

Welcome to Sebert Wood Primary School



Dear parents and guardians,

Thank you for your interest in Sebert Wood Community Primary School. We pride ourselves in offering high standards of education and we're convinced that this is due to exciting learning, outstanding teaching and of course motivated pupils who feel safe, have confidence in themselves and want to do their best. We believe our school is a happy and vibrant learning community with high expectations, is forward thinking and has a caring atmosphere and an exciting, challenging curriculum, but above all, a school that children really want to come to.

We aim to take really good care of your child and to meet their individual needs. We listen carefully to the views of children and parents and attach great importance to consideration for others and recognition of each other's achievements. At the heart of everything we do, are our aims and values that develop children's independence, their ability to solve problems and think creatively, their skills of collaboration and their respect for each other and the world in which we live. We also place great emphasis on healthy lifestyles

We have a well qualified, enthusiastic and committed staff team with a wide range of talents, skills and experience, dedicated governors and a proactive 'Friends'/PTA committee. Everyone works for the benefit of the school to provide the best education for all our children. The school also has positive links with the local community. We firmly believe in working alongside our parents in partnership and parental involvement in the children's education is actively encouraged.

We expect high standards in everything we do and believe in educating the whole child. In addition to a strong academic focus we feel strongly that children should have exciting additional opportunities which develop their skills and interests beyond the curriculum. These include activities such as sports competitions, swimming from Year 2 upwards, visiting theatre companies, history groups, assembly visitors/speakers, musical events, educational visits, residential trips and a wide range of clubs. After-school and lunchtime clubs include: multi-skills, guitar, ICT, dance, art, science, chess, football, rugby, netball and hockey, to name but a few!

Following the change of the school system in Bury St Edmunds, we are now a full primary school teaching children up to the end of Year 6. Our pupils then move on to join local Secondary schools and we work closely with them to ensure a smooth transition.

We hope parents feel welcome and encouraged to take a full and active role in their child's education and this help and support is vital in a child's overall educational and social development. Parents can contact us at any time to discuss any concerns or other issues and the staff and Governing Body will do everything possible to ensure that each child's education is one of real quality, characterised by enjoyment, interest and success.

We hope that this brochure provides you with the information you require. We also have a school website www.sebertwoodschoo.co.uk which gives further information. However we firmly believe that there is no substitute for seeing the school in action, so if you would like to come in and visit, preferably along with your child, you'll be very welcome.

Yours sincerely,

A handwritten signature in black ink that reads 'Peter Dewhurst'.

Peter Dewhurst
Headteacher



STAFF

Senior Leadership Team

Mr P Dewhurst BEd Hons NPQH	Headteacher
Miss A Bradburn MA BEd NPQH	Deputy Head / Key Stage 2 Leader / Teacher
Mrs S Dade BA Hons	Early Years Leader / SENDCo / Teacher

Teachers

Mrs M Alexander BEd Hons	Key Stage 1 Leader
Miss R Bridgeman BA QTS	
Mr J Brooks BA Hons PGCE	
Mrs A Cass BSc QTS (Mr J Crew BSc Hons PGCE, covering for maternity leave)	
Mrs V Dalglish BA QTS	
Miss J Dodds BA Hons PGCE	
Mrs V Hickey BA QTS	
Mrs E Gilbert BA Hons QTS	
Mrs S Maddock BEd	
Mrs J Martindale BEd	
Mrs K Matthews BSc QTS	
Mrs S Murfet BA QTS	
Mrs J Plumb BA Hons	
Mrs S Ryan BEd Hons	
Mrs B Shutler BEd Hons	
Mrs C Taylor BEd Hons	
Mr J Winch BA Hons PGCE	
Miss S Woods BA Hons QTS	
Miss D Watts BA Hons PGCE	

Higher Level Teaching Assistants

Mrs S Dalton-Brockwell
Mrs W Harvey

Learning Support Assistants

Mrs N Albrow, Mrs S Mott, Mrs V Scott, Mrs J Gaskin, Mrs J DeBoick, Mrs J Reynolds, Mrs T Smith, Mrs J Fisk, Mrs A Woobey, Mrs Z Cheason, Mrs A Barrett, Mrs S Goddard, Mrs Z Potgieter, Miss Z Potgieter, Mrs D Rutter, Mrs S Steven, Mrs H Whitney, Mrs T Riches, Mrs V Feveyear, Mrs C O'Connell.

Finance/Administrative Staff

Mrs T Stobbart - Office Manager
Mrs C Buckle
Mrs A Gaston
Mrs H Malpass
Mrs S Clarke

Midday Supervisors

Mrs S Castle, Mrs B Flannigan, Mrs M Frost, Mrs U Grimwood, Mrs L McLaren, Miss S McLaren, Mrs A Sturgeon, Miss A Stubbs, Mr J Noe, Mrs J Murphy, Mrs K Noe, Mrs R Thomas.

Caretaker

Mr C Asker

SCHOOL GOVERNORS

The majority of Governors were elected and appointed for a four year term of office and meet termly.

Co-opted Governor and Chair	Mr G Balaam
Co-opted Governors	Mrs M MacInnes Mr P Thompson
Parent Governors	Mr J Gaskin (Vice chair) Mr A Southwood Mr R Attwell Mrs H Edgar
LA Governors	Vacancy
Staff Governors	Mr J Winch Mrs W Harvey
Associate Governors	Mrs H Berry Mrs T Stobbart
Headteacher	Mr P Dewhurst

AIMS AND VALUES

We aim to have a broad, balanced curriculum with exciting, engaging and memorable learning opportunities that interest and enthuse all our children, enabling them to reach their full potential. We aim for the highest possible standards of learning, achievement and behaviour by every pupil. We take really good care of every child and meet their individual needs, understanding and recognising that every child is unique and different. We develop every child's confidence and create an environment in which they feel included, valued, motivated, safe and secure. We listen carefully to the views of children and parents and attach great importance to consideration for others, celebrating each other's successes and achievements. Everybody is made welcome and we develop positive attitudes and relationships throughout the school community alongside parents, governors, and the wider community.

OUR AIMS FOR PERSONAL DEVELOPMENT

- to help pupils maximise their potential as citizens of the future and prepare them for life in modern Britain;
- to look beyond the school, and to be aware of our place in and our contribution to a changing world;
- to develop confidence, self discipline and independence;
- to foster consideration, care and respect for each other, leading to healthy and positive relationships in life;
- to encourage good manners, co-operation and high standards of behaviour;
- to celebrate all effort and achievement and to value all pupils equally;
- for children to understand how to keep themselves and others safe;
- to promote an understanding of and develop healthy lifestyles.

OUR CURRICULUM AIMS

- to develop religious and moral understanding and an awareness and tolerance of the religious beliefs of others;
- to listen attentively and communicate clearly and confidently in a range of ways for various occasions and purposes;
- to read fluently with understanding, feeling and expression;
- to develop a legible style of handwriting and high standards of spelling, grammar and punctuation;
- to learn how to acquire information from a variety of sources, and to record information and findings in different ways;
- to understand the application of mathematical ideas in various situations in the home, classroom, school and local area;
- to apply a range of calculation skills with speed and accuracy;
- to understand and make use of appropriate equipment and technological resources; to develop ICT and computing skills and the application of these across the curriculum;
- to observe and respect living and inanimate things, and to recognise characteristics such as pattern and order;
- to master basic scientific ideas, investigate solutions, interpret evidence and analyse and solve problems;
- to know about geographical, historical and social aspects of the local environment and national heritage,
- to be aware of other times and places, and to recognise links between local, national and international events;
- to use music, drama and several forms of arts and crafts as a means of expression, making use of appropriate equipment;
- to experience free and structured play involving a wide range of equipment to aid growth and development;
- to develop agility, confidence and co-ordination in physical activity and the ability to express feeling through movement.

The pupils, their learning and their personal development are at the heart of all that the school does. Expectations of what they can achieve are high, whatever their circumstances. Whether they find learning difficult or need to be challenged, pupils thrive in an exciting and stimulating environment. Teaching is of a high quality. This and the pupils' very positive attitudes to learning underpin their outstanding achievement.
(Ofsted)

BEHAVIOUR & DISCIPLINE

We believe discipline is based on self and community, a self-discipline arising from awareness of:

- the individual in the community
- others' needs and our responsibility to them
- a desire to please and be pleasant
- an understanding and acceptance of the consequences of our actions

All staff are responsible for behaviour and discipline throughout the school and praise and encouragement are given by all staff. Equally when a child is disciplined, we do so in a caring but firm manner.

ANTI-BULLYING

We have a clear Anti bullying policy which can be found on the school website. If you think your child is being bullied LET US KNOW. We take bullying very seriously and we look into it straight away. Please note that bullying is described as *a persistent and repeated aggression and/or unkindness from one person/group to another. Bullying is not when friends 'fall out'.*

GOLDEN RULES AND CLASS CHARTER

Every school has rules and here at Sebert Wood we have a set of 6 Golden Rules which apply across the school. In assembly we talk about each of these rules, what they mean and how they apply to school life and to life in general.

Our Golden Rules are:

- *Do be kind and helpful – don't hurt people's feelings*
- *Do be honest – don't cover up the truth*
- *Do listen – don't interrupt*
- *Do be gentle – don't hurt anyone*
- *Do work hard – don't waste your own or other people's time*
- *Do look after property – don't waste or damage things*



In addition to these rules, each class has their own Class Charter which the teacher has developed with the children and which the teacher and pupils agree to follow.

Pupils who regularly receive sanctions may be considered for entry onto the SEN register. An Individual Behaviour Plan may also be drawn up for specific behaviour targets. Although very rare, if the following behaviour should occur repeatedly, it would be dealt with by the Headteacher or member of the Senior Leadership Team:

- *any form of aggression/violence*
- *rudeness to staff*
- *swearing*
- *bullying*
- *deliberate damage to property*

Depending upon the severity and/or frequency of the above, parents may be informed via the class teacher or by letter or phone. In very extreme cases of persistently disruptive or dangerous behaviour which is of detriment to the teaching of the pupil or other pupils, fixed term exclusion may be considered

as a last resort. In the most severe cases, which are extremely rare, a pupil may be permanently excluded from the school. Information about this is available at www.education.gov.uk/schools/pupilsupport/behaviour/exclusion

BRITISH VALUES

As a school we actively promote British Values which includes teaching children (at a level appropriate to their age) all about the importance of:

- Democracy
- Rules and Laws
- Individual Liberty and Mutual Respect
- Tolerance of those with Different Faiths and Beliefs

THE USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN PUPILS

At Sebert Wood Primary School, the use of reasonable force (restraint procedures) is an absolute last resort, however, in accordance with the Education and Inspections Act 2006, Sebert Wood Primary School staff who are authorised by the Headteacher, have the right to use reasonable force to prevent a pupil from doing, or continuing to do any of the following:

1. injuring themselves or others;
2. causing damage to property (including the pupil's own property);
3. engaging in any behaviour prejudicial to maintaining good order and discipline in class/school, where all other strategies have been applied;
4. committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).

It is very rare for these measures to be necessary. Any incidents would be recorded and parents informed. Designated staff are fully trained by Suffolk County Council appointed trainers in the use of de-escalation and restraint procedures.

ADMISSIONS TO SCHOOL

The catchment area of the school covers a large part of the Moreton Hall Estate. Parents living outside the catchment area may also apply to send their children to the school.

There are 52 places in Nursery for children aged from 3 years upwards. Most places are available in September, but sometimes a space will arise during the year. You can apply for a Nursery place at any time if your child is below school age by filling in a PAE Form, held in the school entrance lobby. Further details about Nursery admissions are available in the "Schools in Suffolk" booklet and from the school office.

Children are admitted into Reception each September after their fourth birthday. There are 60 places in Reception. The Local Authority is responsible for admissions to school and full details of the policy are set out in the "Schools in Suffolk" booklet.

UNIFORM

Children are actively encouraged to wear school uniform every day and we believe it develops a stronger sense of identity and belonging as well as creating a positive image among parents and the wider community. We appreciate the support of parents with this and encourage you to ensure that your child always wears uniform.

Clothing: Grey trousers / skirt, tailored shorts, red school sweatshirt, white shirt or polo shirt, red and white checked gingham dresses.

Footwear: Black shoes (trainers or fashion shoes should not be worn). We prefer the children to wear shoes to school as part of their uniform. Open toed sandals, raised or higher heels are not advised as there can be injuries to feet during play with this type of footwear. Socks should be grey, black or white.

P.E. Indoor: white vest or t-shirt, black shorts. Children may work in bare feet.
 Outdoor: Tracksuit, shorts and plain white top suitable for outside activities. Plimsolls / strong trainers for games.
 PE shirt with the school logo for Upper Key Stage 2.

Sweatshirts, P.E. t-shirts, polo shirts, book bags and PE/swimming bags printed with the school logo, are available from Aubyn Davies, 81 St John's St, Bury St Edmunds IP33 1SQ.

LABELLING OF POSSESSIONS

Another worry for some children is Lost Property – a problem which reduces significantly if all clothing and possessions are **clearly named**. Jumpers, trousers and jackets become totally anonymous when their owners aren't wearing them! While in school, your children will handle messy materials and they will be asked to wear protective clothing.

Jewellery should not be worn to school. Earrings can cause a particular problem for P.E. and only studs can be worn, these may need to be removed by the child during P.E./swimming. We are fortunate that for Year 2, 3 and 4 pupils, the Local Authority provides swimming instruction. When your child starts school swimming please ensure that maximum benefit may be gained by providing a named costume and towel. A swimming cap is also essential for any child with long hair. These can be purchased from the school office.

THE SCHOOL DAY

SEBERT WOOD COMMUNITY PRIMARY SCHOOL - THE SCHOOL DAY AND EXTENDED SCHOOL HOURS			
Sebert Wood Pelicans Breakfast Club	7.45 a.m.	8.50 a.m.	Breakfast Club (all age groups)
Sebert Wood Nursery	8.30 a.m.	11.30 a.m.	Nursery morning session
	11.30 a.m.	12.20 p.m.	Catkins Lunch Club
	12.20 p.m.	3.20 p.m.	Nursery afternoon session
Sebert Wood main school	8.50 a.m. Doors open 9.00 a.m. Registration KS2 Lunch – 11.45 am – 12.40 pm EYFS & KS1 Lunch – 12.25 pm – 1.20 pm School ends – 3.30 pm		
Sebert Wood After School Club	3.30 p.m.	6.00 p.m.	Years 3, 4, 5 and 6 after school childcare
New Moreton Hall After School Club	3.30 p.m.	6.00 p.m.	After school childcare for Years 2 and below
New Moreton Hall Holiday Club	8.00 a.m.	6.00 p.m.	Every holiday except Christmas

Please note that unless children are attending breakfast club, they should not be on site before 8.40 am. (except Nursery pupils). Before entering the school building, pupils are the responsibility of their parents/guardian and should be supervised by them at all times. Classroom doors are shut promptly at 9.00 a.m. and access to the school is then via the main office entrance. The office entrance should only be used when a child is late and arrives after the official start time of 9.00 am. If arriving late, parents sign the 'late book', explaining the reasons. Children who attend the breakfast club are lined up in the hall and then sent through to their class at 8.50 am.

Ball games are not permitted before or after school and children are also not permitted on climbing equipment at this time.

In Nursery and Reception parents may accompany their children into their classroom. Nursery parents drop their child at 8.30 am for morning sessions and 12.20 for afternoon sessions. In Reception parents may accompany their child into the classroom to help settle them for a short while, however, in the interests of developing independence and personal organisational skills, we do not recommend that parents do so beyond the first half term. Throughout the rest of the school, parents drop children at their allocated door so that children enter class independently. Year 5 and 6 are encouraged to walk or cycle to and from school independently and the vast majority of them do so happily and safely. School starts and registers open at 9.00 am and all parents then vacate the premises so that the school day starts promptly. The start of the school day is probably the busiest period for teachers. We request that where possible, parents who have a matter they wish to discuss arrange to see the teacher at the end of the school day. Alternatively a letter or note e.g. in the home/school reading log, can be effective, or an appointment can be made via the school office directly or by phone or email. For very urgent issues, parents should speak to the school office staff so that the teacher can be released from class. The Headteacher is usually available to speak to parents at anytime. If he is not available then a mutually convenient appointment will be made as soon as possible.

At the end of the school day parents wait for children on the playground. Gates are opened at 3.25 p.m. If there is nobody to collect a child they stay with a member of staff until 3.50 pm, at the latest. After this time, should the parent not have arrived, the child is taken to the New Moreton Hall After Pre-school Club or the Sebert Wood After school club and a charge may be made. Please let us know if your arrangements for collecting children change.



THE SCHOOL RUN – WALKING TO SCHOOL, CYCLING AND PARKING

Parking close to the school entrance causes congestion and can be a danger to pedestrians. Car parking in the Community Centre car park and Heldhaw Road car park provide safe parking and are only a short walk from the school. **Parents are not permitted to drive onto the school site or driveway when dropping off or collecting children. Spaces on the school driveway are reserved for parents/guardians of children with a disability who have registered and received an official pass from the office.** If you do park near the school please consider local residents and ensure you do not block driveways, access roads or junctions or park on the zigzag lines.

In the interests of the environment and to cut down on car travel, we encourage ALL children to walk, cycle or scoot to school with their parents, however, there is an expectation that Year 5 and 6 pupils walk and cycle to school independently. The school has large 'cycle and scooter' parking areas and we encourage families to bring cycles or scooters to school. Cycles and scooters must always be pushed whilst on the school grounds. Please ensure your child's bike or scooter is locked up. If a bike is left overnight the school cannot be responsible for it. Some parents like younger children to walk or cycle on their own, or with an older brother or sister, but for these children parents must inform the school office and fill out a form to this effect.

STAFFING

Along with our highly trained and qualified teaching staff we have an excellent team of support staff and we have a high ratio of High Level Teaching Assistants and Teaching Assistants in every year group, supporting all our pupils. In addition we have a large team of Midday Supervisors at lunchtime and of course our Office staff are critical in supporting all the staff, pupils, parents and visitors and ensure the smooth running of the school. We also have a part time Caretaker and cleaning team who ensure the school is kept in excellent order.

BREAKS AND LUNCHTIME

During break times we provide play equipment for the children to use. There are areas for children to sit together and talk and spaces for activity. In dry weather children play on the school field. There are pergolas, a gazebo, climbing equipment and trees to provide shade.

Upper Key Stage 2 children have a tuck shop available to them, this has been set up as a non-profit making project selling healthy drinks and snacks which conform to National School Food Standards. All items are priced at 50p or below, and it is suggested that only a small amount of change is brought to school as only one item can be purchased per day. Free fruit is provided to early years and KS1 pupils but in addition your child may bring in their own snack for break time. **NO SWEETS, CHOCOLATE, PRODUCTS CONTAINING NUTS, OR ITEMS THAT REQUIRE REFRIGERATION.** Please send water in a clear, labelled container with a sports cap. *Some children are not keen to drink water at first, but we find that over a very short period of time they do get used to it. Please keep sending the drink in even if it is not used at first.*



SCHOOL MEALS

Our school meals are cooked on site by Vertas (a private company – formerly County Catering). The current price is £2.30 per day, which we believe is good value for money. Universal Free School Meals are available for all Reception and Key Stage 1 pupils, which includes a packed lunch type 'pick and mix' option. In Key stage 2, pupils can also choose the cold school meal option if they wish. At registration, children opt for a hot or cold school meal. Parents who prefer their child to have a hot meal should inform the class teacher. Free school meals are also available to Key Stage 2 children whose parents are receiving Income Support or Income Based Job Seekers Allowance or for certain families in receipt of Child Tax Credit. Applications can be made online, (see the school website) or an application form can be obtained from the school office. These applications are completely confidential and children are not aware of which children receive free meals, meaning there is no stigma attached. The school receives additional funding for every child receiving school meals so it is essential that you claim if you are entitled even if your child is not having school meals.

Payments can be made online via our website, by cash or cheque, or by using the Vertas website. If paying by cash or cheque, money should only be sent in on Mondays, via the class, in an envelope clearly marked 'Dinner Money' with the child's name, class and the amount enclosed. Cheques should be made payable to 'Sebert Wood School.' If you subsequently book a dinner for your child later in a week, please send the money in on the following Monday. Children may bring still drinks to have with their midday meal – no glass containers please.

HEALTHY PACKED LUNCHES

Children may also bring their own packed lunch. Please provide items that your child can open independently and avoid foods that are hard to manage. It is helpful if you make a snip in the wrapper of tightly packaged items. We encourage healthy eating and have set a few guidelines for the content of packed lunches. These have been established for the benefit of all children and follow government guidelines:

- *Some children at school have nut allergies so we ask that products containing nuts (e.g. peanut butter or nut bars) are **NOT** included.*
- Sweets, including chocolate, may not be sent in as part of a packed lunch. (Chocolate covered biscuit bars are allowed).
- Still drinks only - no fizzy drinks or drinks in glass containers, or hot drinks.

Ideas for a balanced packed lunch:

- sandwiches
- fruit
- bottle of water or fruit juice drink, preferably diluted
- no more than 1 treat item (e.g. chocolate biscuit bar or cake)
- keep food with high salt, sugar or fat levels to a minimum
- crisps are popular, but it is best to include them as a treat once a week.
- salad
- vegetables
- yoghurt
- cheese portions
- dried fruit

NO SMOKING

Please note that the whole of the school site is a non-smoking area. This includes the school buildings, the playgrounds, car park and playing fields.

DOGS ON SITE

Please note that dogs are not permitted on the school site, with the exception of guide dogs. We prefer that you do not bring dogs when dropping at school, as some children can become frightened. If you do, please make sure they are securely tied to the fence outside the school perimeter on the fence opposite the FRONT school gate. Please do not tie dogs at the rear entrance gate as this is a very narrow entry point.

BEFORE AND AFTER SCHOOL CHILDCARE

Sebert Wood Breakfast Club (Pelicans) provides childcare and a healthy breakfast every morning between 7.45 and 8.50 a.m. The club is run by fully qualified school staff to provide affordable, enjoyable and friendly childcare before school. The club is based in the school hall which provides plenty of space for social play activities; these vary from day to day to provide interest and variety. Breakfast is served at 8.20 a.m. and includes fruit, cereal, toast, muffins, yogurt and fruit juice and special dietary needs are fully catered for. The staff team includes members of the school staff so messages can be left by parents at the door. Breakfast club currently costs £4.00 per session.



AFTER SCHOOL PROVISION

Nursery, Early years and Key Stage 1

After school childcare provision for younger pupils is run by New Moreton Hall Preschool After School Club. They work closely with the school and are in the same building as Nursery but run as a separate organisation. The session times are from 3.30 – 6.00 pm and healthy snacks are provided. For full details please contact the Pre-School on (01284) 702129.

Key Stage 2

Children in Key Stage 2 attend after school provision run by Sebert Wood, held in the new Upper Key Stage 2 building. Bookings for this should be made either by using the booking form via your child's book bag or by email to the school directly. Forms are available in the foyer, or a copy can be downloaded from our website. Sebert Wood After School Club currently costs £7.00 per session.



OUR CURRICULUM (For full details about our curriculum please go to our website, where details are regularly updated)

We provide a broad, interesting curriculum which offers a wide range of first hand experiences to the children and includes plenty of time for development of basic skills and concepts. We aim for high standards and a really rich curriculum. We follow the National Curriculum that was introduced in September 2014.

ENGLISH – Reading, writing and spoken language are key skills across the whole curriculum.

READING

We bring reading alive through the use of 'shared texts' including big books, through guided reading in groups and through drama activities. We follow a structured phonics programme to directly develop phonic skills and we also develop the use of sight vocabulary, alphabet knowledge and use of the

context of a story. Children take reading books or reading games home regularly. We make sure that reading is fun! In Key Stage 2, pupils follow the Accelerated Reading programme through which children read books and are then tested on their comprehension through computer based quizzes, using 'intelligent' software. The system is highly motivational.

WRITING

Children are given many opportunities to write stories, writing about their own experiences, reports, poems, news, diaries and short plays. They learn to use joined writing and use computers and laptops. Children often use small whiteboards to plan their writing. Spelling, grammar and punctuation is taught based on the statutory requirements in the new National Curriculum. Spoken language skills are developed through discussion activities, stories and drama. These take place across all subjects.

MATHEMATICS

We make sure that maths is fun, challenging and builds on prior learning! We ensure that children understand what they are doing at every step of learning. Our curriculum involves number activities, mental arithmetic, and a wide range of methods of recording calculations and results. There are many practical activities involved and children learn about shape and space, solving problems, handling data and many kinds of measures. In Key Stage 2 we also use the 'Mathletics' online learning system, which is highly motivational for pupils both at school and home.



ICT AND COMPUTING

Children use laptops and tablet devices in class time as part of the wider curriculum, as well as being taught the specific skills of the National Curriculum for Computing. There are interactive whiteboards in each classroom and we have a wide range of computer equipment to meet children's needs.

SCIENCE

Children investigate materials, explore light and dark, build and test electrical circuits and find out about the earth and its atmosphere. Technology involves designing, making and testing materials.

HUMANITIES

History and Geography for young children involves learning about their local area and finding out about history through research about their family and looking at old toys. They move on to explore places further afield and historical topics such as the gunpowder plot. In years 3 and 4 the children study specific history and geography topics. We bring history to life for the children by re-enacting these times, with everybody dressing in costume, and by going on visits.

RELIGIOUS EDUCATION

Religious Education in this school is provided in accordance with the 1988 Education Act and with the Suffolk Agreed Syllabus. We will foster the development of attitudes and values which will promote self-respect, respect for others, a willingness to accommodate other faiths and cultures and a respect for the natural world. We will neither promote nor discourage any particular faith outlook, but will encourage an attitude of fair-minded enquiry. Parents may, if they wish, withdraw their children from the arrangements for worship and religious education. Please ensure such requests are made to the Headteacher in writing.

CREATIVE ARTS

Children have many opportunities for singing, music making using a range of instruments and drama, through lessons as well as productions at Christmas and other times of the year. The school offers a wide range of Art activities including painting, print, batik, fabric work, collage, pottery and 3D work.

MODERN FOREIGN LANGUAGES - FRENCH

Modern foreign languages are a compulsory part of the National Curriculum in Key Stage 2, however, we introduce children to some basic French in the Early Years, through fun conversation activities, for example, answering the register in French. We also celebrate the various mother languages that some

children speak. In Key Stage 1, pupils continue to learn basic French vocabulary in an informal way. In Key Stage 2 we teach French more formally, based on oral activities, more challenging conversation work and some written work. We deliver French in Key Stage 2 using the excellent interactive 'Rigolo' software.

PE AND SPORT

We are very well equipped for PE. Children take part in gymnastics, dance and games activities. Swimming is arranged for Years 2, 3 and 4. Each lesson lasts 45 minutes, providing time for tuition and individual practice of skills. A voluntary contribution is requested towards the cost of pool hire, transport and tuition. Children take part in a wide range of sports competitions, events and clubs through our links with the Bury Schools Partnership.



PERSONAL SOCIAL HEALTH EDUCATION AND CITIZENSHIP

Helps to give children the knowledge, skills and understanding they need to lead confident healthy lives and is aimed at developing them to becoming informed, responsible citizens.

PHILOSOPHY

Closely linked to the PSHE curriculum, we teach Philosophy to years 1 to 6, using the Community of Enquiry approach, which is a specific methodology that aims to improve children's thinking and investigative skills. Children think deeply about ideas and concepts and reflect on their own opinions and learning.

SEX AND RELATIONSHIP EDUCATION

Sex and Relationship Education (SRE) in this school is delivered as part of Science and Personal, Social and Health Education. It involves developing the children's confidence in talking, listening and thinking about feelings and relationships. The policy for SRE is updated every two years, in consultation with staff, parents and governors and is available from the school office for inspection, upon request. Parents/carers have the right to withdraw their child from some, or all, Sex and Relationship lessons, but not statutory Science lessons. You should contact the Headteacher if you are considering exercising this right.

ASSESSMENT AND TRACKING PROGRESS

Each individual child is assessed on an ongoing basis from the time they join the school. Through a combination of observation, marking, discussion, tasks and tests, children are assessed by their teacher against national expectations. Children are then set both data and curricular targets for where we expect them to progress to, depending upon their individual needs and development. Pupil curricular targets are given out to parents in the Autumn Term at parents evenings. **Please note that due to the new National Curriculum and the DfE removal of the current system of levels, this is the last year that the results will be recorded in the current format below.**

NATIONAL ASSESSMENTS 2015

Year 1 phonics screening check		Cumulative phonics screening including Year 2		
School	National	School	National	
82%	77%	95%	90%	
Year 2 assessments				
	Level 2 and above		Level 3 and above	
	School	National	School	National
Mathematics	95%	93%	29%	24%
Writing	95%	88%	22%	18%
Reading	93%	90%	30%	26%

Level 2 is achieved by a typical 7 year old

Level 3 is achieved by a typical 9 year old

ASSEMBLIES

At Sebert Wood Primary School, assemblies are an important part of daily life. They may take various forms, be led by different people, and parents may be invited to attend from time to time. The recurring thread running through them all is that of caring and sharing within a framework of a non-denominational act of worship. On alternate Fridays the children in Years 4 and 5 have the opportunity to present their own 'Children's Assemblies' at which they talk about a hobby or interest. Star Pupil certificates for achievement are also given out to a pupil from each class on alternate Fridays in Key Stage 2. In Key Stage 1 pupils revive their Star Pupil award certificates on a Thursday each week.



Arrangements for the act of collective worship and for Religious Education are made by the school in accordance with the requirements of the 1944 Education Act and the Education Reform Act 1988. Parents may, if they wish, withdraw their children from the arrangements for worship and Religious Education. Such requests should be made in writing to the Headteacher.

HOMEWORK

At Sebert Wood Primary School we aim to improve the quality of learning by the use of homework. The partnership between home and school is of paramount importance and if pupils and parents can work together and enjoy learning experiences then everyone benefits.

Early Years (Nursery/Reception)

Pupils do not receive formal homework, however they may undertake activities at home with their parents to expand an interest from school, e.g. looking at books about a topic, collecting and bringing in objects, practising phonics etc. The early development of reading and literacy skills is greatly enhanced by the opportunity to share and enjoy books with parents and older brothers/sisters. Parents are strongly encouraged to read to and to hear their child read.

Key Stage 1 (Year 1 and Year 2 pupils)

The early development of reading and literacy skills is enhanced greatly by a pupil's opportunity to share and enjoy books with parents and older brothers and sisters. In Key Stage 1 reading is, therefore, the main homework. Children take home a book that they can tackle (at first this is probably a "scheme" book) and a book to have read to them. The latter is important in maintaining an enjoyment of literature. A school/home reading record is used to record books read and to provide a means of communication between teacher and parent. Parents are also encouraged to talk about maths with their child, practising simple tables/number bonds or looking at examples of real life maths whilst out shopping. Children also receive one other piece of work. This may be research about a topic, a simple piece of maths reinforcement work, spellings or a spelling related 'challenge'.

Key Stage 2

In Key Stage 2 reading continues to be an important homework task. In addition, structured spelling activities, linked to other literacy work, are introduced. We appreciate parents taking an interest and checking that tasks are understood and completed.

In addition to reading and spelling, some children may be asked to practise certain skills such as handwriting or recorder playing. From time to time a task relating to a specific subject may be set, e.g. a small historical research task, a simple scientific experiment or a fitness survey. Often a homework task of this nature will not require written work but occasionally a worksheet will be provided for completion. These tasks are not obligatory but national guidelines suggest about one and a half hours per week of homework for Key Stage 2 children, in addition to regular reading. We do not always give as much as this. We try to allow plenty of time for tasks to be completed in recognition that families have many demands on their time.

Homework is given out at intervals as set by the year group teaching team. It is hoped that homework will develop a child's self discipline and responsibility. It can provide a useful link between one lesson and the

next and communication between school and home. Where some tasks are concerned the real context of home can enhance learning, e.g. finding the capacity of containers in the pupil's own kitchen. The use of homework can frequently provide reinforcement and revision which is essential to the learning process. We hope that children will enjoy doing this homework and that their individual contributions may increase their enjoyment of lessons and learning.

EARLY YEARS PROVISION

There are seven areas of learning and development that shape the curriculum. Three Prime areas; Communication and Language, Physical Development and Personal, Social and Emotional development and four specific areas, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. *For further details about our Early Years curriculum please go to our website.*

Our nursery offers secure, modern, bright, purpose-built facilities with a spacious main learning area, outdoor play area, gardens and a community room. We have a strong and stable staff team including qualified teachers, nursery nurses and teaching assistants. We use a Key Person approach which means that each member of staff has a group of children for whom they are particularly responsible. Your child's key person will be the adult who ensures your child's particular needs and interests are met during their time at Nursery. We see the Nursery as an extension of home, providing a happy and secure environment where children continue to develop socially, emotionally, physically and intellectually through play, and begin the foundations of



good learning practices. The Early Years Foundation Stage curriculum is followed throughout Nursery and then into Reception. Nursery shares a large outside learning playground space with Reception. Our Nursery offers 52 places, split over morning and afternoon sessions. Recent changes to admissions arrangements mean that we are able to offer some full day provision, where spaces allow, at an additional charge. Please speak to the school office if you are interested in this.

Nursery hours are; mornings 8.30 – 11.30 am. Afternoon 12.20 – 3.20 pm. Catkins Lunch Club extends sessions to include the

lunch period for a small charge for childcare. School meals are available upon request.

Sessions are organised so children have opportunities to freely choose from a range of activities. This encourages independence and an ability to work through a task to its completion. Children are also helped and encouraged to take part in adult-led small and large group activities. This introduces them to new skills as well as helping them to learn to work with others. We encourage you to come into Nursery when you drop your child off. Each child has their own cloakroom peg where they leave their coat, bag or lunchbox.

'The Nursery and Reception classes provide a secure and challenging environment for the children. Excellent links with the pre-school ensure that they settle quickly and happily into the Nursery.' (Ofsted)

Outdoor learning is a fundamental part of planned activities in Early Year's at Sebert Wood School and in Nursery we operate a free flow system where the children can choose whether to learn outside or inside. Access to the outdoor area is available throughout the session and is set up with activities that support and enhance the learning of the indoor classroom.

Our planned activities are based around the children's interests and therefore we do not cover set topics or themes. We will ask you throughout the year to let us know any new interests your child develops or

activities that you do at home that we can build upon too. We embrace different cultures' holidays and we celebrate events such as Chinese New Year, Easter and Bonfire Night.

Each child has an electronic Learning Journey (Tapestry) which follows them throughout the Early Years Foundation Stage. This details their interests, how they are learning and how we can develop this further. Parents access and contribute to Tapestry via a secure online access link. We also arrange parent sharing times and have opportunities for informal discussion at drop off and collection times which facilitate good home/school communication. There are also more formal parent's evenings twice a year.

Starting school is a big step. To ensure a smooth start to school for your child we arrange induction visits and meetings for parents. Teaching staff will also visit the child in their current preschool setting, where this is felt appropriate and is agreed by the parents. Reception provides excellent facilities, sharing a large outside learning area/playground with Nursery. This incorporates flower beds, a covered area and a play house. Reception hours follow the main school hours – 9.00 am – 3.30 pm.

'Children make excellent progress so that by the end of Reception standards are generally above those expected. Children's personal development is outstanding because all adults provide good role models, guiding children to consider others, to show good manners and behave well. Consequently, children develop very positive attitudes to learning and behave exceptionally well.' (Ofsted)

NEW MORETON HALL PRE-SCHOOL

The Pre-school which is located in the same building as the school Nursery, offers places for children aged from 2 - 3 years. The Pre-School has strong links with the school, but is run as a separate organisation. For details contact the Pre-School on 01284 702129 or go to www.nmhps.org.uk

TRANSITION TO NEW SCHOOLS

Following the reorganisation of schools in Bury St Edmunds, pupils now remain here through to the end of Year 6. We have good relationships and work closely with all local secondary schools to ensure a smooth transition into Year 7.

INCLUSION

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and ensure they achieve their full potential. All children should have the opportunity to join with their peers in the curriculum and life of the school. Our Behaviour Policy aims to support our Inclusion Policy. Where possible the response to a child's behaviour should not prevent the child from accessing learning, nor should the child's behaviour prevent others from learning. *Where appropriate, 'reasonable adjustments' to the implementation of this policy will be made to allow for specific individual needs.*



'Expectations of what they can achieve are high, whatever their circumstances. Whether they find learning difficult or need to be challenged, pupils thrive in an exciting and stimulating environment.' (Ofsted)

SPECIAL EDUCATIONAL NEEDS AND ACCESS FOR CHILDREN WITH DISABILITIES

Sebert Wood Primary School maintains a strong commitment to special educational needs provision. The aim of the Special Educational Needs Policy is to ensure that all children with special needs are recognised and have the opportunity to access the full curriculum. Teachers skillfully differentiate the curriculum to cater for the needs of pupils with specific needs and the school may allocate additional

hours of classroom assistant time, where possible. We are also able to provide for a range of individual needs through nurture and lunch club. The responsibility for meeting special educational needs is shared by all those involved with the children – parents, teachers, governors and the Local Authority. Regular discussions between the Special Needs Co-ordinator, teachers, learning support assistants and parents facilitate the provision of valuable support. At all stages parents will be informed about the progress their children are making and invited to become involved in helping them. Parents are welcome to discuss any concerns they may have about their child's difficulties, or the support provided, with their child's class teacher and the SENDCO.

The key principles of the policy are:

1. Teachers will recognise that special educational needs include learning difficulties, behaviour problems, language disorders and physical disability. It is acknowledged that the needs of the most able and gifted children should also be recognised.
2. Teachers will monitor the children in their class to assess strengths and weaknesses. Children will be encouraged to develop strengths and overcome weaknesses to the best of their ability. Each child will be helped to gain confidence in his ability and will be valued as an equal member of the class.
3. The School's Special Educational Needs Co-ordinator (SENDCO) will be involved in identification, assessment and planning from an early stage.
4. Parents will be regularly consulted and advised about their child's progress.
5. Other experts, e.g. Special Educational Needs Advisory Support Team, Educational Psychologist, Medical Service and Speech Therapy Service will be consulted when necessary and their help and advice sought.

'Pupils of all backgrounds work and play happily together showing great consideration and respect for others. This helps to make the school an extremely cohesive and harmonious place that strikes the visitor immediately on arrival.' (Ofsted)

We ensure that children with disabilities are not treated less favourably than other pupils. Through our accessibility plan we have made modifications to the school building and curriculum provision to meet different needs. The school has a Governors Special Needs and DDA (Disability Discrimination Act) committee that meets to ensure that provision moves forward.

MEETING THE NEEDS OF MORE ABLE PUPILS

We meet the needs of more able students by providing a wide range of support and challenge to engage and develop them as individuals. We set by ability in English and Maths in Year 2 and above and teachers plan a range of extension activities in day to day work. We regularly take part in 'gifted and talented' activities as part of the Bury Schools Partnership where pupils work with older students from secondary schools and learn alongside them. For example, Maths Master classes, problem solving days and English and media days ensure our pupils are stretched intellectually. The school is also a member of the National Association for Able Children in Education which enables us to access resources and strategies for more able pupils

CARING FOR EACH OTHER

We offer a high standard of care and children are strongly encouraged to care for each other at school. New children often join us during the year and we take every step to ensure they settle well into life at Sebert Wood. Children can apply to become a 'Playground Friend' or become a 'Lunchtime Helper' in Year 4, 5 and 6.

PUPIL PREMIUM

Some children are targeted for additional support through the government funded Pupil Premium. These children receive a variety of support, which may include 1:1 tuition, small group work or specific resources to accelerate their progress. Their progress is closely monitored and tracked by the school. Further details of Pupil Premium can be found on our website.

SCHOOL CLUBS

Staff run many after school clubs during term time on a voluntarily basis and there is no charge for attending but you may be asked to purchase instruments and contribute to the cost of resources. These clubs may be during lunchtimes or after school, depending upon the skills and interests of staff, the space available and the commitments of staff to other meetings. We supplement these clubs with some that are run by outside organisations at a cost. Through school lettings we can sometimes subsidise these costs. We are always looking to expand club provision where possible but this depends on the spaces available, the extent of parental interest and therefore the viability. Clubs on offer vary throughout the school year have included Brownies, Rainbows, Dance, Art, Gymnastics, Cycling, Choir, Guitar, Country Dancing, Cheerleading, Basketball, ICT, Animation, Cookery, Lego, Multi-skills, Cheerleading/Street Dance and Saturday Football Club (for ages 5 upwards run by parents).

PUPIL REPRESENTATIVES AND RESPONSIBILITIES

We have a school council with pupil representatives from each class attending meetings to give their views about school life and work on a range of projects. They are involved in many aspects of school life and have even interviewed new staff, including the Headteacher! Pupils in Year 6 are also given Sports Leader roles in which they support sport activities in and out of school and often work with younger pupils to help them. At lunchtimes, the Year 6 Lunchtime Support team and the Year 4 'Busy Bees' help in the lunch hall and outside.

WORKING IN PARTNERSHIP WITH PARENTS

We involve parents and other volunteers in our work. Volunteers help during the afternoons with reading, P.E., art, cookery, making resources and also accompany us on school visits. If you wish to help on a regular basis you will be provided with a Volunteer's Induction and asked to undertake a DBS police check. The school has a friendly atmosphere and we encourage parents to feel involved. School governors and other volunteers also provide valuable help, as do students on placements.



FITNESS FRIDAY

We hold regular Fit Friday sessions during which pupils take part in a range of sports and fitness activities during the school day. These days often start with a 'Huff n Puff' session on the playground at 9.15 am (weather permitting) and parents of Year 1 to 4 pupils are invited to join in and take part in fun aerobic activities led by a member of staff and a team of pupils. Nursery, Reception and Upper Key Stage 2 pupils (years 5 and 6) have separate activities at other times of the day. Where appropriate, parents may be invited to attend the Nursery and Reception activities.

PARENT CONSULTATION EVENINGS

In the autumn term, parents meet with the class teacher to find out how their child has settled into school and to review their targets from the end of the previous academic year. In the spring term a second parent consultation to discuss pupil progress takes place. In order to accommodate all parents, each appointment lasts 10 minutes per child. If parents require longer discussing a particular issue then a separate additional appointment time can be booked with the teacher.

Following the annual report in the summer term, parents have the opportunity to meet with the class teacher should there be any issues they wish to discuss.

FRIENDS OF SEBERT WOOD SCHOOL (FOSWS)

Every parent with a child at the school is a member of the Friends of Sebert Wood. FOSWS is managed by a committee, elected at the Annual General Meeting held during September or October. Any parent can be nominated for the committee, which usually meets once a month. FOSWS exists to help and support the school, but to operate it needs the help and support of the parents. Do consider joining, whether as a committee member or as a helper at one of the events. If you are not able to do this, come

along and join in one of our functions as by doing so you are helping your child's education. We look forward to meeting you! The main aim of FOSWS is to provide additional resources or activities that benefit all pupils, through events which bring together the whole school community. The Friends organise Children's Bingo Evenings, Film Nights, a Charity Night, a range of sponsored activities, Discos and Fairs during summer and at Christmas. Over the years FOSWS has raised thousands of pounds which have been used for a wide variety of activities. Recent fund raising has enabled the school to install a brand new play area with climbing equipment, and purchase iPads and laptops, which all the children benefit from. We are very appreciative of the hard work that FOSWS put in to the school.

CURRENT FOSWS COMMITTEE LEADERS

Chairman	Rachael Smith
Vice Chair	Debra Peachey
Treasurer	Kathryn Watts
Secretary	Nina Dallorzo



HEALTH, SAFETY AND WELFARE

Health and Safety is of utmost importance for everyone associated with the school. The school has regular Health and Safety inspections carried out and risk assessments are put in place where necessary. Fire drills are carried out on a termly basis and all our alarm systems are regularly checked and maintained by specialist contractors. Staff receive regular First Aid training.

We have a strict NO SMOKING policy which applies to the whole site, both internally and externally.

SAFEGUARDING

We have a very rigorous Safeguarding Policy and procedures in place in order to protect all children. This is based on the Suffolk County Council recommended policy and is reviewed annually by staff and governors. A copy of the policy is available for inspection in the school office and on the website. The school also follows the national Prevent strategy in order to be vigilant to signs of extremism or the radicalisation of pupils.

MEDICAL ISSUES

When your child joins the school in Reception you will receive a permission form for a health check which is carried out by the School Nurse. This check includes growth, weight, vision and hearing tests. In the event of illness or an accident occurring, staff will give basic first aid care. In an emergency we will try to contact the parents, if this is not possible we will act on the advice of the medical officer consulted. Administration of medicines to children is a parental responsibility and we can only undertake this for specific long-term conditions. In exceptional circumstances a parent may fill out a medical administration form, where it is absolutely necessary for a child to take prescribed medicines during school hours.

HEADLICE

From time to time children have head lice. There is no shame attached to this, they love clean hair! We ask that parents keep a regular (weekly) check and inform us (in strictest confidence) of any you find, so we are able to send out explanatory leaflets and letters.

SICKNESS

Guidance states that following a sickness bug, a child should be kept at home for a full 48 hours after the last sign of vomiting/diarrhoea, in order to reduce the spread of infection.

PHOTOGRAPHY OF CHILDREN

There may be times when children are photographed as part of normal school activity, including by the local press. From time to time, students completing work experience within the school may photograph the children for inclusion in their projects, they will always be anonymous. When children join the school parents receive a photo permission form to complete. This is kept in the school records for reference.

Permission to take photographs at school events is at the discretion of the Headteacher depending upon the nature of the activity. Where photography is permitted, it is on the strict understanding that photographs are for personal use only and pictures in which other children appear **MUST NOT** be posted on the internet (i.e. on social networking sites). Should a photograph be used in this way, permission to take photos in school may be removed immediately.

EMERGENCY CONTACTS

Emergency contact telephone numbers are given to us when you register your children, but circumstances may change and a distressed child is further stressed if we are unable to contact you at a time of need. Please remember to inform us of any changes such as new work arrangements or telephone numbers, etc. We expect parents of pupils who become unwell to collect them and take them home or to the doctor as you feel appropriate.

ATTENDANCE

A whole academic year consists of 190 school days and it is important that children access the full curriculum during this time to maximise the opportunities available to them. Absence from school during term time may hinder academic progress and the Department for Education continues to monitor the attendance levels of pupils at every school. Here at Sebert Wood we adhere to guidance when recording absences as authorised or unauthorised. Leave during term time is only granted where an application is received in advance and if the Headteacher deems there to be exceptional circumstances to justify it. If leave is not granted but is still taken, the absence is recorded as unauthorised. Absences may also be unauthorised in other circumstances, for example: where a child arrives in school after the register is closed and the reason for their lateness is not accepted by the school, or where the school is not satisfied by the reason given for a child's absence.

**Current Attendance Level at
Sebert Wood : 98%**

A Penalty Notice is a fine issued to parents by the county council where a child has had a period of unauthorised absence. It has been agreed within the Bury Schools Partnership that a Penalty Notice referral will be considered **when a child has an unauthorised absence period of 8 sessions or more**. There are 2 sessions per school day, so this equates to 4 days or more unauthorised absence.

ABSENCE – CHILD AWAY, RING TODAY!

If your child is unwell, please contact us on the first day and again after 3 days of absence. You should also send in a note on their return to school. You can contact us by e-mail, telephone or by completing a pre-printed form located in the lobby entrance. If we do not hear from you we will attempt to get in touch. Children should only be absent for a valid reason and should always arrive at school on time.

CHARGES

The following is an extract from the Governors' Statement of Charges Policy.

School governing bodies and local authorities, cannot charge for:

- an admission application to any state funded school - paragraph 1.9 (n) of the 'School Admissions Code 2012' rules out requests for financial contributions as any part of the admissions process
- education provided during school hours (including the supply of any materials, books, instruments or other equipment)
- education provided outside school hours if it is part of the national curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education
- instrumental or vocal tuition, for pupils learning individually or in groups, unless the tuition is provided at the request of the pupil's parent
- entry for a prescribed public examination, if the pupil has been prepared for it at the school; and examination re-sit(s) if the pupil is being prepared for the re-sit(s) at the school

Schools and local authorities **can** charge for:

- any materials, books, instruments, or equipment, where the child's parent wishes him/ her to own them
- optional extras
- music and vocal tuition, in limited circumstances;
- certain early years provision
- community facilities
- property or equipment has been damaged as a result of a pupil's behaviour

Activities that are not an integral part of the school curriculum and do not take place within school hours or for which the school is specifically permitted to charge (i.e. there are no school funds/budget identified to support these activities), can be charged at full cost. This charge will include any materials or instruction required to undertake the activity. Optional extra activities where parents are willing to accept a charge for the costs (this list is not exhaustive);

- visits to museums or places of interest
- sporting activities which require transport expenses
- outdoor adventure activities and transport to and from
- visits to or by a theatre company
- school trips abroad
- musical events
- materials, books, instruments, equipment or tuition fees for providing education that is not part of the National Curriculum or of a syllabus of a prescribed examination or part of religious education
- transport provided for any activity

COMPLAINTS

The Local Authority (LA) has established procedures so that the concerns of parents and others about the school curriculum and related matters may be considered and whenever possible, resolved locally. The arrangements apply to complaints relating to the curricular responsibilities of the LA or Governing Body of a county, voluntary or maintained special school: that is, that the authority or Governing Body has acted, or is proposing to act, unreasonably or has failed to comply with the requirements or duties imposed by the Education Reform Act 1988.

The full complaints procedure is available on the school website, but in summary:

- Problems should be referred to the class teacher who will endeavour to achieve a satisfactory outcome by informal means
- If the issue cannot be resolved in this way, it may be referred to the Key Stage Leader at an informal level
- If the issue remains unresolved a formal letter may be written to the Headteacher
- If the issue still remains unresolved a formal letter may be written to the Chair of Governors and may result in a Local Authority representative being involved.

HOME SCHOOL AGREEMENT

We operate a Home School Agreement. The exact form and wording was agreed after a wide ranging and lengthy consultation exercise. This involved parents, governors, staff and pupils. We see this agreement as a formalised statement of the schools aims and objectives and the school's joint commitment with parents and carers to high aspirations for all of our pupils. We very much hope that all parents will feel able to subscribe to this agreement.

SOCIAL NETWORKING

In the world in which we live, social networking is a part of everyday life. Through the home school agreement parents agree not to bring the name of the school into disrepute. Individual pupils, parents or school staff should not be named or identified on social networking sites such as Facebook.

EMERGENCY SCHOOL CLOSURE

If the school is forced to close due to bad weather or for any other emergency, e.g. heating failure, we will send a message via the Parentmail messaging system. Please ensure your contact details are up to date so that you receive the information. Notification of the closure will also be made:

On local radio stations, BBC Radio Suffolk 95.5, 95.9, 103.9 or 104.6 FM & Heart FM 96.4 or 97.1FM.

On the Suffolk County Council school closures website: <http://schoolclosures.suffolk.gov.uk/>

If possible, we will also put a notice on the school website: www.sebertwoodschoo.co.uk .

Please note that Suffolk County Council has issued guidance to schools regarding closure meaning that we will expect to remain open except in the most severe of conditions. It may be that we have to open or close earlier during bad weather but we will do all we can to maintain business as usual.



Sebert Wood CP School Dates of Terms 2016 – 2017

Autumn Term 2016 Monday 5 September – Tuesday 20 December
(Half Term: week commencing 24 October)

Staff Training: Thursday 1 September
Friday 2 September
Friday 21 October

Spring Term 2017 Thursday 5 January to Friday 31 March
(Half Term: week commencing 13 February)

Staff Training: Wednesday 4 January

Summer Term 2017 Wednesday 19 April to Friday 21 July
(Half Term: week commencing 29 May)

Staff Training: Tuesday 18 April

These dates may be subject to minor amendments. Please check the newsletter for up to date information.

If English is not your first language and you need help translating this document, please ask at the school office.

DISCLAIMER

The information and particulars contained in this brochure relate to the current school year and are correct at the time of publication. It should not be assumed that there will be no change affecting the relevant arrangements or some matter particularised, either –

- a) before the start of, or during, the school year in question
- b) in relation to subsequent school years

OFSTED

Government inspections take place regularly but less frequently for those schools judged as 'outstanding'. OFSTED look at the current data for a school and then make a judgement on whether to inspect again. Our most recent inspection took place in June 2009. The report can be downloaded from the OFSTED website www.ofsted.gov.uk.

