

Stratford-sub-Castle
Church of England Voluntary Controlled Primary School



PROSPECTUS

2016 - 2017

Learning for Life in a Positive and Caring Christian Community



ACTIVE LEARNING
DOING / THINKING / UNDERSTANDING

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See the school website for:

Curriculum Information, School Terms and Holidays, Calendar of Events, Home-School-Child Agreement, school performance data and inspection reports.

"Stratford- sub- Castle VC Primary School is an outstanding Church of England primary school. Its provision for the needs of all learners is exemplary, rooted in Christian values and perspectives which permeate and unite the whole school. The quality of the school as a community and its focus on the aspirations and successes of all children have led to immense strengths which command the respect and support of all stakeholders."

SIAS Inspection Report 2012



Welcome to Our School

Letter from the Headteacher



Dear All,

It is my pleasure to welcome you to Stratford-sub Castle Church of England Primary School. A wonderful place to be! This is not just because of the idyllic countryside surrounding it, but because of the special people who make up the school's community and the sense of purpose they share. You are warmly invited to visit our school. Just contact the office to make an appointment and I will be delighted to show you round the school personally.

All schools are different and finding the right one for your child can be a daunting task. At our school, children learn and flourish in a setting shaped by Christian values. It is important to us to develop your child not only as a successful learner, but as a fully rounded person. Your child's aesthetic, cultural, mental, moral, physical, emotional and spiritual development is of paramount importance to us. Your child's emotional and physical well-being is of paramount importance to us. We are proud to treat each of our pupils as an individual. We want to motivate every pupil to be the best learner and the best person they can be!

Whether you are a prospective parent or a long-standing member of our school community, this prospectus will give you a *flavour of things* and provide you with some useful information about how our school is organised. It will also introduce you to the various staff members who work at Stratford. I am proud to be the Headteacher leading such a dedicated team, a team, committed to working with you to provide the best chances for your child. A team who really like children! A team, who really enjoy their jobs because they want to make a difference!

I love my job because I feel that our learning community is:

- a place where children learn in a meaningful way and lead fulfilling lives in the present (e.g. now as a 9-year-old or a 5-year-old)
- a place where children are aware of their rights and responsibilities as a citizen of the UK and the world
- a place where children are prepared for their launch into the big wide world; motivated to continue learning, confident enough to be themselves, resilient to knock-backs and able to recognise and grasp all of life's wonderful opportunities
- a place where, by respecting our differences and caring for each other, we show the world how humanity can live in harmony
- a community based on positivity, where problems are solved by talking and people are recognised for their strengths and helped to build up their weaknesses
- a place where parents and families feel welcomed and valued
- a school where EVERY CHILD MATTERS is not just a catch-phrase but a TRUTH.

My team and I want your child to be happy and to learn. We want all our pupils to be happy and to learn. To be happy in their learning. To be confident enough to admit when they 'don't know'! To be motivated enough to find out! We believe:

- in providing a wide range of balanced learning opportunities for everyone
- every moment of the school day provides a chance to learn something new
- that sports, music, drama, charity events, competitions run by community organisations, trips etc all provide invaluable opportunities for each child to develop in a rounded way, enhances school life and helps to motivate a child to learn
- in actively recognising progress and attainment
- that positive behaviour as well as academic success should be recognised
- our school ethos based on Christian values provides our pupils with a strong moral, spiritual and emotional framework upon which to build their lives
- well-balanced, happy children learn better!



The school dates from 1860 with additions in the 1970's.



Extensions also took place in 2011 and 2014.

In our efforts to achieve the *School Aims*, the staff and I rely on parents for co-operation and support. Parents are always welcome at Stratford, whether simply for a quick chat, to help with cooking or to listen to children read. Your involvement is valued. It is a team effort and your child will benefit when we work together.

Your child is precious. YOU want the best for them. WE want the best for them. We view our school as a "launch pad". Let's work together to help your child really "take off" so they are motivated throughout primary school and beyond!

Kay Bridson
Headteacher



World Book Day 2015

Our SIAS Report 2012 says....."this is an outstanding church school"

"By the end of year 6 pupils usually feel ready for transfer to secondary school with a love of learning and confidence which is the product of much raised self-esteem. Pupils were able to talk with enthusiasm about their learning and the enjoyment across the curriculum which they participate in. "Learning is fun." said one boy. Another girl said "they encourage you even if you are a bit shy about doing something." Another said how much he enjoyed the topics in learning."

"Pupils are open, friendly and welcoming and enjoying their learning with no thoughts of disruptive or inappropriate behaviour. There is a widespread confidence in the school by pupils and parents and carers. Parents interviewed spoke of the Christian ethos of the school resulting in the promotion of the spiritual and also the encouragement to "good values, social responsibility and caring."

Learning for Life in a Positive and Caring Christian Community



Aims of Our School



As a Church of England School we aim to....

- ensure that each child knows they are valued and supported, so that they can reach their full potential, spiritual, emotional, social, physical and intellectual, in an ethos of Christian love, tolerance and understanding
- serve the whole community and warmly welcome children and their families whatever their faith, culture or means
- provide a happy, safe and stimulating environment so that each pupil has the opportunity to achieve and acquire skills and knowledge required for life now and in the future
- promote a positive and purposeful environment where effort, progress and attainment are encouraged, rewarded and celebrated.



Peace like a river. Love like an ocean. Joy like a fountain.

To achieve our aims we foster the following Christian values:

**LOVE ☺☺ HOPE ☺☺ JOY ☺☺ COURAGE ☺☺ PEACE ☺☺ TRUTHFULNESS
☺☺ FORGIVENESS and RECONCILIATION ☺☺ GENEROSITY and
THANKFULNESS ☺☺ COMPASSION and COMMUNITY ☺☺ EQUALITY ☺☺
INCLUSIVENESS and JOY ☺☺.**

We serve the whole community and welcome children and their families whatever their faith or belief. We join together in an act of worship on a daily basis – any child may be withdrawn from this at parental request.

Every year, we gather together in the Church for a Harvest Festival, Christmas Carol Service, Easter Service and Leavers' Service. (See School Calendar for dates and times)

We gather as a whole school community on a weekly basis. Friday's "Smiley Face Assembly" is a chance for us all to celebrate the achievements of the week. Join children, parents, grandparents, younger siblings, governors and staff at 9:05am every Friday morning!

To achieve our aims we...

- provide all our pupils with the opportunities to learn and achieve within and beyond the National Curriculum
- encourage all within the school community to be motivated, confident and active learners
- work in partnership with parents
- develop links with the Church and wider community
- teach strategies for learning
- encourage learning for understanding
- provide challenge with support
- cater for different styles of thinking and learning
- encourage learning and understanding through doing
- encourage the use of whole brain learning
- promote positive self-image and high self-esteem
- provide regular opportunities for review and reflection
- actively listen to children
- provide timely and accurate feedback to learners
- encourage pupils to question and think critically, and make informed choices
- nurture an awareness and understanding of their own and other cultures, religions and beliefs
- nurture a sense of personal and social responsibility
- encourage our pupils to be emotionally literate - to solve problems and "move on" with their lives
- provide opportunities for creative experience
- nurture a sense of awe and wonder in the world around us
- encourage our pupils to approach life with an open, flexible attitude and a sense of humour.



Robin Class created a play called 'Rainforest Danger' and performed it at the Salisbury Playhouse as part of the *Beginners Please!* project.

School Governance



Governors are one of the largest volunteer forces in the country and have an important part to play in raising school standards. The role of the governing board is absolutely key to the effectiveness of any school.

School governors provide strategic leadership and accountability in schools. Governors appoint the head teacher and deputy headteacher. It is governors who hold the main responsibility for finance in schools, and it is governors who work with the headteacher to make the tough decisions about balancing resources.

Each individual governor is a member of a governing board, which is established in law as a corporate body. Individual governors may not act independently of the rest of the governing board; decisions are the joint responsibility of the governing board.

The role of the governing board is a strategic one; its key functions are to:

- **set the aims and objectives for the school**
- **set the policies for achieving those aims and objectives**
- **set the targets for achieving those aims and objectives**
- **monitor and evaluate the progress the school is making towards achievement of its aims and objectives**
- **be a source of challenge and support to the headteacher (a critical friend)**

Almost anyone over 18 years of age can become a governor. There are no particular qualifications or requirements, other than a willingness to give time to the role and a capacity for working with other people. There are different types of school with different categories of governor.

Our school is a voluntary controlled school which means we have the following categories of governor:

- parent
- staff
- foundation
- local authority
- co-opted

The type of governor anyone becomes depends on his or her situation; however all governors have the same roles and responsibilities once part of the governing body.

<u>Category of Governor.</u>	<u>Our Governors 2016 / 2017</u>
Parent	Richard Fowle, Peter Habert & Lloyd Turner.
Staff	Kay Bridson & Hannah Crook.
Foundation	Carole Long & Rev. Tessa Mann.
Local-authority	Angela Britten (Chair of Governors).
Co-opted	Simon Bourne, Penelope Larcombe, Katie Hill, David Mills & Andrew Munt.

For more information about the governance of the school please go to the school website.



Administrative Information

Contact Details



Headteacher:

Mrs Kay Bridson

Administrative/ Finance Officer:

Mrs Avril Thornton

Receptionist and Administrative Assistant:

Mrs Helen Waters / Mrs Melanie Munt

Chair of Governors:

Miss Angi Britten

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www.stratford-sub-castle.wilts.sch.uk

e-mail: admin@stratford-sub-castle.wilts.sch.uk



Pupil Admissions

The school follows the L.A. procedures for admissions. This policy gives children entitlement to three years of infant education. A school place is available for all children from the September after their fourth birthday.

All children may attend full time (09:00 - 15:00). If parents wish their child to attend part time (09:00 -12:05) or to defer entry until later on in the academic year for which admission is sought they must arrange this with the school.

Although most children will be admitted to school in September, some admissions may be delayed until January or April if parents prefer and it complies with the law.

Go to www.wiltshire.gov.uk for advice and common application forms.



Members of Staff: 2016 / 2017



Headteacher	Mrs Kay Bridson
Deputy Headteacher SENco (SEN Coordinator)	Mrs Justine Watkins
Teachers	Miss Hannah Crook Miss Jenny Robinson Miss Kat Smith Mrs Sarah Wareham Mrs Jodie Waters
Office Support Staff	Mrs Avril Thornton (Finance, Personnel and Administration) Mrs Helen Waters (Administration) Mrs Mel Munt (Administration)
Teaching Assistants	Mrs Wendy Davidson Mrs Rachel Diserens Mrs Lou De Bens Mrs Diana Clee Miss Grace Griffiths Miss Jeanette Hardiman Mrs Lucy Ray Mrs Nicola Sims Mrs Alison Smith Mrs Clare Smith Mrs Nicky Watson Mrs Caroline Webb
Midday Supervisors Please note we also have TAs on duty at lunchtime.	Mrs Ann Collins Mrs Jeanette Ford Mrs Sarah Crumbie
Staff not employed directly by the school	
Catering Staff (Sodexo)	Mrs Nicola Browning Mrs Ed Gillingham Mrs Julie Sinnett
Cleaning staff (Clearsprings)	Mrs Jenny McMenamin



School Organisation



Typical Number on Roll: 143 in September 2016

Age Range: 4 to 11 years old
Early Years Foundation Stage (Reception Year)
Key Stage 1 (Years 1 & 2)
Key Stage 2 (Years 3, 4, 5 & 6)

Time of Sessions: Mornings: 09.00 -12.05 - Key Stage 1 /EYFS
Mornings: 9.00. -12.20 - Key Stage 2
Afternoons: 12.55 - 15:00

Doors to the school open at 08.45. Please ensure that your child is in school on time; being late upsets children and it's not a good start to the day! Children need time to say hello to their friends and organise their things. All children who come to school after 09.00 are requested to report to the school office as soon as they arrive.

Responsibility for the supervision of children is accepted from 15 minutes before school begins in the morning. Before this time supervision cannot be guaranteed. When the doors open at 08:45 children may go to their classrooms and organise their belongings so they are ready for the day. There is a morning playtime from 10.25 until 10:45. There is no playtime in the afternoon.

All parents may enter the classrooms at the beginning of the day. However we do request parents encourage their children to be independent and to exit from classrooms just before the bell rings.

The school day finishes at 15:00. Parents are requested to meet their children outside the school buildings on the playground.

Classes: 2016 / 2017

<u>Class</u>	<u>Teacher</u>	<u>Year Groups</u>
Butterfly Class	Mrs Justine Watkins & Mrs Jodie Waters	EYFS / Year 1
Owl Class	Miss Kat Smith	Year 1 / Year 2
Woodpecker Class	Miss Jenny Robinson	Year 2/ Year 3
Robin Class	Miss Hannah Crook	Year 4 / Year 5
Kestrel Class	Mrs Sarah Wareham	Year 5 / Year 6

😊 **Class Sizes:** Class sizes vary year to year but range at present between 28 and 30 pupils.

Hours Spent Learning: Age range 4 -7: 21.5 hours per week
Age range 8 -11: 23 hours per week

Access Information



Access to the school site

We are aware that some people visiting the school may have additional needs. For the safety of our children the main gate is locked during school hours and a barrier placed across the driveway. If you or someone you know requires access, please ring the school office and a member of staff will help you to access the site, whilst also ensuring the safety of our pupils. The school has a specially adapted toilet for people with disabilities and the main building is fully accessible to a wheelchair user and also a hygiene room with adapted facilities. We are committed to everyone feeling part of our school community and no-one feeling excluded from our school community, for whatever reason. All needs will be catered for on an individual basis and steps taken to make sure all pupils and visitors are included.

Access to information

All parents have a right to access, through school, their child's records and information concerning the Curriculum. These documents include the National Curriculum Documents, LA Policies, Governing Body and School Policies. These are all available, on request, from the school office. A charge will be made if copies are requested.

Curriculum and Learning Information



The Curriculum

What is the curriculum?

The school curriculum comprises all learning and other experiences that each school plans for its pupils. Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- ✓ promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- ✓ prepares pupils for the opportunities, responsibilities and experiences of later life.

National Curriculum

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.



Our Learning Environment

Our positive learning environment is based upon good relationships, good communication and trust. We believe learning should:

- encourage learners to demonstrate their understanding
- allow learners positive and varied opportunities to practise and improve
- provide regular opportunities for review and reflection
- include timely and accurate feedback
- cater for different thinking and learning styles
- provide opportunities for learners to use, develop and identify the full range of Learning to Learn muscles
- provide opportunities for learning for understanding through performance of high challenge, low stress, open- ended tasks
- provide opportunities for independent learning and independent thinking

ACTIVE LEARNING DOING / THINKING / UNDERSTANDING

Learning at Stratford-sub-Castle Primary School.

Our commitments to our children as learners:

We are committed to helping each child learn in a happy, safe and stimulating environment. By the end of their time at Stratford-sub-Castle Primary School, we want each child to be 'launched' into the 'Big Wide World' as confident and inspired learners. We believe that each child has a natural curiosity and enthusiasm for learning. We aim to 'fuel' and sustain each child's learning journey. We believe:

- 😊 we are role models; we are all learners
- 😊 every part of the school day provides an opportunity for learning
- 😊 every child is an instinctive learner and naturally curious
- 😊 that positive self-esteem and self-belief lie at the core of learning and that the motivation and commitment of learners cannot be taken for granted
- 😊 learners need to be "let into the secret" and provided with the appropriate building blocks to progress their learning
- 😊 in promoting positive self-image and high esteem
- 😊 in engaging positive emotions
- 😊 that individual learners have legitimately different behavioural needs
- 😊 in maintaining a supportive and safe environment where "put-downs" from staff and peers are not accepted.

We are committed to responding to the needs of our pupils. In doing so we develop learning experiences that are:

- 😊 hands on / first hand
- 😊 linked in a cross-curricular way and linked to previous learning
- 😊 designed to maximise opportunities for oracy
- 😊 designed to develop solid basic skills within real and meaningful contexts
- 😊 enhanced by ICT
- 😊 enhanced by use of the outdoors; our grounds, locality and visits
- 😊 adapted to the interests of our pupils and responsive to their enthusiasms and the things they are curious about
- 😊 designed to extend each child's understanding and knowledge of themselves and the world around them.

Home Learning (Homework)

Individual class teachers set home learning. It is the class teachers' responsibility to ensure that both parents and children understand the learning to be completed at home. The Headteacher informs parents of the home learning routine in writing at the beginning of each academic year.

Why do we give home learning?

- to develop your child as a learner; learning doesn't just happen at school!
- to allow your child to practise basic skills; reading, spelling and recall of number facts
- to develop self-discipline, organisational skills and persistence
- to encourage your child to take some responsibility
- to allow pupils to pursue their particular interests
- to prepare your child for the future

Class teachers will ensure that:

- spellings and times tables are checked before children take them home
- a child's Reading Record is monitored regularly
- each pupil in Y4, Y5 and Y6 is provided with a book for the Termly Topic. Younger pupils are provided with a book at their request
- when the usual routine is disrupted (e.g. trips), home learning is given out/handed in on the nearest possible day to the usual timetable
- demands on pupils are monitored, so that they are as even and balanced as possible.

Children are encouraged to:

- read 5 times per week
- learn spellings and times tables in a way that suits their learning style
- take responsibility for learning.

Parents are asked to support their children by:

- making it clear to their child that they value "learning"
- encouraging and praising children when they have completed a task
- providing a peaceful, suitable place in which their child can concentrate on their work
- reading with / to their child daily.

We acknowledge learning and effort by:

- stickers for spellings 9/10 and 10/10
- stickers for good practise skills when learning spellings
- stickers for reading 5 times in a week
- stars in the 'Planets Booklets' (number facts)
- certificates and prizes for Termly Topics



Safeguarding Information



All staff (paid/unpaid) working at our school have a responsibility to report concerns to the Designated Safeguarding Lead (Kay Bridson). In her absence the Deputy Headteacher (Justine Watkins) is the Deputy Designated Safeguarding Lead.

Effective safeguarding arrangements in our school are underpinned by two key principles:

- safeguarding is everyone's responsibility: for services to be effective each professional should play their full part in keeping children safe; and
- a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

There are three main elements to the school's safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

Safeguarding is supported by the following other school policies:

Anti-Bullying Policy, Attendance Policy, Behaviour for Life and Learning Policy, Child Protection Volunteer Leaflet, Critical Incident Policy and Management Plan, Complaints Policy, Data Protection Policy, E-safety Policy, Freedom of Information and Publications, Information Sharing Policy, Intimate Care Policy, Medication for Pupils Policy, Positive Interventions Policy, Safe-guarding Policy, Safer Recruitment Policy, Security Policy, Sex and Relationships Education Policy, Single Equalities Policy, Special Educational Needs Policy, Use of Photography Policy and Whistle Blowing Policy.

Our school policies should be read alongside the following national government policies:

Working together to safeguard children 2015

Keeping children safe in education 2016

Keeping children safe in education 2015 Part 1

What to do if you are worried a child is being abused 2015- Advice for practitioners.

Prevent Duty Guidance 2015

The following sections provide information regarding some of the areas of school life which contribute to our positive and safe ethos.

Attendance

We regard attendance as being an important issue. This reflects our view that education is crucial to every child.

We are committed to helping our pupils understand that:

- learning is important
- regular attending, being punctual and arriving in a state of readiness for learning is valued
- hard work, commitment and perseverance is rewarded
- excellent attendance and punctuality is something to aspire to
- they are missed - when they are not here
- problems leading to non-attendance are taken seriously - we do listen!

The Legal Framework

Legally parents must ensure that their children are educated. For most parents, this means registering their child at a school, and ensuring their regular attendance. Failure to do so can result in prosecution. Authorised absence may include late arrivals, illness, interviews, sporting activities, examinations, family funerals and in exceptional circumstances family holidays all of which should be supported (where possible) by a written explanation for the absence.

The Government has issued clear guidelines with regard to family holidays during term time. I should be grateful if you note the latest legislation from the Department of Education which came into force on 1st September 2013 that the school must follow;

"Amendments to the 2006 regulations remove reference to family holidays and extended leave as well as the statutory threshold of ten school days. The amendments make clear **that head teachers may not grant any leave of absence during term time unless there are exceptional circumstances.**

Head teachers should determine the number of school days a child can be away from school if the leave is granted. The new law does not give any entitlement to parents to take their child on holiday during term time. Any application for leave must be in **exceptional circumstances** and the head teacher must be satisfied that the circumstances warrant the granting of leave. Parents can be fined for taking their child on holiday during term time without the consent of the school."

AS A PARENT YOU NEED TO BE AWARE THAT:

- parents do not have the automatic right to withdraw their child from school for a holiday during term-time and should not normally do so
- parents need to request permission in advance from the school if they wish to take their child on any holiday during term-time stating exceptional circumstances for doing so
- each request for a holiday absence is considered individually by the school
- if the school does not agree to an absence and the child is still withdrawn for a holiday the absence is recorded as unauthorised on the child's record
- you can be issued with a Penalty Notice by the Local Authority for a number of reasons, including: overt truancy, absences from school, either when a parent continually fails to provide an explanation or the school considers the absence to be avoidable or for holidays taken in term time where the absence has not been authorised by the school.

(More details are available in a leaflet produced by Wiltshire County Council. Copies are available in the school office or on the website.)

The Role of Parents

We believe parents have a crucial role to play in ensuring their child maintains good attendance. **A child will infer how much a parent values education from their attitude to attendance issues.**

Parents invest in their child's future by:

- ensuring their child arrives at school on time, appropriately dressed and in a "condition to learn" (i.e. not too tired or too hungry)
- working in partnership with us to help their child gain an appreciation of the importance of attending school regularly
- working in partnership with us by taking an active interest in their child's education

	<i>Attendance 2012/ 2013</i>	<i>Attendance 2013/ 2014</i>	<i>Attendance 2014/ 2015</i>	<i>Attendance 2015/ 2016</i>
Attendance	95.2%	95.53%	96.8%	97.14%
Absence	4.8%	4.47%	3.2%	2.86%

Terms and Holidays

Dates of school terms and holidays are sent to parents at the beginning of each school year and are published on the school web-site. (See School Calendar)

Dates of Teacher Development Days (TD Days) are also published well in advance. There are five of these days every academic year. All schools set dates to complement their School Development Plan and to coincide with the availability of trainers and consultants. (See School Calendar)



Behaviour

We fulfil the aims of the school through a consistent approach to behaviour management.

We aim:

- to make each member of the school feel valued and respected
- to balance the needs of the *whole school* with those of the individual
- to help pupils attain the highest possible standards of personal development, while nurturing social responsibility and a sense of community within them.

We regard behaviour as being the actions and responses of each member of our school community. It is how we behave towards one another and how we treat the environment.

We believe that each individual is responsible for his or her decision-making and therefore behaviour. We believe that behaviour affects every academic and social programme designed to further a child's development.

We attempt to accentuate the positive, recognising and promoting desirable behaviour with a wide variety of rewards, as set out in the Behaviour for Life and Learning Policy.

The Behaviour for Life and Learning Policy also sets out the consequences of unacceptable behaviour. We aim to deal with problems as soon as they occur and help children face up to the consequences of their actions and to accept responsibility for their own behaviour.

Bullying

We do not have a bullying problem at Stratford School, because we employ many strategies and systems to combat it. Our approach to bullying is detailed in our *Anti-Bullying Policy*. It is treated seriously and all incidents are dealt with immediately we become aware of them. Please inform us of any concerns because we can only act if we know there is a problem.

We have produced an Anti-Bullying Leaflet which suggests confidence-building and assertiveness strategies to help you and your child deal with provocative or threatening behaviour. We work with all children to encourage the rejection of bullying behaviour within the school, and work with bullied and bullying pupils to help prevent further incidents. The leaflet, and our full *Anti-Bullying Policy*, is available from the school office on request.



Our Rights and Responsibilities



Right: To be treated fairly.

Responsibility: To treat others as we wish to be treated.

Right: To be heard.

Responsibility: To listen to others.

Right: To learn and play in a safe environment.

Responsibility: To use equipment safely and to be aware of others.

Right: To be given independence and responsibility.

Responsibility: To be trustworthy and think for oneself.

Right: To be educated and to receive broad and balanced learning opportunities (the curriculum).

Responsibility: To take charge of one's own learning and to support other people in their learning.

(Written in 2013 with the help of Year 5 and Year 6)



Our Golden Rules

If you want a friend, be a friend!

Pobody's nerfect!

If you haven't anything nice to say don't say anything at all!

Work time is for working and playtime is for playing!

Be a walking, talking advert for Stratford-sub-Castle School!

Smiles will be returned!

Child Protection

We fulfil the aims of the school through a consistent approach to Child Protection. We believe;

- the welfare of every child is paramount
- all children have a right to be protected from harm
- children cannot learn effectively if they do not feel secure and safe
- the child's need for security and family links must be recognised
- the primary responsibility for looking after children rests with their families
- openness is required in dealing with families and the Local Authority
- context is important (severity and persistence of experiences need to be considered against the backdrop of other happenings in the child's life).

Our school ensures that;

- the welfare of the child remains paramount
- all children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/ or sexual identity have the right to be protected from harm
- all suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately
- all staff (paid/unpaid) working in the organisation have a responsibility to report concerns to the Headteacher (Kay Bridson) . In her absence the Deputy Headteacher (Justine Watkins) is the Deputy Designated Safeguarding Lead.

The Designated Safeguarding Lead (Formerly the Child Protection Co-ordinator)

The Headteacher is the Designated Safeguarding Lead (DSL). Any concerns about child welfare are reported directly to the DSL. Staff and Governors ensure that the correct procedures are followed in order to protect children. It is the responsibility of the school to recognise a child in danger and then to liaise with the relevant agency to protect that child.

The school also has a legal duty to assist local authority social service departments acting on behalf of children in need or enquiring into allegations of child abuse. All child protection issues are treated with strict confidentiality. Only those staff members who "need to know" are informed.

The Role of Governors

The Governing Body has a named governor responsible for child protection issues. This governor liaises with the Designated Safeguarding Lead and attends all relevant training. The named governor is Angela Britten.



On-Line Safety

The Internet is an essential resource to support teaching and learning. The statutory curriculum requires pupils to learn how to locate, retrieve and exchange information using ICT. In delivering the curriculum, teachers integrate the use of communications technology such as web-based resources and e-mail. Computer skills are vital to access life-long learning and employment; indeed ICT is now an essential life-skill.

In line with school policies that protect pupils from other dangers, we provide pupils with as safe an Internet environment as possible and teach them to be aware of and respond responsibly to the risks. The school Internet access is designed expressly for educational use and includes filtering appropriate to the age of pupils.



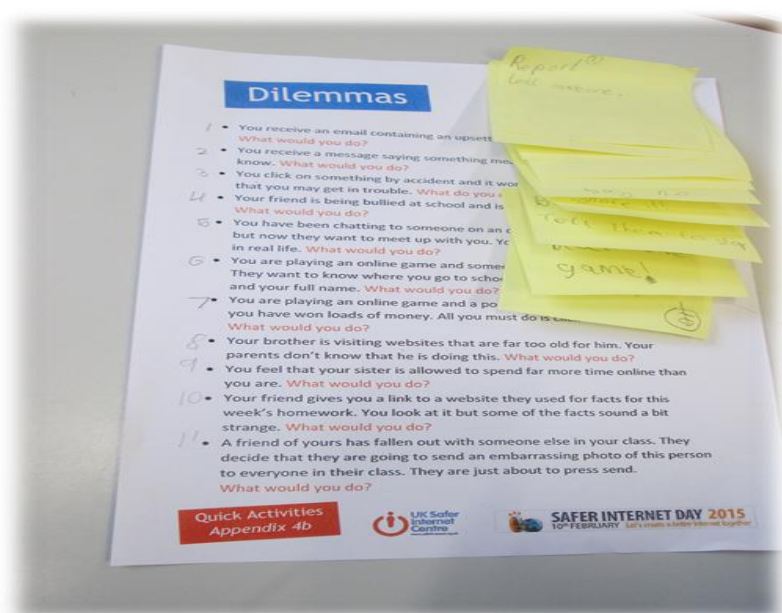
Enhancing Learning

Pupils learn appropriate internet use and are given clear objectives for internet use. Staff members guide pupils in online activities that support the learning outcomes planned for the pupils' age and maturity. Pupils are educated in the effective use of the internet, including the skills of knowledge location, retrieval and evaluation.

Safe Management of Learning

A designated senior member of staff manages the use of the internet and the permitting and banning of additional websites identified by the school. This includes:

- working in partnership with parents, Wiltshire County Council, DCFS and the school's Internet Service Provider and computer maintenance team to ensure systems to protect pupils are reviewed and improved
- reporting to the Internet Service Provider if staff or pupils discover unsuitable sites, the URL (address) and content are reported to the Internet Service Provider
- regularly sampling web-site logs and monitoring through the Internet Service Provider's monitoring service
- ensuring that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable
- acting if the school believes actions are illegal; referring concerns to the Internet Watch Foundation (IWF - <http://www.iwf.org.uk/>).



First Aid

We have over ten registered first aiders including two members of staff specifically trained in paediatric first aid (for under 5's). Certificates are on display in the school office. First Aid boxes are located in each classroom and in the staff room. Their location is clearly indicated. All children receiving first aid during the school day are given a note covering minor injuries, to inform parents (bump notes) that their child has received first-aid. The first aider dealing with an incident completes these forms. A record is kept in the First Aid and Intimate Care Log Book.

Injuries other than minor bumps and grazes are entered onto an Incident Report Sheet. Major incidents are reported to Wiltshire Council through their on-line reporting system.

Accidents and emergencies are rare but please make sure that you keep us informed of any changes of name, address, telephone number etc. It is most important that we can contact you during the day should your child become ill or have an accident. We also ask you to give us an emergency number e.g. friend, neighbour or grandparent in case we are unable to contact you.



Intimate Care

It is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible. As far as possible, the child should be allowed to exercise choice and should be encouraged to have a positive image of his/her own body. Staff members bear in mind how they would feel in the child's position. Intimate care provides opportunities to teach children about the value of their own bodies, to develop their safety skills and to enhance their self esteem. Matters concerning intimate care are dealt with confidentially and sensitively and ensure that the young persons' right to privacy and dignity is paramount. Children who require more complex procedures have an Intimate Care Plan agreed with parents, school nurse, headteacher and staff involved. Intimate care is one of the following:

- supporting a pupil with dressing/undressing
- providing comfort or support for a distressed pupil
- assisting a pupil requiring medical care, who is not able to carry this out unaided
- cleaning a pupil who has had a toileting accident, nose bleed or who has vomited
- assisting girls who have needs due to menstruation.

Supporting dressing/undressing

Sometimes it will be necessary for staff to aid a child in getting dressed or undressed particularly in Early Years. Staff members encourage children to attempt undressing and dressing unaided.

Providing comfort or support

Children (particularly children in EYFS) may seek physical comfort from staff. Where children require physical support, staff are aware that physical contact must be kept to a minimum and be child-initiated. If physical contact is deemed to be appropriate, staff members provide care which is suitable to the age, gender and situation of the child.

Toileting Accidents

Intimate care for a toileting accident is only given to a child after the parents have given permission for staff to clean and change the child. Parents who have children in the EYFS or with medical needs may sign a permission form so that the Early Years staff can clean and change their child if required.

Records

All cases of intimate care regarding an incident where staff have assisted a pupil requiring medical care or who have cleaned a pupil who has had a toileting accident, nose bleed or who has vomited are logged in the First Aid / Intimate Care Log Book. A date time and brief description of events including any views expressed by the child are noted and signed by the person delivering the intimate care. It is not appropriate for volunteers to carry out intimate care procedures.

Medication/Medical Needs

We have a responsibility to maintain the health and safety of the pupils under our care during normal school hours or during any other school event or activity. This may extend to administering medicine or taking other medical action in an emergency.

Very few medicines need to be taken during normal school hours and in most cases the appropriate dosage of medicine when prescribed to be taken "*three times a day*" can be given before school, after school and at night. The same principle can also be applied to medication such as creams/drops.

Where a child has long-term medical needs or where more frequent administration of medicine is prescribed, the school management makes a risk assessment.

The school management:

- decides whether to accept responsibility for medication and where it does, it accepts the duty with reasonable care and follows the guidelines contained in this policy and the LA policy.
- may delegate responsibility for administering medication to other staff. However, it is the decision of each individual employee as to whether he / she is prepared personally to administer medication. No sanction is taken against any staff member who declines to undertake this task.

No medication is given to any child without the *specific written consent* of the parent / carer concerned. Under no circumstances will staff help a child to administer prescribed medication on their own initiative.

Procedures for managing medication in school are as follows:

- a meeting between school management and parents where a risk assessment is completed will take place before medication is accepted into school
- the medicine, together with the signed letter of permission, is delivered to school and handed personally to Mrs. Bridson, Mrs Watkins, Mrs. H. Waters or Mrs Munt.
- a written record is kept of the administration of all prescribed medication to pupils. This record is kept together with the instructions, and is checked and completed by the designated member of staff. The record gives the date and time of administration, the dose given, the name of the child and the name of the staff member administering the medication
- when helping a child to take their medicine the designated staff member checks the identity of the child with the child in question and another member of staff
- medicines are stored safely in the pharmacists' original container and clearly labelled with the contents, the child's name and the dosage or other instructions. The receiving member of staff checks the accuracy of the child's name and the date

- some medication, such as insulin or liquid antibiotics may need to be kept in the refrigerator. These medicines are placed in a suitable additional container and clearly labelled
- *Under no circumstances are medicines kept in first aid boxes*
- any medicine which has passed its expiry date is to be collected from school within 5 days of the expiry date or disposed of safely, by returning it to the local pharmacist. Medicines are not disposed of in the sink or the toilet
- non-prescribed medicines are not given to children
- all children administer their own medication, supervised by the designated member of staff.

If it is necessary for a child to receive medicine during the school day, **parents must give written permission and discuss their child's needs with the Headteacher**. Staff administration of medicines is voluntary and is only carried out when children require medicine for prolonged / on-going medical needs.

Special Circumstances

Some children have unusual or specific medical needs which may require treatment in an emergency. Early identification and planning, in conjunction with the Health Service, results in detailed discussion and the formulation of a carefully designed "Individual Health Care Plan" to meet the needs and circumstances of an individual child. For special individual cases, staff members are trained to enable them to act in emergencies or administer treatment in potentially life-threatening situations.

Risk Assessment

Risk assessments, individual health care plans and school nursing health care plans compiled by trained and competent persons, in conjunction with parents / carers, determine the procedures which we adopt to comply with our policy of inclusive education. These assessments and plans also identify any exceptions to normal participation in school activities.



Safety (Some general procedures)

*** Further details can be found throughout the prospectus**

- all children must wear school uniform including safe footwear *
- the school should be informed of all absences by telephone on the day of the absence, and subsequently in writing *
- any child who leaves the school premises without permission will be deemed to be truanting, and parents will be informed
- children may not play or be on school grounds after school hours without the permission of the Headteacher or the Governing Body
- children may only attend an after-school activity with the written permission of a parent or guardian
- no litter should be dropped or damage done to the school grounds or buildings. Deliberate damage will result in a request to the child's parents to pay for the cost of replacement or repair
- whenever the alarm bell is sounded the children must assemble on the school field and await instructions
- all children and staff must stop when 5 warning whistles are blown and await instructions.

Special Education Needs

We believe in providing every possible opportunity to develop the full potential of all children. All children have the right to a broad and balanced curriculum, including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with special educational needs should participate in activities which are compatible with the efficient education of other children and the efficient use of resources. In addition to our school aims, we aim to:

- provide an enriching experience in which learning flourishes and where achievements are celebrated
- provide an innovative and stimulating curriculum
- enable children to become independent, life-long learners, who know how to succeed
- respect and value all members of our school's community regardless of ability, aptitude, gender or race
- nurture all aspects of personality - intellectual, emotional, creative, physical and spiritual
- challenge all children according to their individual needs, so that they achieve their true potential academically, physically and socially
- work in close partnership with parents
- put 'Emotional Literacy' at the heart of the school's ethos and curriculum. We encourage caring, harmonious relationships between all members of the school's community, thus ensuring that standards of behaviour are high. We believe that behaviour has a huge impact on the quality of life, and as adults it will have a more important influence than economic progress on the individual's happiness. All adults are role models
- enable children to take their place in society with confidence, able to cope with the changes the future will bring - through resilience, resourcefulness, reflection and reciprocity
- create good citizens who are self-reliant, but able to contribute to the wider and global community
- develop people who have a concern for the environment
- create happy and healthy individuals.

For more information go to the school's website and see the SEND Policy and School Offer.

Our SENco (SEN Coordinator) is Mrs Justine Watkins, who is also the Deputy Headteacher. Please do not hesitate to contact her if you have any concerns about your child's learning.

Uniform

We rely on you, as parents, to ensure that your child wears the school uniform. Children really dislike being different and enjoy feeling part of the "Stratford Team"!

Uniform

The required school uniform is as follows;

School sweatshirt

White shirt/polo shirt

Grey or black trousers or shorts / grey or black pinafore dress or skirt

Blue / white checked / striped dress or skirt (summer/ hot weather)

We encourage the wearing of grey, black or white socks, or dark tights.

Children are encouraged to wear appropriate warm clothing for outdoor PE sessions in cold weather.

Shoes and clothes must be practical and safe.

P.E. Uniform

Plain white t-shirt
Plain dark shorts
White socks
Track suit (in cold spells)
Plimsolls / trainers

Swimming (Yrs 4 and 5)
Trunks or full costume
Towel
(bikinis are not allowed)

Art

An old shirt or apron is recommended for artwork.

It is absolutely essential that all clothes are labelled. It is also essential that each child has a drawstring bag, clearly named, in which to keep his or her P.E. Kit. All uniform is checked for names at the beginning of each term.

Lost Property

A 'Lost Property Basket' is located in the 'Glass House' entrance in the new block. Named items are returned to children and not put in the box.

School Uniform available from the school office

A supply of school sweatshirts and other items is kept in stock and can be purchased from the school office. Prices are as follows:

Sweatshirts (*assorted sizes ranging from 22" - large*) = **£10.00**
Cardigans (*assorted sizes ranging from 24" - small*) = **£10.00**
Stratford PE T-shirts (*assorted sizes ranging from 22" - 32" & small*) = **£5.50**
Fleeces (assorted sizes) = **£12.50**
PE Hoodie (*assorted sizes*) = **£10.00**
PE Bags = **£4.00**
Book Bags = **£4.00**
Legionnaires Hats = **£3.50**
Baseball Hats = **£3.50**

Please note: prices were correct at the time of printing.

Please, please ensure your child's clothing is clearly marked with his or her name!

Appearance

Children should be smart, clean and safe at all times.

Hair: Long hair should be tied back for health and safety reasons.
This is essential during PE lessons but is encouraged in all activities.

Jewellery: Pupils may wear watches and a small pair of studs for pierced ears (in ear lobes only). Nose studs and other types of body piercing are not allowed. No other jewellery is allowed. In order to comply with L.A. Health and Safety guidelines, pupils are required to remove ear-rings for PE activities. If children cannot remove them, they are asked to cover them with tape.

Make-up: The Governors believe that any form of make-up or hair colouring is inappropriate for this age group. Nail varnish may not be worn.



Frequently Asked Questions



Are children allowed to drink during the day?

We encourage children to drink plenty of fluids throughout the day - it keeps the brain hydrated! Pupils are welcome to bring a water bottle to school with them, and may keep this on their desk or take it with them to P.E. Please supply your child with a *named* water bottle, with a *sports cap*. These are invaluable. **Only water is permitted in classrooms**, as spillages are wet but not sticky! If your child has specific health issue concerning drinking please talk to the Headteacher or Deputy Headteacher.

What are children allowed to eat and drink at break time?

All Foundation and Key Stage 1 children receive a free piece of fruit or vegetable during the morning. All children may also bring one snack item to eat at break, and we encourage healthy snacks. **Please note that sweets including chocolate bars are not permitted.**

Children may purchase drinks from the school kitchen at morning playtime. Milk is also available through the "Cool Milk Scheme" to all children, at a cost of 22 pence per carton. On completion of an application form, your child will be given free milk if they are under 5 years old. These are available from the school office. The children may consume their drinks and snacks in the school hall sitting down in a 'civilised manner' or go outside if they wish!

Are hot school meals available?

Sodexo is the company contracted by the governors to supply the school with hot dinners. School meals are cooked on the premises; a menu is posted in the hall next to the serving hatch for information. All money should go directly to the school cook, via the box situated in the Old School entrance way (mornings). Envelopes containing dinner money should be placed in this box between 08:45 and 09:00. Envelopes or money bags need to be clearly marked with the following:

**CHILD'S NAME / CLASS / DAYS DINNERS REQUIRED (DATES)
and AMOUNT OF MONEY IN THE ENVELOPE.**

Whether paying on a weekly or on a daily basis all meals should be paid for in advance. They are available at the current price of £2:30 per day. Adult meals cost £3:26 per day. Changes in price are notified in a newsletter. A free hot meal is provided for each child in the EYFS, Y1 or Y2 as part of the new government initiative "Universal Infant Free School Meals". Please contact the school office if you wish to take up your entitlement.

**IF YOUR CHILD HAS A MEDICAL CONDITION REGARDING FOOD PLEASE ENSURE YOU
HAVE COMPLETED AN ALLERGY FORM FOR YOUR CHILD.**

Is there a school bus service?

There is a school bus which commences at Old Sarum, Partridge Way in the mornings (@ 08:40) then picks up at the top (@ 08:46) and bottom of Waters Road (@08:48) before proceeding straight to our school (@ 08:55).

In the afternoons this bus departs the school (@ 15:06), then drops at Waters Road Bottom (@15:15), Waters Road Top (@15:16) and then Old Sarum, Partridge Way (@ 15:19).

This bus is run by Tourist Coaches, contact telephone number for lost property is 01722 338359. Contact Steve Hursthouse or Chris Mills email: enquiries@touristcoaches.co.uk.

Fares are: Adult fare: £2.20 single, £3.30 return. Child fare: £1.60 single, £2.40 return (if no entitlement to a bus pass).

What about car parking?

There is a car park opposite the Church which the Church kindly lets us use. Many parents park on the road. Please do not park on the zig-zag lines or in front of the cones. Stratford-sub-Castle Primary School is part of Wiltshire County Council's initiative "Taking Action on School Journeys" and has a "Travel Plan". As most of our children live within a mile of the school, walking or cycling to school is a healthier, environmentally-friendly and fun way to get here. We also encourage car-sharing and welcome the names and addresses of parents who would like to take part, thus enabling us to extend our car-sharing database. As part of our involvement in this scheme we encourage parents to look at alternative ways of getting their children to and from school, rather than using a car. However we understand that the car is the only option for many people.

What are the procedures for coming into school in the morning?

Children should arrive no earlier than **08:45**. At this time the doors are opened to the old school (Robin Class) and to the new school (Butterfly Class, Owl Class, Woodpecker Class and Kestrel Class). See below for the doors to be used.

Please do not bring buggies and prams into school. If access is required for buggies and prams etc. this should be by the hall only and these vehicles should be parked in the hall please.

All the buildings are open for "traffic" at **08:45** so that lunch boxes organised, bags and reading books stored etc may be organised. Children then have a choice as to whether to go out to play or stay in the classroom. Children need to be aware of the time and judge if they have time to go out or not. We would like them to go out if they have plenty of time!

When the bell rings at **09:00** children are encouraged to make their own way into the classroom.

What are the procedures for the end of the day?

The school is accessible to parents from **14:55** when the big gate is unlocked. If for some reason this does not happen, please do not hesitate to knock on the school office window and alert the office staff. It is very easy to get side tracked in there!

Parents of Butterfly Class are welcome to wait on the benches near the Golden Garden at the very back of the school. Please do not go into the classroom at the end of the day as we need the space to ensure the children get home safely.

Which doors will be used by each class at the beginning and the end of the day?

Class	Door to be used in the morning.	Door to be used in the afternoon.
Butterfly Class	Door from Big Playground (through the glass house!)	Back door to classroom near Golden Garden. Meet children at back of hall. Please wait outside the gate and do not enter the classroom.
Owl Class	Door from Big Playground (through the glass house!)	Art Area door. Meet children on the 'Not so Small Playground'
Woodpecker Class	Door from Big Playground (through the glass house!)	Door from 'Big Playground' (through the glass house!) Meet children on the 'Big Playground'
Robin Class	Side door from 'Small Playground'.	Side door from 'Small Playground'. Meet children on the "Not so Small Playground"
Kestrel Class	Door from 'Big Playground' (through the glass house!)	Door from 'Big Playground' (through the glass house!) Meet children on the 'Big Playground'

Which doors are used by Early Birds and Night Owls?

Members of the Early Birds and Night Owls Club who arrive and leave school before and after everyone else should use the outside door to The Nest, accessed from the 'Not so small playground'.

What are the procedures for dealing with head lice?

The Governors follow the policy regarding head lice as set out by the Local Health Authority: **'It is recommended that children have their hair checked regularly, ideally once a week, using a detector comb. The parents of any child found to have a case of head lice will be contacted and provided with up to date advice as to how to treat head lice'**

Please note that you are entitled to a FREE prescription for head lice treatments from your family doctor. If you discover that your child has head lice please treat them immediately.

My child has an inhaler; can they bring it to school?

We are only able to allow your child to use an inhaler if his or her medical form is completed to this effect. Please ask Mrs H. Waters in the school office if you are unsure as to whether this has been done. Preventative inhalers - those only to be taken morning and evening - should not be brought into school. If your child suffers from asthma, then the blue "reliever" inhaler is permissible but must be clearly labelled.

Are mobile phones allowed?

Children are not allowed to bring mobile phones into school. Should a child be found with a mobile phone, the child's parents will be contacted and the phone kept in the office, until their parent or guardian can come to collect the device.

Are there any after-school clubs?

We offer a range of After-School Clubs. These, depending on the season, may include football, netball, kwik cricket, tennis, athletics, dance and drama, art, music, computer and board games. Your child will be invited to choose a preference for each season. They do vary from term to term as we consult pupils through the School's Council and surveys to find out what activities they would like us to offer. All clubs are free except for Early Birds and Night Owls. Newsletters will provide more details about these clubs each term.

What is early Birds and Night Owls?

Early Birds and Night Owls is a reading and homework support service run by Miss Griffiths before and after school. The sessions are very popular with our pupils and I know how much they enjoy spending time with Miss Griffiths.

Sessions must be booked in advance so as to enable to manage staffing requirements. If we are over-staffed just because people might turn up at the last minute, then it makes everyone pay more. However, we also want to be as responsive to need as we can so please do make last minute bookings in an emergency!!!! Places are subject to staffing levels at short notice. Booking forms are available from the school office.

Early Birds is available from 08:00 (Please note this is not a breakfast club and children will need to have had their breakfast before arriving at school)

Night Owls is available from after school until 17:00. (Please note that children staying will need a snack and drink for after school. Legally we are not able to have the children on site beyond 17:00)

Charges:

The Early Birds session cost £2 (half hourly rate, regardless of what time you arrive).

The Night Owls sessions cost £4 hourly and half hour blocks £2.

Children attending the free after school clubs are able to attend from 16:00 - 17:00 and £4 is charged for this arrangement. All sessions must be paid for in advance and at the time of booking.

If children are picked up late then the parent will be charged for the staffing costs for the "run over" time in half hourly blocks.

How do I find out about how my child is doing in school?

Stratford- sub- Castle Primary School holds three Parents' Evenings during the academic year. These are usually held in October, March and July.

Remember we value communication with you. Please pick up the phone or come and talk to us at any time if you have concerns or questions.

We invite your child to attend these meetings with you because they are the most important person involved in their learning. However, we leave this to your discretion and fully understand if you would prefer to talk to us without your child listening to the conversation.

Whether or not your child comes with you to the Parents' Evenings, talk positively to your child about what the meeting is for, what is said and the information that comes from it, including areas that she/he needs help with.

The first two Parents' Evenings are slightly more formal. (They take place in the hall. Tea and coffee is available while you wait or look at your child's work.) You will be given an appointment to talk to your child's teacher. A reply slip is sent home, approximately two weeks before the Parents' Evening. You are asked to indicate your preferred time on the reply slip and return it to your child's teacher. Appointments are allocated on a first come first served basis. The teacher will allocate you a time-slot as near to the one requested as possible and let you know the precise time by returning your reply slip to you, the "slot" being highlighted in some way for you.

If the time allocated is inconvenient, you are more than welcome to arrange an alternative date and time directly with your child's teacher.

The third Parents' Evening is held after you have received your child's written annual report and provides you with a less formal atmosphere to tour the school. As well as, allowing you to meet your child's teacher and to see the work they have displayed on the walls, it provides you with the opportunity to meet your child's next teacher and visit his or her new classroom.

It is extremely useful for your child and his/her teachers if you are able to attend as many of these meetings as possible. Children do best when parents and teachers work together, understanding what each is trying to do to help the child move forward in their learning.

Parents' Evenings – October and February

As appointment slots are approximately 10 minutes long, these parents' evenings are not the best time to raise specific worries or concerns that you have about your child that you would like to talk about in some depth. For one thing there isn't the time available, as teachers must keep on time for other parents following you. If something is really bothering you, always ask for a private appointment time after the school day.

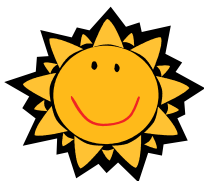
Is there a PTA?

All parents are invited to play a full part in the life of the school. The school has an active Parent Teachers Association (PTA) and parents of any child in the school are automatically members of the association. Events of an educational or social nature are held frequently and parents are invited to participate in fund-raising occasions. Please do not feel that you have to come to the PTA meetings to be able to help our school – any help, regular or infrequent, is very welcome! If you would like to be more involved, please speak to Mrs. H. Waters in the school office. We are always in need of more willing helpers! There is a PTA notice board opposite the water fountain in the new school and a Face Book page. See the PTA section of the school web-site for more information.



What is the school policy on sun safety?

At Stratford-sub-Castle Primary School we like to encourage our pupils to look after their skin and to be safe in the sun. Please put sun cream on your child before coming to school in the morning and provide them with a sun hat and a bottle of water. Children may re-fill the water bottle during the day. If you wish your child to wear sunglasses they may keep them in their drawer. **If children need to re-apply sun cream then it may be sent into school in a sealed and named plastic bag. Name the tube, name the bag! THIS MUST BE HANDED TO A MEMBER OF STAFF IN EACH CLASS.** Staff will help pupils to apply this to themselves. If your child has a specific skin condition and requires help to apply cream, please talk to the Headteacher or Deputy Headteacher and we will talk to you about our Intimate Care Policy.



Communication (Working together for positive outcomes for your child)

Pastoral Care

We are concerned as much for the personal and social development of your child as for their academic progress. We want your child to develop into a rounded and well-balanced person.

We aim to combine high expectations with a sympathetic approach. If problems occur, PLEASE come and talk to us, we are always ready to listen. Quite inconsequential things to us can become major worries to little ones - if worries or problems are "nipped in the bud" they don't become HUGE!

We would ask parents to help us: a new baby in the family, a sudden bereavement or family upset can all cause your child to act differently in school, just as worry over schoolwork or falling out with a friend can cause problems at home. Please let us know if anything occurs at home which might affect your child's work or behaviour at school. By the same token, we will contact you at an early stage if we have any concerns.

Home / School Contact

Face to face

Parents may arrange to visit the school at any time to see work in progress but if you wish to discuss any matter with the Headteacher or a member of staff it is advisable to make an appointment. The best time for an informal chat with your child's teacher is immediately after school. The morning is also a good time for quick chats with your child's teacher. However, if you would like a longer chat, please do not hesitate to make an appointment to see them after school - please do not feel you have to wait until a Parents' Evening!

Newsletters / Website

You will be kept informed of forthcoming events by means of newsletters. These are sometimes found in the washing or at the bottom of a schoolbag or pocket, but we hope that most letters will get to you! Should your paper copy get mangled they are always available on the school web site!

www.stratford-sub-castle.wilts.sch.uk

Copies of "Stratosphere", our newsletter about learning, are also sent home on a regular basis.

E-Mail and Text Messaging System

We are able to send messages, information and alerts home to parents via e-mail and text message thanks to a system called "Home Contact". "Home Contact" is a **secure** web-based system designed specifically for schools and youth organisations to enable messages to be sent directly into parents' e-mail and mobile inboxes. The school subscribes to use the system with the aim of helping us to get news and information to you in a more reliable and efficient manner.

IMPORTANT: Please be assured that "Home Contact" treat the security of your data with the utmost importance and are registered with the data protection registrar and to this end **guarantee** the security of your details. The system is also free of any advertising and parents who sign up will **not** receive any e-mails or texts from advertisers or any other third parties.

If you have any questions please feel free to contact me; alternatively, get in touch with "Home Contact" directly who will be more than happy to answer any questions or queries you may have. Their website is: www.homecontact.co.uk

Praise

There is no formal procedure for praise as there is for complaints. If you feel that something has been done especially well, please feel free to let us know. It is helpful to know which aspects of our work are particularly valued by parents!



Concerns / Complaints

If you have a concern or complaint about Stratford-sub-Castle School please follow this procedure agreed by the Governing Body.

Key information for parents is summarised below.

When to contact us?

Whenever you are concerned about something at the school, or wish to complain.

Why?

We want a supportive partnership in which problems are ironed out quickly. This is far better for pupils than divisions between home and school.

How?

A home-school contact book may be used if you wish. A phone call if the matter is urgent. A letter is better for a formal complaint. The best policy is to come and talk to us!

Who?

This depends on the nature of the issue.

The main options are as follows:

Topic for concern

Contact

Subject matter, home learning	- Class Teacher
Welfare Issues, problems between pupils	- Class Teacher / Headteacher / Deputy headteacher
School organisation, Policies	
Staff conduct	- Headteacher
Serious issues	- Headteacher

- Normally, concerns will be dealt with immediately by discussion.
- If the outcome is satisfactory, the concern ends.
- If you are still not satisfied, you have the right to access Governor's Committees, and ultimately their Appeals Panel. Contact the Clerk to the Governors through the school office.

All complaints are dealt with in the strictest confidence. Any breach of this confidentiality (word of mouth, e-mail, social networking sites) by either side may compromise any investigation.

School Transfers

Year 6 children transfer to:

Avon Valley College, Bishop Wordsworth School, South Wilts Grammar School, St Edmunds Girls School, St Joseph's R.C. School, Sarum Academy, Stonehenge School, The Trafalgar School at Downton & Wyvern College.

Local Education Authority

Stratford-sub-Castle Church of England School is in the Central Area of the Local Authority, whose address is:

Caroline Godfrey.

Education Department,

Wiltshire County Council,

County Hall,

Bythesea Road,

Trowbridge,

Wiltshire,

BA14 8JB

Telephone: 01225 713000

Please Note:

Information in this prospectus is produced in accordance with the current Education Regulations.

The particulars contained are correct in relation to the year 2016 /2017. It must not, however be assumed that there will be no change before the start of, or during, the said year or in relation to subsequent school years.

Under the terms of the Education Reform Act certain documents and information are to be made available to parents. These include the Instrument and Articles of Government, Circulars and Administrative Memoranda. Further inquiries should be made to the Headteacher, who will be very pleased to help you.

Learning for Life in a Positive and Caring Christian Community