**Wribbenhall School**



# Prospectus

**Academic Year 2020/2021**

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[Recent years have seen many changes in primary education. A major shift was the introduction of the National Literacy Strategy, now the Primary Strategy, and the daily Literacy Hour, which now takes place in most primary schools in the country. The previous emphasis - teachers listening to individual children reading and each child progressing at his or her own pace – altered to reading skills being taught on a whole class and small group basis. It’s now time for a new look at how reading is taught at Wribbenhall School. 20](file:///C:\Users\Ellis\Dropbox\.WRIBBENHALL%20SCHOOL\POLICIES\Marketing%20Book%202019.2020.docx#_Toc12195750)

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[This booklet aims to show how you can help your child to write well. We describe the stage your child may be at, followed by ideas to support their learning at home. Having opportunities to write for real purposes gives plenty of practice and links what they learn in school to their own lives. Children are at different stages at different ages – every child is unique! 22](file:///C:\Users\Ellis\Dropbox\.WRIBBENHALL%20SCHOOL\POLICIES\Marketing%20Book%202019.2020.docx#_Toc12195756)



Wribbenhall School

21 Crundalls Lane

Wribbenhall

Bewdley

Worcestershire

DY12 1JL

Dear Parent or Carer

## A warm welcome to Wribbenhall School

Thank you for expressing an interest in our school. The purpose of this prospectus is to provide information about this very small, alternative provision school, to help you to understand more about our organisation, aims and philosophy.

At Wribbenhall, we aim to encourage, happy re-engaged young people who are equipped to confidently move forward in their lives. We seek to promote this through a personalised, pupil-led curriculum, encompassing both academic and nurture support that embeds within the school’s core values. The core values Wribbenhall School seeks to promote in its students are positive self-esteem; confidence in their own judgement, self-reliance, independence, ambition and compassion.

To this effect, we nurture all our children and will always keep you informed if we have any concerns; we believe that there should be close communications between school and home and appreciate being the first to know, so that we can sort out any difficulties before they have time to develop.

Please contact the Proprietor, Ellis Wells at Wribbenhall School, 21 Crundalls Lane, Wribbenhall, Bewdley Dy12 1JL 01299 405383 (ewells@wribbenhallschool.co.uk).

If you wish to contact the governor, please do so at Wribbenhall School, 21 Crundalls Lane, Wribbenhall, Bewdley Dy12 1JL (lminnock@wribbenhallschool.co.uk).

If you would like to visit the school with a view to your child attending, we can arrange for you to do so, outside of normal school hours. Please contact Ellis Wells on **01299 405383.**

Kind regards



**Ellis Wells**

**Proprietor**

## ABOUT WRIBBENHALL SCHOOL

Wribbenhall School is a privately run co-educational, alternative to mainstream primary schools. Our provision is for children with anxiety that has prevented them from flourishing in or attending school. Some of the children may be school phobic, fearful, at risk of self-harm or have attempted suicide. There are four pupil spaces in the school. This means we can offer a child centred curriculum and emotional resilience for all pupils. There are two teachers (Mr and Mrs Wells) the school dog (Daisy) and the school cat (Skipper).

The school consists of the ground floor of a 1950s built, family home. The teaching room has access to the garden and the front room is used as a quiet alternative area where children may choose to work.

Outside we have many attractive areas. In addition to playing on the grass, we have a covered area for playing out in poor weather or as use as an outdoor classroom. A planting area to use as the school vegetable plot, fruit trees and a greenhouse for other fruits. there are seats for just relaxing and talking.

## ABSENCES

Every half-day absence from school has to be classified by the school (not by the parents/carers), as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required, preferably in writing.

Authorised absences are mornings or afternoons away from school for a good reason like illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

Unauthorised absences are those which the school does not consider reasonable and for which no “leave" has been given. This includes:

* parents/carers keeping pupils off school unnecessarily
* truancy before or during the school day
* absences which have never been properly explained
* pupils who arrive at school too late to get a mark
* shopping, looking after other children or birthdays
* day trips and holidays in term time which have not been agreed.

Whilst any pupil may be off school because they are ill, sometimes they can be reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents/carers and the pupil. If the pupil is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and usually makes things worse.

**Persistent Absenteeism (PA)**

A pupil becomes a ‘persistent absentee’ when they miss 20% or more schooling across the school year for whatever reason. Absence at this level is doing considerable damage to any pupil’s educational prospects and we need parents/carers fullest support and co-operation to tackle this.

We monitor all absence thoroughly. PA pupils are tracked and monitored carefully through our pastoral system and we also combine this with academic mentoring where absence affects attainment.

Occasionally, you may need to apply for permission to be absent. Such permission can generally be sought in advance by parents/carers applying in writing to the Proprietor. Authorisation is not automatically guaranteed. The following list gives some of the reasons where permission may be granted:

* medical appointment (when it cannot be arranged out of school time)
* appointment with CAMHS
* if you are officially responsible carer for a family member and an emergency arises
* representing the school at an outside event
* bereavement.

For other activities such as participation in significant extra-curricular activities (other than those organised by school) or in a religious holiday/festival pertinent to your faith, a parent/carer should write directly to the Proprietor seeking leave of absence. Similarly, requests for leave of absence for occasions such as a family wedding or funeral should be made in writing to the Proprietor giving as much notice as possible. For more information p*lease see the Attendance Policy on the web site or available from the school.*

## AIMS OF OUR SCHOOL

1. Children are taught to develop their social, moral and spiritual values within the safety of a truly sensitive and caring environment that provides encouragement and support for everyone.
2. The school offers an integrated approach to a double focus curriculum. It follows but is not confined to the National Curriculum and at the same time offers the freedom to choose the topics that are learnt.

1. We nurture self-reliance and independence so that our children can improve positive self-esteem together with essential skills, knowledge, and understanding that they will need for secure interaction with the local community.
2. Our school keeps parents involved about their children’s education and works with them to meet their children’s needs, both academic and emotional.
3. Children are supported so that they can learn compassion for them-selves, how to resolve problems and understanding of other people’s behaviours.

* Our school is committed to eliminating discrimination, providing equal opportunities for all irrespective of gender, race or disability.

## ADMISSIONS

There are two admission routes:

1. Direct private admission. This can be started at any time during the school year. Please contact the proprietor, Ellis Wells, on **01299 405383** for further information. The current fee for private attendance is **£45,000.00** per year. This needs to be paid prior to the start of each term or prior to attendance if you are making a midterm start. Additional costs may be incurred e.g. if specialist professionals or one to one teaching is required.
2. Via a local authority commissioned placement. For this your child will need to be recognized as having a Special Educational Need due to their anxiety and to have Wribbenhall School named on their Education and Health Care Plan. Costs are covered by the local authority. One to one support and professional services will normally be covered by the local authority if they are written on the EHCP.

We would be grateful if you could register your interest as early as possible as this helps us with our long-term planning. To apply for a school place please request an application pack.

The school has a planned level of 4 children for the summer term 2018/2019 and academic year 2019/2020. Parents who wish to visit the school prior to their child's admission are always very welcome. Please telephone for an appointment.

## ASSESSMENT

Working alongside the NC allows the children to meet or exceed national expectations. Professional Teacher Assessments of each child’s attainment can be made at any point in the year using the Wribbenhall Assessment Framework. The National Curriculum, Statutory Assessments will not be used to measure the childrens’ attainment either at Year 2 or Year 6. This is because each student follows a personally negotiated curriculum. This curriculum includes emotional support and nurturing alongside academic studies. Progress and achievement in academic studies is recorded using the Wribbenhall Assessment Framework. Progress in emotional development is measured using the Thrive Approach profile.

Adding in the stress of completing national examinations for our target children may be counterproductive to emotional development. Therefore, Wribbenhall School’s Professional Teacher Assessment procedures are designed for an assessment of progress to be made at the end of each term throughout the child’s time at the school. This is completed by the child’s class teacher and is recorded and stored according to The General Data Protection Regulation 2016/679. It is used to inform planning of subsequent lessons and any interventions to address low attainment.

Transition to another school is negotiated on an individual basis and includes reference to the individual’s emotional and academic levels. Assessments, for academic and emotional attainment will be passed to each child’s new school in accordance with The General Data Protection Regulation 2016/679.

Upon entry, children’s emotional development, social cognition and academic progress is assessed and recorded to help parents and staff track all areas of progress. These assessments are repeated throughout the year. They are not given as tests to the children, instead they are assessed informally by the staff at the school, using psychological measures and academic assessment grids.

The aggregated information is used to monitor overall progress of groups throughout the school and to ensure that each child is making good levels of progress irrespective of gender, race or disability. *For more information please see the Curriculum Policy on the web site or available from the school.*

## BULLYING

The school recognises that all pupils and staff have the right to be treated with dignity and respect and requires pupils and staff to behave in such a manner towards each other. We also recognise that many of the children in our care have already experienced bullying and the sever effects it can have on the victim. No form of bullying or harassment will be condoned, and all reported incidents will be thoroughly investigated and appropriate action taken.

The school recognises that bullying or harassment is harmful, can lead to distress, accidents, illness and poor performance. Pupils or staff found to be bullying will be subject to school procedures including disciplinary procedures, if appropriate.

The policy applies to incidents of bullying or harassment, which take place in school, on school transport, or during off site, school organised activities. Other related incidents of bullying or harassment may be taken into account. In some situations, victims of bullying or harassment may wish to report the matter to the police.

All staff and pupils will be informed of the policy and procedures. Wribbenhall School is committed to providing education and training that is open and available to all in a safe and nurturing environment where activities take place in the name of or on behalf of the school. The school works proactively to ensure that pupils do not suffer discrimination because of bullying or harassment.

### Definitions of Bullying or harassment

**Bullying: -** is the intimidation or belittling of someone through the misuse of power or position that leaves the recipient feeling hurt, upset, vulnerable, isolated, frightened or helpless. These attacks may be verbal, mental or physical.

**Harassment: -** occurs when, on the grounds of race, colour, nationality, ethnic or national origin, gender, age, health status, disability, sexual orientation, political or religious beliefs, a person engages in unwanted conduct which has the purpose or effect of violating another person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that other person.

From time to time, people have disagreements; nobody gets on with everyone all of the time. This is not what is meant by bullying or harassment. *For more information please see the Bullying and Harassment Policy on the web site or available from the school.*

**CLASSROOM ORGANISATION**

Children are taught as a class, in small groups and individually as best suits their stage of development and the task in hand. In a such a small school the teaching can be carefully designed to meet individual needs and to provide the best possible education for your children.

**CHARGING/REMISSIONS POLICY**

The school staff and governor recognise the valuable contribution that a wide range of additional activities, including trips and residential visits, can make towards pupils' personal and social education. A full copy of the school's policy is available on request from the school administrator. In accordance with this, when trips are planned, voluntary contributions are requested. Where these are not forthcoming the activity may be cancelled. In cases of hardship please contact the proprietor.

## COMPLAINTS PROCEDURE

If you are unhappy with any aspect of your child's schooling, the best way to clear things up is to talk with Mr or Mrs Wells at the first opportunity.

If this does not remove the worry, the 1988 Education Act sets out more formal arrangements which enable complaints to be considered by the governor of the school (Mrs Linda Minnock), an independent panel and ultimately the Secretary of State for Education. *For more information please see the Complaints Policy and Procedure document on the web site or available from the school.*

## CONTACTS

Contact can be made with the following details:

Ellis Wells

Linda Minnock

Governor

Wribbenhall School

21 Crundalls Lane

Wribbenhall

Bewdley

Worcestershire

DY12 1JL

[lminnock@wribbenhallschool.co.uk](mailto:lminnock@wribbenhallschool.co.uk)

The Proprietor

Wribbenhall School

Wribbenhall

Bewdley

Worcestershire

DY12 1JL

01299 405383

[ewells@wribbenhallschool.co.uk](mailto:ewells@wribbenhallschool.co.uk)

## CURRICULUM STATEMENT

Our children have experienced difficulties of some kind that have left them emotionally vulnerable within mainstream schools and they may be 'switched off' from learning. By placing each student at the heart of their learning experience we enable focused academic, social and emotional development designed around each student's interests and needs.

Our curriculum is based around the National Curriculum (NC). As some of the children we work with may return to state education, we want them to have an advantage as and when this happens. We have planning in place that covers the NC objectives for each of the years 1 to 6 throughout Key Stage 1 and 2. This planning offers many different routes to achieve set objectives for each year. However, we also recognise that the children may have difficulty in working outside their natural field of interest. In conjunction with parent/carers and the child we will negotiate the curriculum from the start of their learning with us.

The lessons that are taught to meet these objectives; are adapted to meet each individual child’s specific interests or needs. On entry to the school each child is interviewed to identify the areas of the curriculum they see as negative and positive as well as the negative and positive experiences that have led them to become one of our target children. These are used constantly to inform planning of lessons, interventions, outdoor activities and nurturing. *For more information please see the Curriculum Policy on the web site or available from the school.*

## EAL

Wribbenhall School aims:

* To promote equality of opportunity for all learners for whom English is an additional language.
* To deliver a broad, balanced curriculum which reflects the needs of children for whom English is an additional language.
* To ensure EAL pupils reach their full potential.

*For more information please see the EAL Policy on the web site or available from the school.*

## FAMILY PHOTOGRAPHS/DVD RECORDING

Many parents like to take photographs and video of their children at school events. Please be aware that because of the General Data Processing Regulations 2016/679, and the possible need for anonymity of some children; such images must not be posted on the internet in the public domain (e.g. You Tube, face book, and other social networking sites) under any circumstances. Failure to comply with this request may result in police involvement and criminal safeguarding proceedings. *For more information please see the Child Protection Policy on the web site or available from the school.*

## FIRST AID

A First Aid Box is located in the office/first aid room.

First Aiders have completed a training course approved by the Health and Safety Executive to include mandatory updates. Both Mr Ellis Wells and Mrs Sally Wells hold a current Level 3 First Aid at Work certificate.

If any first aid treatment is given, then the First Aider or Designated Person will ensure that a record is kept in the accident book which is located in the office.

The First Aider or Designated Person will contact the student’s parent/named contact in an emergency as soon as possible. A letter will be sent to report on the incident, describing the type of injury and treatment given, a copy will be kept in the student’s file. *For more information please see the Health and Safety, Fire and First Aid Policy Policy on the web site or available from the school.*

## GIFTED AND TALENTED/SEN POLICY

It is the aim of all teachers to match work to each child’s ability. All children including those identified as having SEN are part a regular review. Parents and children are very much part of this process and are kept fully informed and involved in any changes made. For more information please see the SEN Policy on the web site or available from the school.

## Governor

|  |  |
| --- | --- |
| Linda Minnock | School Improvements |
|  | Complaints Chair |

## GUM

Gum of any sort is not allowed anywhere on the school promises or in the school vehicle.

## HEALTH AND SAFETY

It is the policy of Wribbenhall School so far as is reasonably practicable to:

1. Identify a member of staff who has direct responsibility for health and safety management (Ellis Wells, proprietor).
2. Establish and maintain a safe and healthy environment throughout the school.
3. Ensure safety and absence of risk to health in connection with use, handling and storage and transport of articles and substances.
4. Ensure the provision of sufficient information, instruction and supervision to enable staff, students and volunteers to avoid hazards and contribute positively to their own health and safety and to ensure access to health and safety training as appropriate or when provided.
5. To maintain all areas under the control of the Proprietor in a condition that is safe and without risk to health and to provide and maintain means of access to and egress from the place of work that are safe and without risk.
6. Formulate effective procedures for use in case of fire and evacuating premises.
7. Lay down procedures to be followed in case of accident.
8. Include teaching safety as part of the curriculum.
9. Provide and maintain adequate welfare facilities.

*For more information please see the Health and Safety, Fire and First Aid Policy on the web site or available from the school.*

## HOLIDAYS

Holidays, by law, are not permitted in term-time – and this includes odd days at the beginning or end of term. Amendments made to the 2006 regulations in the *Education (Pupil Registration) (England) (Amendment) Regulations 2013* make it clear that school leaders may **not** grant pupils leave of absence during term-time unless there are exceptional circumstances.

Previously school leaders had been allowed to grant pupils leave of absence (of up to ten days) for the purpose of a family holiday in special circumstances. The strengthening of these regulations will mean that such leave can only very rarely be authorised. Parents/carers should therefore avoid taking holidays in term-time altogether. When parents/carers request absence for family holidays, the legal and academic guidelines and consequences are made clear to them.

This includes odd days at the beginning or end of term e.g. to enable travelling. In exceptional circumstances, a request should be made in writing directly to the Proprietor explaining the situation, giving as much notice as possible (usually at least six weeks).

If permission is not granted and leave is taken anyway, the absence will be recorded as unauthorised, and parents/carer should note that in condoning unauthorised absence they may be breaking the law and could be fined. The school also has a duty to notify the Local Authority if pupils are in receipt of an Education Health Care Plan.

The school reserves the right to investigate the validity of any non-negotiated absence further with parents/carers. *For more information please see the Attendance Policy on the web site or available from the school.*

## HOMEWORK

Parents can help their children tremendously by reading to them regularly and listening to them read and this is something we would encourage. However, we do not expect our children to do homework. Our children will have spent the day learning to the best of their ability. We do not wish to add stress to their home life by asking them to complete tasks that could easily be completed in school.

## KEEPING YOU INFORMED

Letters go home occasionally to parents to let them know about events at school and for trips out of school. Sometimes these may get lost, so we will endeavour to remind you as you drop off or collect your child or to text you. Please help us to keep you informed by ensuring you let us know of any change of mobile number as soon as possible.

## LINKS BETWEEN HOME AND SCHOOL

Mr and Mrs Wells are always happy to discuss your child's progress and any concerns you might have. In particular, we always wish to know about your child’s emotional condition on a daily basis. Formal parent/teacher/child interviews are arranged to suit the availability of all. There are usually two per year and targets may be set for each child’s further emotional development. Apart from these times, we encourage you to contact the school if you have any concerns. It may be better to make an appointment outside school hours to allow time for discussion. However, frequent informal exchange of information (when you drop your child off in the morning) is welcomed and is vital for monitoring the well-being and progress of the children.

## LOST PROPERTY

It is really helpful if all clothing worn to school is clearly named. This helps us to return items to the correct pupil on a daily basis. Unclaimed, unnamed items are taken for re-cycling at the end of each half-term.

## MEALS

We do not have school kitchen facilities. Packed lunches should be brought to school. Drinks should be brought in screw top plastic containers - no glass bottles please. Alternatively, children may go home for lunch, they need to be collected at 12.30 and returned by 1.30. Sweets and crisps etc. should be limited to promote healthy eating, children may bring snacks for playtime e.g. fruit.

### Packed lunch boxes

It is best to include a range of foods from the 5 food groups below:

\*Any kind of bread or rolls, preferably wholegrain, rice, potato or pasta salad.

\*Fresh or dried fruit or vegetables, in salads, or added to sandwiches.

\*Some protein - cold cooked meat, tinned fish, egg, hummus, vegetarian pate, peanut butter, (Only use peanut butter if it is a normal part of your diet, as occasionally it can cause a serious reaction in some children).

\*Yogurt, cheese portions, cottage cheese.

\*Foods containing a lot of fat or sugar should be avoided but homemade cakes, biscuits, hot cross buns, cereal bars, bread sticks or crackers are okay.

### Drinks

The preferred drink is water. Children have access to water throughout the day and they should bring their own bottle for breaktimes and lunchtime. No glass bottles, cans or fizzy drinks should be brought. Milk - not flavoured preferably. Please use an insulated flask or bag. Unsweetened fruit juice - diluted with water if preferred.

## MEDIA

There might be occasions when the local newspapers or other media may wish to use photographs, together with names of children, following reporting of school events. Should you wish to allow your child’s picture or name to be used then you should indicate this to the school in writing using the appropriate form in the application pack.

## OFSTED REPORT

These can be found on the Ofsted site or in a link on the school website.

## OUT OF HOURS CHARGES

The school does not provide out of hours childcare. We do provide a morning club which offers craft and art activities. The school learning day commences at 09:00 and ceases at 3:00 pm. The responsibility outside these times remains with the parent, authorised person transporting the child or the local authority transporting the child, to and from the school. Additional charges will apply for each child who is not collected by 3 pm according to the below scale:

3:00 pm to 3:10 = no charge.

3:10 pm to 3:20 pm = £20:00 charge pp.

3:20 to 3:30 = £40:00 pp.

3:30 onwards = £40:00 plus £40:00 per five minutes after 3:30 pm pp.

## POLICIES

A complete set of school policies is kept in the school office together with relevant DfE and Ofsted documents. Many of these are available on the school website and others can be viewed by arrangement with the school.

## POSITIVE BEHAVIOUR POLICY

We aim to develop self-discipline. Our rules are based on care and respect for other people, both children and adults, and respect for individual and community property. We put emphasis on the moral value of honesty and consideration for others.

If your child’s behaviour causes concern, we will share this with you. If problems continue, then the proprietor will be asked to intervene, and the situation will be discussed appropriately. Should problems persist, then you will be invited to attend a Behavioural Review with your child.

*Mutual Respect*

At Wribbenhall School we believe that in order to implement a policy of behaviour management effectively, it is essential that there is an ethos of mutual respect. Everyone has the right to their own opinion and to express that opinion, but consideration must be given to how and when that opinion is expressed to show sensitivity and regard for others. Children need to be encouraged to do this by being reminded and prompted, by discussion in circle time, by role play and by good role modelling. Respect needs to be apparent between adults, between children and adults and between children. In this way, every member of the school is valued and feels valued.

The adults encountered by the pupils at school must model high standards of behaviour in their dealings with the pupils and with each other and should aim to:

• Create a positive climate with realistic expectations;

• Emphasise the importance of being valued as an individual within the group;

• Promote, through example, honesty and courtesy;

• Provide a caring and effective learning environment;

• Encourage relationships based on kindness, respect and understanding of the needs of others;

• Ensure fair treatment for all regardless of age, gender, race, ability and disability;

• Show appreciation of the efforts and contribution of all.

*Behaviour Board and Sequence:*

All children’s names/pictures are kept on a board. These will be used according to age with Foundation Stage and Key Stage 1 staff moving children around the board depending on behaviours but not applying dots as detailed below.

All children start each session in the Green Zone.

• Green Behaviour = following the school rules.

• Silver Behaviour = following the school rules and behaving in a mature manner (age appropriate),

• ‘Super Silver’.

• Gold Behaviour = following the school rules, in an exemplary manner, ‘Going for Gold’.

• Pink for Think Behaviour = reflection time (separate from the distractions of other pupils).

• Amber Behaviour = not following one or more of the school rules

• Red Behaviour = not following one or more of the school rules

If a child misbehaves, they are given a verbal positive/reminder.

If a child then continues, they are given a positive statement to correct their behaviour and a dot on their name or picture. A child should then be recognised as having made the right choice as soon as possible e.g. within half of their concentration time. The dot is then wiped off. However, children need to have time to reset their behaviour (3 minutes) before giving another dot.

If a child does continue to misbehave, a reminder is given each time.

If this does not have the desired effect and the child receives three dots their behaviour becomes the colour below:

* Pink
  + If a child’s behaviour becomes Pink for Think they have to go to a special “Pink” Table for some reflection time.
  + They need to be moved out of Pink for Think quickly by picking up on their good behaviour.
* Orange
  + If the child does not use positive behaviour whilst in Pink for Think then they will continue to be reminded and dotted. Once they have 3 dots their behaviour is then Orange.
  + This then leads to time out one to one with a member of staff.
  + If a child is repeatedly sent for time out with their year group leader, parents will be informed.
* Red
  + If the child continues not using positive behaviour whilst in Orange, then they will continue to be reminded and dotted. Once they have 5 dots their behaviour is then Red.
  + At this point, an appointment at school will be made with parents to discuss the unacceptable behaviour.

*Recording*

Children are recorded depending on their colour at the end of the day. Weekly Rewards for Gold are 10 minutes golden time, for Silver 5 minutes golden time and Green 2 minutes. The total time should be limited to 30 minutes by rewarding Silver each day and only one Gold per week (considering absence). Rewards should be recorded at the end of the day.

*Sanctions/Punishments/Exclusion*

Exclusion is used as a sanction when dealing with disciplinary issues in school. They can take several different forms. When children’s behaviour does fall below the acceptable standards (see above), the proprietor, or delegated person is likely to carry out an investigation into the incident.

Any investigation will be recorded in the behaviour book, the extent and details of which will vary with the appropriateness of the investigation.

During the investigation the proprietor, or delegated person can: speak to a child or group of children without the parents’ consent; speak to the child or group of children without parents being present.

The expected outcome of the investigation is to determine what is likely to have happened. The proprietor, or delegated person can use their previous knowledge of the children involved in order to come to their final conclusions. The proprietor, or delegated person will then determine the sanction to be used. The punishment used must be reasonable and must not breach any other legislation (e.g. disability, SEN, race and other equality acts).

A verbal reprimand for the wrong behaviour, followed by a positive affirmation for the correct behaviour, from a member of staff is expected to be sufficient to correct most misbehaviour. However, if this fails, then the following procedures are likely to be adopted:

• Behaviour reflector (Pink for Think table).

• Time out.

• Completing extra work or repeating work until it meets the expected standard.

• Short term loss of privileges e.g. withdrawal from a visit or to represent the school - loss of free/ play time.

• During play time a pupil may be taken indoors for a five-minute cooling off period.

• Removing graffiti or tidying an area disrupted by the child, including picking up litter (age appropriate).

If the above sanctions do not lead to an immediate modification of behaviour, the following actions are likely to be considered:

• Exclusion from a favoured activity – long term or permanently; not including mandatory curriculum sessions but for non-mandatory curriculum activities e.g. after-school clubs and may also be used on residential visits.

• Exclusion from the right to represent the school.

• The establishment of a behaviour record/log or home school report book.

• A requirement for a written apology.

• A letter/telephone call to a parent from the proprietor.

• A meeting or regular meetings with parents.

• Other sanctions following discussion between parents, class teacher and Proprietor.

• Pastoral support programme.

• Exclusion from school for either temporary or fixed term, or permanent exclusions.

• This school will not use detentions imposed outside the normal school hours as a sanction or punishment.

*For more information please see the Behaviour and Discipline Policy on the web site or available from the school.*

**PRIVACY NOTICE - GENERAL DATA PROTECTION REGULATIONS 2016/679 (GDPR)**

Wribbenhall School is the Data Controller for the purposes of the GDPR. We collect information from you and may receive information about you from your previous school and the Local Authority. We hold this personal data and use it to:

* Support your teaching and learning;
* Monitor and report on your progress;
* Provide appropriate emotional well-being care, and
* Assess how well your school is doing.

This information includes your contact details, attendance information and personal characteristics such as your ethnic group, special educational needs and any relevant medical information.

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

We are required by law to pass some of your information to the Local Authority and the Department for Education (DfE). We are also required to pass some information to any new school your child attends subsequent to being enrolled at Wribbenhall School.

If you want to see a copy of the information we hold and share about you then please contact theSchool**.** *For more information please see the Data Policy and the Records Management Policy on the web site or available from the school.*

## RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Wribbenhall School is not a faith school, but we celebrate various religious festivals throughout the year.

## SAFETY

### Evacuation

An evacuation (fire drill) is held at least once each term and children are made aware of the routine to follow in the case of an emergency. The evacuation time for the school is usually very quick and children treat the drill with good sense.

### Road Safety

The road outside the school can get busy. Please could you help us to keep the children safe by parking in a safe place and walking to the school sensibly. In particular, we would ask all parents to ensure that gates and entrances are kept clear for residents and that the nearby bus stop is kept clear.

## SCHOOL DAY

The school day begins at 9:0 am and finishes at 3:00 pm. A morning Club runs from 8:45 to 09:00 offering art and craft activities. The governors and staff are unable to accept responsibility for children left at school before 8:45 am and after 3:30 pm.

The school day is as follows:

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| --- | --- | --- | --- |
| **8:45** | **– 9:00** | | **Morning Club (craft and art)** |
| **9:00** | **– 15:00** | | **Learning Period including activity breaks, snacks and lunch.** |
| **15:00** | |  | **Home time** |

## RELATIONSHIPS EDUCATION

The programme for the teaching of relationships education is taken from Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE 2019. The curriculum policy can be found on the school web site, or by request will be supplied by the school office. Parents will be informed before sex education lessons are taught. You have the right to withdraw your child from sex education lessons only.

## SWIMMING/PE/GAMES/FOREST SCHOOL/NATURE WALKS

In addition to the normal PE/Games activities undertaken during the school week Wribbenhall school makes regular visits to sites of natural beauty/natural scientific importance. Children will need sports kit with trainers and a track suit. They may need a swimming costume or lycra trunks (not cotton), swimming cap, goggles (optional) and towel in a separate plastic bag so that wet items are contained.

## TELEPHONING THE SCHOOL

You can call the school at any time during the day on 01299 405383. If no one is available, you may leave a message on the answering machine and your call will be returned.

## YOUR CHILD'S HEALTH

There is always a member of staff available who is qualified to administer first aid. We will send a note home to inform you of any minor injury to your child which might need further attention.

Staff do not administer medicine to children in school except in the case of certain chronic conditions. Under these circumstances a consent form must be completed.

It is essential that we have at least two people to contact in an emergency or if your child is ill at school. Please let us know immediately if there are any changes to existing details.

## UNIFORM

There is no school recommended uniform. We ask that your child wears clothing appropriate to the weather bearing in mind we will work indoors and outdoors throughout the year. All clothing should be clearly marked with the child's name. For hygiene reasons, it is required that all children have a full change of clothes for PE/Games activities and separate spare set of clothing left. These should be kept in a named bag in the school for the whole term to avoid forgetting to bring them in.

Children should not wear jewellery to school (except for ear studs) and no child is allowed to wear ear studs or a watch for PE and swimming lessons, for safety reasons.

## WEBSITE

Please visit our website at [**https://wribbenhallschool.co.uk**](https://wribbenhallschool.co.uk)

## LEARNING TO READ – A GUIDE FOR PARENTS

## Introduction

## Recent years have seen many changes in primary education. A major shift was the introduction of the National Literacy Strategy, now the Primary Strategy, and the daily Literacy Hour, which now takes place in most primary schools in the country. The previous emphasis - teachers listening to individual children reading and each child progressing at his or her own pace – altered to reading skills being taught on a whole class and small group basis. It’s now time for a new look at how reading is taught at Wribbenhall School.

## Reading at Wribbenhall School

Reading is emphasised from the moment a child starts in our school. We recognise that some children already have many of the pre-reading skills and an enjoyment of books, which are so important, but others may not yet have this experience. So, our first priority is to establish each child’s starting point.

**How children learn**

Children progress through stages when learning to read. Here is an outline of how it might happen.

Your child -

1. Enjoys listening to stories.
2. Handles books when read to, understands that text is the story and goes from left to right, top to bottom of the page.
3. Uses pictures and context (what has happened so far) to work out meaning, and points to words. Uses simple first reading books including those without words, and other books with a straightforward story.
4. Recognises rhyme and repetition and begins to recognise commonly used words.
5. Begins to use initial letter sounds to give clues to words.
6. Uses increasing phonic knowledge combined with growing sight vocabulary (words recognised) plus pictures and context clues, and knowledge gained from previous experience of stories.
7. Gradually increases range and complexity of books - with consequent build-up of confidence, until eventually reads independently.

We work from the start on an intensive programme of phonics teaching – the sound of letters and groups of letters – using games and fun activities to help the children remember.

Children choose and ‘read’ books from the wide range in each classroom, and we have a carefully graded reading scheme to support reading development.

Young children are encouraged to respond to the books they read; talk about the characters, events and language, retell stories, and predict what might happen next. We want to teach them how to read for meaning and enjoyment, not simply how to decode marks on the page.

Parental involvement is central to successful learning, and we are fortunate in having very supportive parents, who share the reading experience with their children, communicate with teachers, and encourage and praise the children.

## The books we use

We have a wide range of books of all sorts at Wribbenhall School.

The reading scheme is used to support beginner readers until they reach early independence, after which they move on to more challenging ‘real’ books.

Although most of our reading scheme books are fun and interesting, they are of course a teaching tool, designed to widen vocabulary, support phonic teaching and gradually increase reading ‘stamina’ – the ability to cope with longer and more complex texts.

Teachers supervise the reading scheme books, but we also encourage all the children to choose a book from the class selection or library to take home and change as and when they wish. Sometimes a child may like a book, so keeps it and re-reads it several times, while others may change this book daily. The important thing is to support them in their choices.

## How you can help

1. Talk to your child about what you are reading; help him or her see reading as an important part of everyday life.
2. Read your child enjoyable, good quality children’s books.
3. Join the public library and use it regularly.
4. Try to hear him or her read daily if possible: try to find a quiet time when you are not in a rush, and neither of you is too tired - five or ten minutes is enough.
5. Don’t expect your child to be word perfect every time; sometimes you may need to read most of a book, sometimes you will share the reading, other times you will have very little to do!
6. Allow time for discussion, about what has happened in the story, and what might happen next.
7. Please be positive about your child’s efforts - try not to criticise but encourage and **praise**. Remember when you tried to learn a foreign language, or ride a bike? Learning to read is hard work too!
8. Please use the reading record notebook, which comes home every day with the book bag - we need to hear what you think, and how you both got on with the book at home.
9. Be interested in what your child reads, even if you disagree with his or her choice of book.
10. Take it gently and enjoy it – learning to read is not a race!

**Reading is the key to many life skills; learning and education, the practicalities of home and work, and of course pleasure and recreation. We aim to make every child a successful reader!**

## LEARNING TO WRITE – A GUIDE FOR PARENTS

## Introduction

## This booklet aims to show how you can help your child to write well. We describe the stage your child may be at, followed by ideas to support their learning at home. Having opportunities to write for real purposes gives plenty of practice and links what they learn in school to their own lives. Children are at different stages at different ages – every child is unique!

**Stage One** – Your child is learning how to:

* Make marks on paper
* Understand that these marks could mean something
* Understand that writing and drawing are different
* Write some letters
* Point to where the print starts

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| **You can help by:**   * Reading and writing together * Talking about things that happen to you both. * Writing your child’s name for display. * Looking at print all around e.g., in shops. * Showing and talking about how you write for a reason, e.g., lists, birthday cards, notes, letters. * Making a child’s writing table with paper, envelopes, crayons and pencils. * Providing magnetic letters – and a fridge door! * Labelling things around the home. * Writing notes for your child. * Encouraging your child to ‘have a go’ at writing. * Naming the letters of the alphabet when children ask. * Allowing safe access to a computer, if you have one. * Praising your child’s attempts at writing, concentrating on the meaning. * Making simple books of your child’s writing to be read back. |

**Stage Two** – Your child is learning to:

* Know that spoken words can be written down.
* Read back his/her own writing.
* Write some recognisable words.
* Write from left to write and top to bottom of a page.
* Understand that the written message stays the same.
* Write the most obvious sounds in a word.
* Leave some spaces between words.

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| **You can help by:**   * Continuing to read and write together and talk about what you are doing. * Use a message board at home. * Provide a writing area. * Make scrap books together, e.g., about holidays. * Talking about different writing all around, e.g., telephone books, newspapers. * Helping children to make their own greetings cards. * Playing magnetic letter games. * Playing ‘I Spy’. * Making an alphabet book together. * Labelling things at home. * Praising their work, especially when they ‘have a go’ at words. |

**Stage Three** – Your child is learning to:

Write about things of interest.

Write in sentences, varying the beginnings.

Write for different reasons and in different forms, e.g., lists, messages, cards.

Start to use punctuation.

Check their writing to see if it makes sense.

Talk about how the writing could be improved.

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| **You can help by:**   * Displaying children’s writing to show you value it. * Continuing to read and write together. * Encouraging writing for a purpose, e.g., letters for information. * Talking about the child’s writing. * Encouraging the use of the computer for word processing. * Encouraging them to ‘have a go’ at words. * Acting as a ‘response partner’ if asked to. You might suggest your child:   + checks that the meaning is clear   + checks nothing is left out   + checks the ideas are in the right order   + checks the writing serves its purpose, e.g., says ‘thank you’, or advertises something   + checks the spelling is correct   + checks the punctuation is correctly used   + Praising the child’s writing, picking out improvements you can spot. |

**Stage Four** – Your child is learning to:

* + Talk about and use different forms of writing.
  + Vary their writing according to the person who will read it.
  + Use punctuation correctly.
  + Write longer sentences correctly.
  + Make notes from information books.
  + Begin to use paragraphs.
  + Check their own writing and someone else’s for meaning and accuracy.
  + Think about how to improve their choice of words.

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| **You can help by:**   * Providing a quiet study area at home. * Providing a thesaurus and dictionary. * Continuing to support word processing. * Continuing to talk about their reading and writing. * Encouraging children to talk about newspaper and magazine articles. * Continuing to encourage your child to write for different reasons, e.g., letters for information, to explain, to praise. * Helping your child to make notes that record key words rather than whole sentences or paragraphs. * Praising your child’s progress in writing. |

**Stage Five** – Your child is learning to:

* Use a personal writing style.
* Write confidently in a range of forms of writing.
* Spell and punctuate accurately.
* Talk about their writing and how it was achieved.
* Organise paragraphs into a satisfying piece of work.
* Use a wide range of vocabulary.
* Confidently read and revise his/her own writing.
* Make notes and use these to help their own writing.

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| **You can help by:**   * Providing a quiet study area at home. * Continuing to talk about your child’s reading and writing. * Talking about issues in the news and on television. * Continuing to support your child’s writing for a real purpose. * Respecting your child’s private diary writing. * Continuing to support your child’s computer writing. * Praising writing success and progress. |