read Write Inc' which is based on synthetic phonics. Children learn to listen carefully for the sound, say it, read it and write it down. As this programme is very structured, the children are grouped by ability and taught every day at the level most appropriate for their stage of phonic and reading development. As children progress through the school, they will widen their range of reading material, develop comprehension skills and learn to discuss characters, plot and preferences.

**We hope to stimulate children's interest in books and encourage the habit of reading for pleasure, which will last a lifetime.**



## **Writing**

Emergent writing leads eventually to a more structured approach in which our pupils will have frequent opportunities to write for different purposes and audiences. As the children become familiar with the conventions of writing, they are introduced to the most common spelling patterns as well as simple punctuation, capital letters and proper spacing between words. Children are taught to focus on the sight and sound of words and are encouraged to use 'Fred Fingers' when learning spellings using Read Write Inc. They are shown how to identify words within words, word families, letter strings, rhymes and patterns. They are also taught the alphabetical order and how to use dictionaries. Emphasis is placed on grammar, punctuation, spellings and handwriting so please support your child with any spelling or written work which has to be completed at home.

## **Mathematics**

Children are encouraged to talk about their work, ask questions and make predictions based on experience. Initially they work practically, tackling problems with concrete materials. Later they are given experience in doing calculations, measuring and comparing using non-standard and standard units, sorting and classifying shapes and patterns and recording results. Priority is given to ensuring that children have opportunities to use and apply their mathematical skills to solve 'real life' problems. We follow a 'Maths Mastery' approach with the emphasis on developing problem solving and reasoning skills.

## **Science**

Our teaching of Science is directed towards increasing our children's knowledge and understanding of the world around them. They progressively develop a knowledge and understanding of scientific concepts and facts through practical "hands on" activities, linked to a cross curricular theme or topic. We aim to introduce our children to the skills of observing, sorting, grouping, comparing, asking questions, predicting, evaluating, communicating and recording through investigation. Children are encouraged to use appropriate scientific language to discuss and explain their findings and thoughts to others.



## **Sex Education**

The Governors and staff of Burlington Infant School agree sex education will be provided by this school to the extent that it is required by the National Curriculum Science orders for Key Stage One; this is a statutory requirement. Formal teaching of sex education is taught as part of the Key Stage 2 (Junior) curriculum. Should a member of staff, however, be asked a direct question about sexual relationships, they will try to give a simple and honest answer, using their professional judgement and discretion, and taking account of the age of the child. If the member of staff has concerns, they will consult with the child's parents. A full copy of the policy is available on request.

## **Religious Education**

The school is not affiliated with any particular religious denomination but is broadly Christian. We are legally obliged to teach R.E. The school's R.E. curriculum therefore follows the guidelines given in the East Riding's Agreed Syllabus and aims to develop the child's knowledge about religious experiences, customs, places, people and artefacts connected with religious lifestyles.

## **Assembly**

The children meet together for a daily 'Collective Act of Worship.' This is of a broadly and mainly Christian character. Children listen to a story, sing hymns or songs and say a prayer. Parents have the right to withdraw their child from religious education and/or collective worship. Please see the Headteacher if you would like to exercise that right.

## **British Values**

At Burlington Infant School, we actively promote British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, through our curriculum and school ethos. These values are reinforced on a regular basis and in a variety of different ways. Details are available on our school website or by request.

## **Physical Education**

We aim to give children a balanced programme of Games, Dance and Gymnastics throughout the year. We employ a specialist coaching company 'First Steps' to deliver high quality P.E. sessions. We also offer a range of extra curricular sports activities. We ensure our children do at least 2 hours of physical exercise each week, with additional daily 'Activate' sessions to develop balance, co-ordination and concentration skills.

## **Forest School**

We promote outdoor learning as much as possible, believing that children benefit from learning outside in many ways, both physically and emotionally. Every child participates in a weekly 'Forest School' session, in a designated area on the school field

## **Music**

The children have regular opportunities to sing together and to play percussion instruments. We benefit from Mrs Akrill, a specialist music teacher, and a talented pianist, Dr Jim Gillespie, who plays for us in our assemblies.

## **Planning, Preparation and Assessment Time (PPA)**

Planning, Preparation and Assessment (PPA) is time that teachers are legally entitled to during the school day for planning, preparing and assessing pupils' work. Teachers in each year group are released to work together each week.

## **Homework**

As a school, we are committed to raising the standards of achievement. One factor that can help do this is for the school to set homework. Our 'Homework Policy' is available from school or on the school website and explains how homework is set in different year groups and what parents can typically expect their child to bring home.

## **Assessment**

At Burlington Infant School, we believe that the key purpose of assessment is to move children forward in their learning. It is the means by which the progress of pupils is monitored or tracked and it is a tool to inform curriculum planning and target setting. We assess children on entry to school and then continuously throughout the year. As well as these ongoing teacher assessments, we carry out statutory assessments, which are reported to parents at the end of each year.

## Our School Results

### 2018 School Results

These tables show the percentage of eligible children achieving each level at the end of Key Stage 1 in May 2018 (to be validated),

Teacher Assessment	Percentage of children at each level			
	At Expected Level	Working at Greater Depth	Children disapplied	Children absent
Reading	79%	28%	0%	0%
Writing	73%	15%	0%	0%
Mathematics	79%	26%	0%	0%

In general, our children start school below that typically expected for their age and make good and outstanding progress to achieve broadly in line with national expectations. The percentage of more able children achieving at greater depth is usually in line with or above the national average.



### **Special Educational Needs**

We aim to provide a challenging and stimulating curriculum for children of all abilities through the careful differentiation of teaching and learning. For those children that require additional support, we follow the Code of Practice for Special Educational Needs (SEN) as set out in our SEN Policy. We also have a brief booklet summarising our policy that parents are welcome to request. If you have any worries at all about your child's work or health care needs, please do feel free to come and discuss them with us. Your child's teacher or Mrs McClarron, our SEN Co-ordinator, would be very happy to speak to you. One of our Governors, Mrs D Sturdy, has been designated to oversee this aspect of the school's work. The following stages outline the graduated response to a child with special educational needs:

**Initial Concern** A child is brought to the attention of our Special Educational Needs Co-ordinator (SENCO) by the class teacher or parent. The child is then monitored.

**Special Educational Needs Support.** In consultation with the parents, a Termly Support Plan (TSP) with learning targets or Individual Behaviour Plan (IBP) is written. This is reviewed every term and shared with parents. The child receives additional support in the classroom from the class teacher and teaching assistant. Children may also be withdrawn at other times for specific work on their targets, either on a one to one basis, or in a small group. In addition to the above, and in consultation with parents, the school may request support or assessment from external agencies such as our Learning Support Consultant Mrs Riley, Educational Psychologists or health care professionals, who provide advice and support.

**Education and Health Care Plan.** If progress is still not being made, then the school will suggest that a multi-agency assessment is sought with a view to obtaining an Education and Health Care Plan. This outlines the child's needs and any special provision they should receive. This is reviewed annually.

## **Able, Gifted and Talented**

A register is kept in school of children who have been identified as having a specific ability in any of the curriculum subjects or other area. We aim to address their individual needs and monitor their progress in their area of expertise. Parents are informed and supported so that these talents can be maximised out of school hours as well.

## **Disability Duty Act**

The needs of pupils with a disability are fully assessed prior to admission and we ensure that children and adults with disabilities are treated no less favourably than others in every respect and reasonable adjustments are made as necessary. Training is sought from appropriate agencies to meet the specific needs of individuals. The school has full disabled access and facilities.

## **Equal Opportunities**

Burlington Infant School is committed to promoting equal opportunities for all children, regardless of race, gender, religion, culture, social background or disability.

- Boys and girls are expected to follow the same curriculum and to participate together in extra-curricular activities.
- When organising the content of schemes of work within the curriculum, staff are asked to take into account the diversity of pupils' cultural experience.
- Children with disabilities will be treated equally and the school will provide resources, dependent on their individual needs.
- Pupils are encouraged to explore and share their ideas, opinions and interests which can derive from their particular cultural experiences and backgrounds.
- The content of work offered in the school is provided from a range of sources and is selected so that it engages pupils' feelings as well as teaching them new skills.
- The curriculum aims to create an understanding of and interest in different environments, societies, systems and cultures across time and space.
- Pupils are encouraged to recognise that each society has its own values, traditions and styles of everyday living which they should consider in the context of that society as well as their own.

## And finally...

Your child is precious.

Choosing the right school is an important decision. You want your child to receive the best possible start to their education, in an environment that will nurture them and care for them. You want to feel you can approach your child's school at any time and to feel that you will be listened to and understood.

At Burlington Infant School, we understand this. We want to work in partnership with you to help your child achieve their full potential. Your child will be nurtured and cared for at our school by a dedicated, experienced and very caring staff team.

As stated at the start of this prospectus, we hope that you and your child's time at Burlington Infant School will be a happy one, which you will look back on and treasure as your child moves on to the next stage of their educational journey.

Opportunities for you to see your child working, or to review their progress, will be provided each term and you will receive a detailed school report at the end of each school year.

However, if you ever have any other questions or concerns which you would like to raise at any other time, please do not hesitate to contact us.

By working together, in partnership with you, we will ensure that your child achieves a secure educational foundation with a good understanding of the basic skills, a love of learning and the right values needed to achieve their full potential.

Please feel free to come and visit our happy and caring school and see for yourself what we can offer you and your child.

## **Disclaimer**

The information given in this prospectus is valid at the time of writing but it is possible that there could be changes affecting either the arrangements generally described in this prospectus, or in any particular part of it, during the school year. We have tried to include as much information as possible but the best way to find out about our school is to come and visit us!

Date of Issue: June 2019

# Burlington Infant School

## Home-School Agreement

This Agreement explains the aims and values of our school. It spells out the responsibilities of the school and parents and what the school expects of our pupils.

### **School Ethos:**

The school seeks to promote a safe, happy, caring and positive learning environment in which there is politeness, tolerance and respect for everyone. We will do our best to encourage children's spiritual, moral, cultural and social development and to maintain good relationships with the local community.

### **The Standard of Education the school will provide:**

We aim:

- to promote consistently high standards of teaching and learning
- to give pupils effective support and advice to promote the best possible academic progress, personal development, behaviour and attendance in order to reach their potential;
- to develop a curriculum that is broadly based and provides equality of access and opportunity for **all** pupils to learn and make progress.

The school aims to ensure continuity and progression and to raise attainment in all areas of the curriculum through setting both individual and school-based targets. The school has in place a system for the identification of children with Special Educational Needs and maintains a structure to help these children. Once individual needs have been identified, parents will be fully and regularly informed about levels of support and progress achieved by the child.

### **Attendance and Punctuality:**

It is parents' legal responsibility to ensure children are educated between the ages of 5 and 16. If children do not attend school regularly, legal action may be taken. It is the responsibility of parents to ensure that the school knows the reason for all absences on the first day of absence. Punctuality is also very important. School starts at **9.00 am**, and lateness means important work is missed. Term time holidays can no longer be authorised by the school and any taken will be referred to the Education Welfare Officer. Parents may then be liable for a fixed penalty fine.

### **Discipline and Behaviour:**

We have a School Behaviour and Anti-Bullying Policy that is given to all parents of new children and published on the school website. This policy is the result of consultation with parents and has been approved by Governors. We expect parents to support this policy too.

### **Homework:**

In the same way, parents are issued with a Homework Policy that is also the result of consultation with parents, and which has been approved by Governors. We expect parents to do their best to support this policy too.

### **The information school and parents will give to one another:**

Parents are asked to keep school updated on:

- Changes in addresses, telephone numbers and emergency contacts;
- Changes in medical conditions;
- Reasons for absences;

School will keep parents informed of:

- Accidents that mark a child, involve injuries to the head or are, in our opinion, serious enough to warrant concern;
- General concerns about a child's health;
- Any concerns about poor progress or bad behaviour;
- School events.

In the summer term all parents will receive a written report about their child's progress and will have the opportunity to discuss it at Open Evening. The school arranges Parents Evenings for parents to talk to their child's teacher about progress in the autumn and spring terms. If parents have concerns about their child's progress or welfare at school, however, they are asked not to wait for formal Parents Evenings but to contact school directly. A 'Suggestion Box' is also available for parents at the school office for any ideas/suggestions/ comments they might like to make.

If parents have any cause for complaint, they are asked to contact the class teacher in the first instance. If they wish to take the matter further, they should contact the Headteacher. Our school is committed to working closely with parents/carers for the benefit of the children. No problem is too small and, through early intervention, can often be prevented from becoming a bigger issue. If an issue cannot be resolved after reasoned discussion has taken place, then a formal complaint may be set in motion following the school's formal complaints process. Details are available from the Headteacher or can be downloaded from our website.

**Parents are asked to refrain from using social networking sites to discuss sensitive issues relating to the school. In particular, please refrain from discussing matters of complaint on social networking sites.**

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Please sign and return this form to school:

**I agree/do not agree to abide by the terms of this Home/School Agreement:**

**Name of Child:** .....

**Signed (Parent)** ..... **Date:** .....

**Signed (Headteacher)** ..... **Date:** September 2019

