

Woodthorpe Community Primary

Home/School Handbook

Learning together to meet the challenges of the
future...



Learning together we will...

Understand and accept the rights and responsibilities of being citizens of the future

Be able to adapt to new challenges and offer enterprising solutions

Be active contributors to the wider community

Be ambitious and take pride in our achievements

Achieve high standards in all areas of the curriculum

Develop ourselves as courageous, self motivated, independent and collaborative learners

Value and care for others in the local community and the wider world

Achieve our full potential as well rounded individuals

We will discover, value and enjoy our diverse society

...Learning together



Please could you sign and return the reply slip to school at your earliest convenience.

I have read, understood the information in this booklet and agree to support the schools protocols.

Signed _____ (Parent/Carer)

I understand the expectations of myself as a learner at Woodthorpe School.

Signed _____ (Child)

Date _____



Use of Reasonable Force

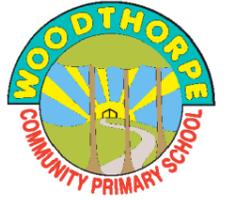
The staff at school have been fully trained in using de-escalation strategies to avoid incidents of extreme and challenging behaviour. These strategies are used as a matter of course. However there are occasions where the use of reasonable force may be deemed necessary.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

For further information regarding the use of reasonable force, please look at the link below:

(<http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force>)



Welcome to Woodthorpe Community Primary School.

This booklet has been designed help parents/carers, pupils and members of the community , develop a greater understanding of how our school operates and provide information which will help support the learning of all.

Further information can be found on our website (www.woodthorpeprimary.co.uk) or on our App. Please see the admin team for any further support.

Many Thanks

Mr Dave Smith (Headteacher)



Our Senior Leaders...

- Dave Smith- Head teacher (Designated Safeguard Lead)
- Karen Bister- Deputy Head teacher (Dept Designated Safeguard Lead)
- Ruth Mather- Assistant Headteacher
- Frank Reardon- Assistant Headteacher (KS2 Leader)
- Julie Shepherd- Assistant Headteacher (Foundation Stage Leader)
- Caroline Hair- Key Stage 1 Leader
- Jay Oliver- SENCO
- Victoria Harris- Online Safety Lead (CEOP Ambassador)
- Anna Perkins- School Improvement Lead
- Jennifer Knight- School Improvement Lead
- Lindsey McGrath- Transition Lead

Safeguarding...

All staff our staff in school (including volunteers and students) are subject to statutory Police Checks.

Should you have any concerns regarding the safety and wellbeing of **ANY** child please ask to speak to either of the following members of staff:

- Dave Smith- Headteacher/Designated Safeguard Lead
- Karen Bister- Deputy Headteacher/ Dept Designated Safeguard Lead
- Claire Daley- Educational Welfare Officer (Advanced Safeguard Trained)

Should these members of staff be unavailable you will be guided to an advanced safeguard trained member of staff.



Behaviour...

Visitors to our school regularly comment on how engaged are learners are in school. Ofsted rates our behaviour as 'good'.

We have high expectations of our staff and expect them to provide a curriculum which is engaging and that meets the needs of **all** children in our care. Children are rewarded for their positive attitudes to learning. These rewards **may** include:

- Star learner award
- Postcard, text, phone call home
- Stickers/class prizes
- Special jobs/visits etc...

As a Nurturing School, we accept that 'all behaviour is a means of communication' and as a result, we work with children and families, where behaviour is becoming difficult to find supportive solutions to the problem. Some of these solutions **may** include:

- Time out of the classroom to complete learning in a less distracting environment
- A break/lunchtime plan, which supports the behaviour of the child and others around them
- A modified timetable

In more extreme cases school will contact external professionals to seek further guidance. These **may** include:

- Play/support therapist
- Educational Psychologist
- Primary Inclusion Specialist Support Worker

All children have a right to an environment which offers a safe space in which to learn and one which is free from the persistent disruption of others.

Where a child's behaviour is extreme, or persistently infringing on the rights of other children or staff, the Headteacher, with the support of the governing body, has the right to **exclude** a child for either a **fixed term** or on **permanent** basis.

Our behaviour policy is available on request.



The code of conduct

In our school...

We are expert learners

We have the right to the best teaching and the best learning

We have the responsibility to:

Keep ourselves and others safe.

Be friendly and respectful.

Help each other to learn and enjoy learning together.

Express our thoughts and listen to each other

Try hard to do our best and help others to do their best.

Take care of our school so that everyone can enjoy learning



Attendance & Punctuality...

Regular and punctual attendance is vital if a child is to be happy, settled and successful at school. Below are tables which explain the impact of poor attendance and punctuality on your child's education. Our **Education- al Welfare Officer Mrs Claire Daley**, is available to help and support should you have any concerns regarding attendance or punctuality. She can be contacted via the main office.

Where appropriate please discuss the tables below with your child.

Number of mins late per day	Time missed per Year	Time in education missed between Y1- Y11
5 mins	15.8 hrs = 0.6 day	6.9 days
10 mins	31.6 hrs= 1.26 days	13.9 days
15 mins	47.5 hrs= 1.9 days	20.9 days
20 mins	63.3 hrs = 2.5 days	27.9 days
30 mins	95hrs=3.8 days	41.8 days

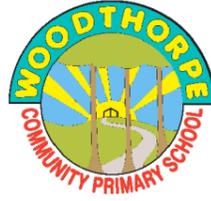
ATTENDANCE %	Days missed on average per week	Lessons missed in a Year	Time missed in Education between Y1-Y11
90	0.5	Nearly 100	Over 1 Year
80	1	Nearly 200	Over 2 Years
70	1.5	Nearly 300	Over 3 Years
60	2	Nearly 400	Over 4 Years
50	2.5	Nearly 500	Over 5 Years

Please note that where attendance is a concern, you will be contacted by the school in order that a plan of support can be put in place. You may be at risk of a Penalty Notice Warning/Fine should your child fail to attend school.

In 2017- 2018 Woodthorpe School had 94.4% attendance.

Unauthorised absence is that for which no explanation has been given or where the explanation does not meet government guidelines- for example shopping or a birthday. **We cannot authorise term time holidays** except in **exceptional circumstances**. To request authorisation please ask for a form from the school office or use our App.

Please make every effort to avoid term time holidays- they disrupt your child's education, particularly if taken in September. Holidays taken in September or during test weeks in school will not be authorised.



Our Governing Body...

The Governors meet regularly and have wide ranging responsibilities. They have a statutory duty to ensure that the school is compliant on many issues, including; finance, pay, curriculum, health and safety, safeguarding, personnel and parental complaints. Governors can be contacted via the school office.

From September 2018 the Governing Body is made up of:

2 Parent Governors

2 Associate Governors

1 Staff Governors

4 Co-Opted Governors

2 Foundation Governors

1 LEA Governor

- Grant Walker—Chair (Parent Governor)
- Nicola Gregory- Vice chair/ Key Stage 1 (CYPs/LEA)
- Kathryn Thacker- (Co-opted)
- Frank Reardon- (Staff)
- Linda Rowland- (Co-opted)
- Tracey Twelvetrees- Training (Foundation)
- David Smith- (Headteacher)
- Karen Bister- Dept Headteacher (Associate)
- Mark Smith -Foundation Stage (Foundation)
- Father Philip Knowles- Key Stage 2 (Co-opted)
- Laura Brady- Key Stage 1 (Parent)
- Elizabeth Beighton- Health and Safety (Co-Opted)
- Ruth Mather- (Associate)



If there is a problem..

We know that on occasions there may be a problem that needs resolving. In the first instance your child's class teacher should be able to help.

If you are unable to resolve an issue with the class teacher, please contact your child's Key stage Leader.

Should there be an issue which you feel can not be resolved by these members of staff, you can make an appointment to speak to either Mrs Bister (Deputy Head teacher) or Mr Smith (Head teacher).

We ask you to understand that staff members may not be available to speak to you immediately. If your issue is urgent, please speak to a member of the admin team, who will endeavour to find a member of staff to assist you.

Members of staff will always endeavour to contact parents with queries before the end of the day.

We hope that all issues can be dealt with within school. However, if you feel your problem has not been dealt with effectively, please ask the admin team for a copy of our complaints policy.