

BOTTISHAM COMMUNITY PRIMARY SCHOOL



PROSPECTUS





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VISION AND VALUES

Bottisham Community Primary School - Where everyone comes first

We like welcoming people to our safe and secure school

We enjoy working with different people

We look after our environment

We all respect each other and each other's property

We enjoy learning together and facing new challenges

Better learning for better living

Created by Children, Staff, Parents and Governors



GENERAL INFORMATION

SCHOOL WEBSITE ADDRESS:

www.bottisham.cambs.sch.uk

SCHOOL EMAIL ADDRESS:

office@bottisham.cambs.sch.uk

BUILDINGS AND GROUNDS

The accommodation consists of nine main classroom areas, a nursery, music room, group room, hall, library, staff workstation, school office, Headteacher's office and staff room.

There are playgrounds for children in the Foundation Stage, Key Stage One (KS1) and Key Stage Two (KS2), a large playing field, two large play equipment areas, two trim trails, a garden courtyard, cycle shelter, a pond, and a wildlife area.

Most areas of our buildings and grounds are accessible to disabled children and adults.

We have an accessibility plan in place to ensure appropriate further adaptations are possible.

CATCHMENT AREA AND TRANSPORT TO SCHOOL

The school is situated in the village of Bottisham. We like to encourage our children to lead healthy lifestyles and walk or cycle to school. If you come by car, try to park a short distance from the school gates as this area gets very busy. The schools catchment area includes the nearby villages of Stow-cum-Quy and Lode.

Education Transport provides a bus for children living over two miles away. Information about this service can be obtained from the school office.

SCHOOL ORGANISATION

The school is organised into eight or nine classes with the nursery. Mixed age classes are frequently a feature of the school's organisation (i.e. children from two year groups in one class) and this is acknowledged in the planning and delivery of the school's curriculum.

THE SCHOOL DAY

For Nursery

5 X 3 Hour sessions, mixture of mornings and afternoons.

For Reception, Year 1 and 2

9.00 a.m. – 12.05 p.m.

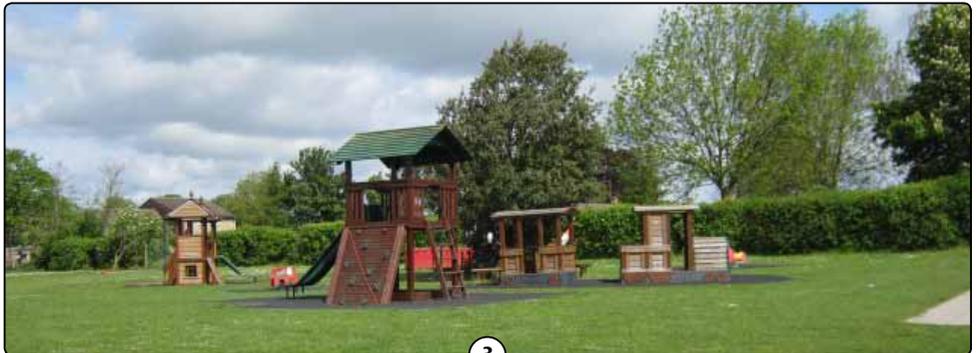
1.10 p.m. – 3.20 p.m.

For Years 3, 4, 5, 6

9.00 a.m. – 12.15 p.m.

1.15 p.m. – 3.25 p.m.

Children are allowed into school from 8.50 a.m. and should be in their classes when the bell rings at 9am.





SECURITY

All visitors should enter the building via the main entrance and report to the school office. Gates allowing access to the playground will be locked between 9.05 a.m. and 3.10 p.m.

At 3.20 p.m. when Key Stage 1 children finish school, they are asked to remain in their cloakroom until collected by a parent or carer. Please make sure that we know who to expect. Key Stage 2 children are regularly reminded to return to their classroom or the school office if they have not been collected. We check those travelling on the buses at the end of each day.

SCHOOL OFFICE OPENING HOURS

The school office is open Monday to Friday from 8.30 a.m. to 12.45 p.m. and 1.15 p.m. to 4 p.m. School uniform, book bags and water bottles may be purchased from the School Office. For enquiries please telephone the office or leave a message.

AFTER SCHOOL CLUB

Time to Play offers after school childcare for children of Bottisham and surrounding areas. The club opened in September 2010 and can accommodate up to 25 children from the age of 4 upwards. We currently operate during term-time, from 3.20 to 5.15pm and 3:20 to 6:00pm for year one upwards.

The club is run as a private business, operating on the school premises, and has good links with Bottisham and other local schools.

Aims

The club aims to provide a safe and secure and relaxed environment for the children in our care. We endeavour to provide an atmosphere and activities similar to those found within the home.

What we offer

Children choose from a wide range of activities, including craft, board games, reading, imaginary play, construction, sport and much more. During their time at the club children choose the activities that best suit them.

For more information please contact the school office for an information pack.

CHILDREN'S CENTRE

Bottisham Children's Centre provides a one-stop shop for families with children under five, with a variety of free services and activities in the centre and surrounding villages. We run a range of play and learning activities for all 0-5 year olds and their parents and carers. For more information about what's on, visit

www.cambridgeshirechildrenscentres.org.uk/bottisham

or call us on 01223 507152. Or you can email us at bottishamchildrenscentre@cambridgeshire.gov.uk and ask us to send you our timetable. We hope to see you soon.

Bottisham Children's Centre

Bottisham Village College

Lode Road

Bottisham CB25 9DL

Opening hours Monday to Wednesday 9am to 4pm

Thursday / Friday - Closed





ADMISSIONS

Children are eligible for a place in the nursery at the beginning of the term after their 3rd birthday. This means that children will be eligible for between 3 and 5 terms of nursery education depending on their date of birth. Formal applications for a place must be made using the nursery admission form available from the school office. The over admission criteria below will also apply to the nursery.

All children are entitled to attend school in the academic year in which they become five years of age. However, legally, children do not have to start school full time until the term after they are five years of age. Children in Reception classes in Cambridgeshire are entitled to full time education from the autumn term.

At Bottisham Primary School we encourage children to attend full time as soon as possible. However, if this is not appropriate for your child, please discuss this with the class teacher and Headteacher so that we can find an alternative arrangement.

The Local Authority co-ordinates the admissions process for all children entering Reception Year in primary schools. Parents can apply online at: www.cambridgeshire.gov.uk/education/parents/admissions

Alternatively, an Admission pack may be obtained from school. Admissions should be returned to the Local Authority by the date set for January each year. (Further details can be provided by the school office.)

Children who have a statement of special educational needs that names the school, will be admitted.

The over admission criteria is as follows:

1. Children in Care, also known as Looked After Children (LAC).
2. Sibling living in the catchment area with a sibling at the school at the time of admission.
3. Children living in the catchment area.
4. Children living outside the catchment area who have a sibling at the school at the time of admission.
5. Children living outside the catchment area who have been unable to gain a place at their catchment area school because of oversubscription.
6. Children who live outside the catchment area, but nearest the school as measured by a straight line.

In cases of equal merit in each set of criteria, priority will go to children living nearest the school as measured by a straight line. The Local Authority Admission Team is divided into two parts. The Transition Team deal with applicants for Reception and Year 7. The in Year Team deal with admissions throughout the year. For further information the contact details are as follows;

Contact Number 0345 451370

Fax 01223727941

Email admissions@cambridgeshire.gov.uk

Appeal admissionappeals@cambridgeshire.gov.uk - Jill Watts is our Appeal Officer





INCLUSION

EVERY CHILD MATTERS

- Be Healthy.
- Stay Safe.
- Enjoy and Achieve.
- Make a Positive Contribution.
- Achieve Economic Well-being.

Our school aims to be an inclusive school. We hope to make all our children welcome and feel happy to look forward to their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about ourselves.

If your child has a disability he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Our accessibility plan (available on request) describes the arrangements we have already made and the further proposals planned, to improve physical access to the school, access to the curriculum and access to written information.

The school has a policy for supporting children with special educational needs which is revised every year. This policy is available on request. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

We aim to prevent disabled pupils in our school being placed at a substantial disadvantage. We will take all reasonable steps to ensure that they are not treated differently without lawful justification. We will make reasonable adjustments for disabled pupils and we will know we have succeeded when disabled pupils are participating fully in school life. In order for effective partnership working between home and school to take place,

we anticipate that parents will want to:

- Inform the school at the earliest opportunity if their child has a disability and the exact nature of it.
- Provide the information school needs to plan effectively for the child to be a full member of the school community.
- Acknowledge that when deciding whether an adjustment is reasonable, one of the factors the Headteacher must consider is the effect of the proposed change on all members of the school community.
- Recognise the importance of school and home working in partnership.





EQUALITY ACT STATEMENT

Our curriculum content aims to afford equality of opportunity for our children. All children are treated equally and respected whatever their gender, culture, race, colour, ethnic or national origins or religion. No incident that is or appears to be racially motivated will go unchallenged. All racist incidents will be recorded and parents/carers of victims and perpetrators informed.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

What does this mean for your child?

Class teachers plan work that is differentiated to meet the needs of the children. However, some children may require extra help because they need a little more support. In September 2014 a new SEND Code of Practice was introduced with some significant changes. There is now a 'graduated response' to pupils identified as having SEND. For further information regarding SEND please see the school web site.

INCo (Inclusion Co-ordinator)

If you need to discuss any aspect of your child's progress you should make an appointment to see the class teacher. It is also possible to meet with the school INCo for further information or additional clarification if necessary.

GIFTED and TALENTED

We also have a policy for able and gifted children. Such children are offered enriched learning opportunities to make the best of their talents in a wide variety of areas.





VISITING THE SCHOOL

If you would like to visit the school please contact the school office to make an appointment.

SCHOOL DRESS

We believe school uniform gives a sense of identity and is practical and smart. We therefore have a school dress code and we would like parents to choose items from the following list when purchasing their child's clothing for school. School sweatshirts and sweat-cardigans with the school logo are available in a range of sizes from the school office.

- Skirt/Pinafores – grey.
- Trousers - grey or black.
- Shirts/Blouses/Polo Shirts – red or white.
- Jumpers/Sweatshirts/Sweat cardigans - red .
- Summer shorts or short trousers – plain grey or black.
- Summer dresses – these should be red and white checked.
- Outdoor Footwear – outdoor shoes– should be sensible flat shoes or trainers (no high heels, boots or sling backs).
- Indoor Footwear – should be sensible and comfortable e.g. plimsolls.

In addition to everyday dress, children require:

- P.E. kit - plain white T-shirt, blue shorts and trainers plus a draw-string bag to store these in.
- Games kit - a warm track suit or similar to wear when the weather is cold.
- One-piece swimming costume and towel for swimming.

Please ensure that all clothing is named.

Jewellery or make-up may not be worn in school. The only exceptions are watches or studs for pierced ears. Children must remove their own earrings for all P.E. lessons. Long hair must be tied back for P.E. and swimming. Younger children also require a change of clothes in case of accidents!

LOST PROPERTY

Lost property is kept in a box in the hall and is displayed regularly. Unmarked and unclaimed property will be disposed of at the end of each term.

SCHOOL MEALS AND SNACKS

Cooked meals are served on a cafeteria system, with a choice of hot and cold main courses and puddings. Children are encouraged to choose a balanced meal, before selecting a pudding. There are vegetarian options available. Parents and children are invited to view the weekly menu, which is on display outside the front entrance. All children in Reception and Key Stage One are entitled to Universal Infant Free School Meals (UIFSM)

PAYMENT

Dinner money must be paid on the first day of the week and should be placed in a clearly labelled envelope. Alternatively, payments can be made by cheque (payable to Bottisham Primary School) for a half term in advance.

PUPIL PREMIUM FUNDING

Schools are provided with Pupil Premium funding to support children from families who receive certain benefits through the allocation of Free School Meals. Information about how this funding is used to support children can be found on the school website. Further information about eligibility for Free School Meals can be found in the school office or on the school website. If your child is eligible for free school meals, a claim form is available from the school. All information is confidential.

PACKED LUNCHES

Facilities are provided for children bringing a packed lunch. A strong plastic container should be used, clearly marked with the child's name. Drinks should be in a non-breakable plastic container or cardboard carton and should not be fizzy.

BREAK TIME

Children may bring fresh or dried fruit or prepared vegetables to eat at morning break. FS/KS1 have fruit provided daily.

WATER BOTTLES

Each child is provided with a school water bottle. This is filled at home. Damaged or lost water bottles can be replaced at a minimal charge from the school office. Milk may be purchased for children to drink during snack time. This must be ordered a term in advance.



THE CURRICULUM

At Bottisham Primary we are enthusiastic about providing a relevant, exciting and appropriately challenging experience for our children.

The school curriculum provides a broad and balanced education for the children, taking account of both statutory requirements, National Curriculum 2014, and the needs of each individual child.

THE EARLY YEARS FOUNDATION STAGE

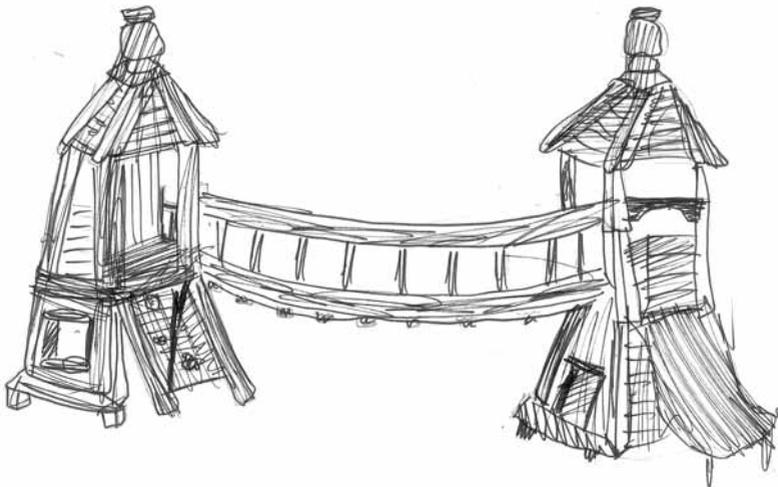
The Foundation Stage curriculum is organised into seven areas of Learning and Development:

- Personal, Social and Emotional Development.
- Physical Development.
- Communication and Language.
- Literacy.
- Mathematics.
- Understanding the World.
- Expressive Arts and Design.

THE SCHOOL CURRICULUM

See the school web site for further information about the School Curriculum. The School Curriculum currently consists of the following subjects:

- English.
- Mathematics.
- Science.
- Computing.
- Religious Education.
- History.
- Geography.
- Design Technology.
- Physical Education.
- Art & Design.
- Music.
- Languages.
- PSHE.





ENGLISH

Teachers plan lessons linked to the following areas within Literacy:

- Speaking.
- Listening and responding.
- Group discussion and interaction.
- Drama.
- Word recognition.
- Grammar
- Word structure and spelling.
- Understand and interpret texts.
- Engage with, respond to texts.
- Creating and shaping texts.
- Text structure and organisation.
- Sentence structure, punctuation.
- Presentation.

Literacy is taught creatively through the topics planned each year and allows the children to reinforce and apply their skills across the curriculum and through practical experiences.

Children have handwriting and phonic/spelling sessions throughout the course of the week.

Children are encouraged to take part in drama, debates, presentations and writing competitions both in school and in local and national competitions.

Computing is an integral part of the teaching and learning of English and we make excellent use of web-based resources to support the children's developing skills.

The development of pupils literacy skills outside of school is supported by literacy homework, spelling based activities and home reading books being sent home.

MATHEMATICS

Teachers plan and deliver Mathematics through five main blocks:

- Number system, place value, addition & subtraction
- Number facts, multiplication & division, fractions
- Statistics, measurement
- Geometry, addition & subtraction
- Fractions, multiplication & division

There is a heavy emphasis on the use of mental strategies in calculation and our children are encouraged to learn tables and number bonds so these can be used to facilitate quick and accurate mental calculation. Each lesson starts with a mental/oral session and is followed by a teaching time, a working time and a plenary. Computing is used as a tool for the teaching and learning of maths throughout the school.

Maths also forms a part of the creative curriculum, which is a key feature of our teaching and learning. Topics and maths weeks enable children to transfer mathematical concepts to new situations and see it as part of everyday life.

SCIENCE

Our Science Curriculum matches the requirements of the National Curriculum which cover the areas of:

- Scientific knowledge and conceptual understanding
- Nature, processes and methods of science
- Uses and implications of science

The work is firmly rooted in practical experience and involves making observations, raising questions, planning investigations, measuring and communicating.





COMPUTING

The school uses computing to enhance children's learning across the curriculum. We are able to do this through teacher and pupil use of Interactive Whiteboards (IWBs) and well-resourced and maintained classrooms. Pupils have regular access to PCs, laptops and other peripherals such as web cams, digital cameras, scanners and remote controlled toys. This enables them to understand the capabilities and limitations of computing so they will be equipped to make sensible choices.

We make excellent use of web-based resources and our school website is a valuable resource for parents and pupils alike.

RELIGIOUS EDUCATION

R.E. teaching at Bottisham is non-denominational, based on the Cambridgeshire syllabus and covers the five major world religions. It is in accordance with the requirements of the Education Reform Act 1988.

Parents may withdraw their children from religious worship or religious education if they so wish, by putting their request in writing to the Headteacher.

HISTORY

Our aim in teaching history is for the children to develop an interest and curiosity about the past and how people and events have influenced the present. They study significant aspects of history and build up an awareness of chronology over long periods of time.

GEOGRAPHY

In geography the children begin to look further afield to widen their knowledge of this country and the world. They are taught about physical features, climate, population, and care for the environment. The local community features prominently in our studies. Class visits, a vital part of these studies, vary from looking at our village to residential visits further from home.

DESIGN TECHNOLOGY

The Design Technology curriculum encourages children to acquire the skills, knowledge and understanding needed to design and make products for a purpose. Children are given opportunities to use a wide variety of materials and tools which help them to develop the skills for successful design.

PHYSICAL EDUCATION AND SPORT

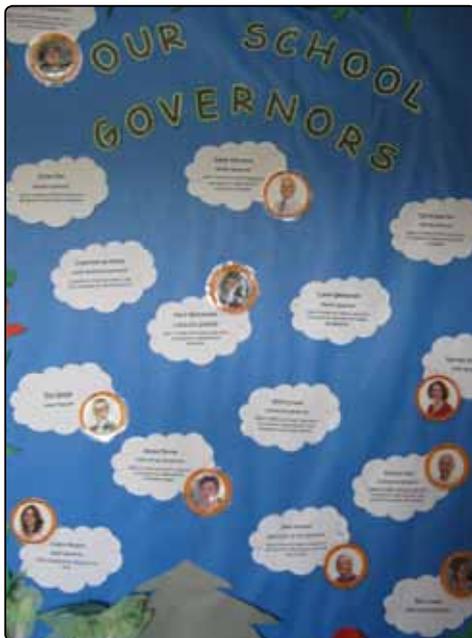
All children are encouraged to participate in team games as well as to develop, at their own pace, the skills required in a variety of physical activities.

Children are encouraged to plan, perform and evaluate their work across six areas of activity during each year:

- Dance.
- Gymnastics.
- Games.
- Outdoor adventurous activities.
- Athletics.
- Swimming.

A variety of after school clubs and twilight classes provide further opportunities for children to enjoy sport after school. There may be a small extra charge for these activities.

All children must wear appropriate P.E. clothing and footwear in accordance with the school dress code. If your child is unfit to take part in PE, games or swimming, please send a note to the class teacher.





ART & DESIGN

The Art & Design curriculum provides opportunities for children to work from imagination, memory and observation. A range of media develops skills in painting, drawing, printmaking, textiles and 3D work. Children will also learn about the work of great artists and will be encouraged to develop an understanding of the history of art. Children may also be offered the opportunity to visit art galleries and museums.

MUSIC

We aim to encourage and develop the children's understanding and enjoyment of music through active involvement in performing, composing and listening.

As part of the National Curriculum, every class has regular music lessons where the children listen to different styles of music, sing, experiment with types of sound and perform together using a range of instruments.

Children may be offered the opportunity to learn an instrument in school. Instrumental tuition is available in string, woodwind, piano, percussion and brass instruments. There is a termly charge for this tuition.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

At Bottisham Primary School we aim to achieve a happy, caring and secure environment, which allows children to reach their full potential. PSHE is fundamental to this. Within this programme we ensure that children have opportunities to:

- Develop respect and consideration for others.
- Learn to understand and cope with emotions.
- Experience responsibility.
- Develop a positive view of themselves and become familiar with the working of their own bodies, and the ways in which they can take care of them.

Drugs education is taught as part of the PSHE curriculum.

Sex education is principally taught in years 4, 5 and 6. Parents are invited to see the resources and teaching materials used.

The school also has an active school council, peer mentors and KS1 helpers (selected from Y6 children). Children are encouraged to take on more responsibility as they move up the school.

LANGUAGES

The children in Key Stage Two are provided with the opportunity to study Languages. The children will show progression in Oracy, Literacy and show Intercultural Understanding. They will focus specifically on the French language.

SPECIAL WEEKS, ACTIVITY DAYS

At times during the year the children are involved in activities which may occur outside the normal weekly timetable. Other events such as special weeks focusing on one area of the curriculum, for example art and science weeks are a valuable addition to our normal timetable.

PPA

All teachers are now required by the government to have some time each week for dedicated Planning, Preparation and Assessment time (PPA). During this time your child will be taught by a specialist teacher, a qualified member of support staff or a stand-in teacher. This is a very valuable time and allows your child's teacher quality time to plan and prepare improved experiences for your child in school.





ASSESSMENT

Assessment is a central tool through which we measure children's progress and plan to meet their future needs. It is an on-going process that happens daily, weekly and termly, both formally and informally.

Assessment is conducted by teachers, teaching assistants and by the children themselves.

Throughout the whole of the Foundation Stage careful observations are made of each child's progress towards the Early Learning Goals.

In the Summer Term of Year 1 the children are asked to complete a Reading at Six check which tests their phonic skills. Children who do not achieve the required phase are retested in the Summer Term of Year 2.

Year 6 children take Standard Assessment Tests (SATs). These results are published to parents.

During other years, children sit optional papers and take other nationally standardised tests. These are used to inform teachers about children's progress.

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities on offer change from year to year and may include orchestra, choir, recorders, football, basketball, dance, cricket and art. There may be a small charge for these activities.

TRANSFER TO SECONDARY SCHOOL

The majority of our children transfer to Bottisham Village College. We have close links with the Village College and there is good liaison between our school, the other feeder schools and the College. This ensures a smooth transition for the children from primary to secondary education. There is a two-day induction programme at the College during the Summer term of Year 6, when children will be able to get to know the college buildings.

SCHOOL COUNCIL

By School Council members

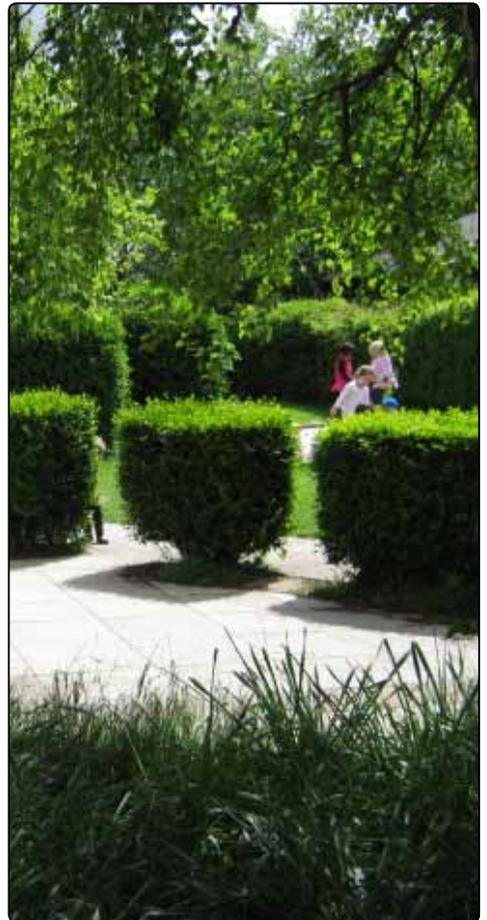
The school council is a group with two children from each class in year 1 – 6. We have meetings to talk about things in school that we could improve and we ask our classes questions about what they think. We have enjoyed organising different charity events like Child in Need and Harvest Festivals. We also run a school shop

which sells stationery. We write newsletters about what we have done that term. If you go onto our website and click on school council you can read our previous newsletters.

ECO COUNCIL

By representatives for Key Stage Two

The Eco-Council is made up of children from Year 1 to Year 6 who are keen to improve the school environment. They meet every two weeks to discuss and plan things that they think need changing. Some of the areas that have been worked on are reducing litter, recycling more, planting and growing fruit and vegetables and saving energy. The aim is to have a greener school.





PARENTS AND SCHOOL - A PARTNERSHIP

As a Pupil I will do my best to:

HOME SCHOOL AGREEMENT

We have a home school agreement which we will ask you to sign when your child starts at school in the Nursery Year and again when they start in KS2. When your child starts KS2 they will be able to sign the agreement for themselves. This is what it says –

As a School we will:

- Care for your child's safety and well-being within a happy learning environment.
- Encourage your child to achieve their full potential.
- Deliver a broad learning experience, meeting the individual needs of your child.
- Promote high expectations, foster positive attitudes and encourage independence.
- Work with you to keep you informed of your child's progress and welfare.
- Help your child to understand their role within the local and global communities.
- Offer opportunities for you and your family to become involved in the life of the school.
- Liaise with parents through the Home School Journal.
- Be positive role models and promote the Golden Rules.

As a parent/carer I/we undertake to:

- Ensure that our child attends school on time and is suitably equipped.
- Work with you to tell you of any concerns which may affect my child.
- Support the school in the promotion of high expectations in fostering positive attitudes towards school life.
- Support my child in their homework and, wherever possible, encourage opportunities for home learning.
- Involve ourselves in school life including attending parent's evenings.
- Work in partnership with the school to develop our child's understanding of different cultures, values and beliefs.
- Liaise with school through the Home School Journal.

- Be on time and ready for my lessons.
- Do all of my homework and bring it back to school on time.
- Ask for help when I need it.
- Follow the Golden Rules.
- Remember to bring my Home School Journal every day.

Together we will:

- Listen, support and value one another as partners in our aim to provide the best learning experiences for all.

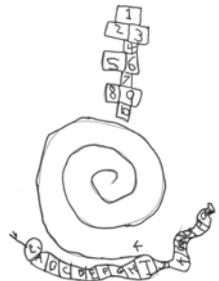
REPORTING TO PARENTS

We believe that the relationship between child, parent and teacher is of paramount importance. We are always willing to discuss your child's progress or any concerns that you may have. There are two formal appointment opportunities during the year usually in the autumn and the spring terms. A mid year written report is shared during the Spring consultation. In the summer a written report is sent home and a more informal opportunity is available to see your child's work and chat with the teacher. At other times we are always happy to have brief discussions before and after school. Please make an appointment with your child's teacher if you need a longer discussion.

HOMEWORK

All children are encouraged to share their learning with their parents/carers. Children are expected to do regular homework, which may include reading, finishing work, carrying out investigations, completing projects, spelling activities, tables and number facts.

The amount of time spent on homework increases as the children move through the school and is explained in more detail in the homework policy as outlined on the school website.





HELPING IN SCHOOL

We value the involvement and support of parents and carers in school, and encourage you to play a positive part in your child's education at all times. We greatly appreciate help during school time when you can be involved in a variety of activities. If you would like to help in any way, please contact your child's class teacher or the Headteacher. Helpers always work under the direction of class teachers and are given a variety of tasks, for example hearing children read. Parents helping in school may be required to complete a Disclosure and Barring Service (DBS) check.

THE COMMUNITY

We welcome and encourage community involvement in the school in many different ways. Visitors are invited into the school on a regular basis and children make visits within the local community.

The school is also used as the base for extra-curricular activities and is available for hire in the evenings and at weekends. For further details please contact the school office.

PARENT AND TEACHER ASSOCIATION (PTA)

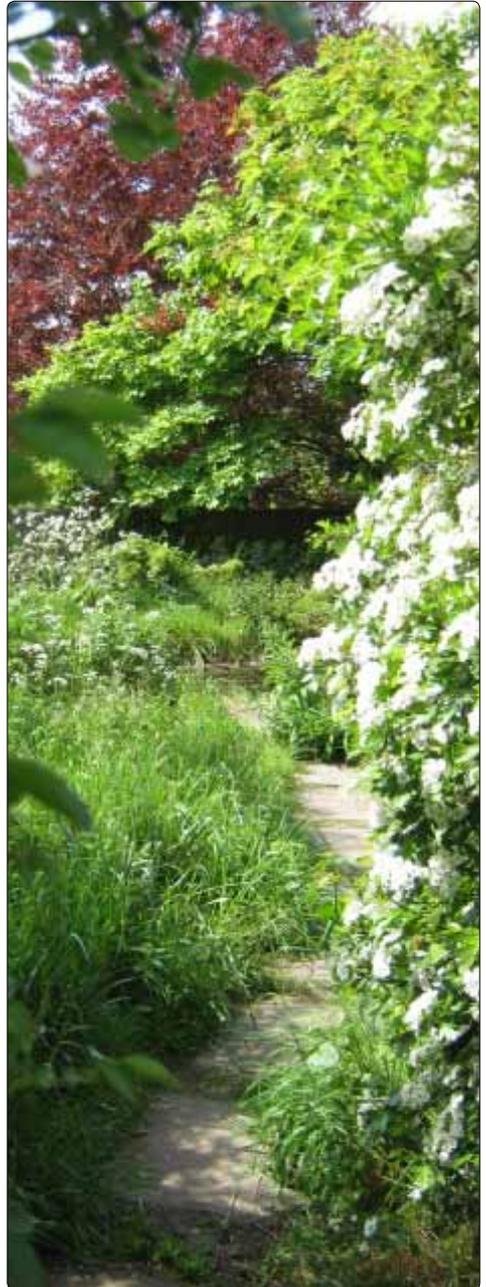
As a charity, the PTA raises money to buy additional equipment for the school and to enhance the children's environment.

The PTA is a friendly, hardworking team who rely on the support of parents and the community to raise vital funds.

The events held include a school disco, film nights, a very popular quiz night, a christmas shopping event, Bags 2 School collections, lolly sales and our annual Summer Fair extravaganza.

In recent years, the PTA has donated money to school for the provision of a teaching kitchen, the purchase of laptops and the installation of an outdoor learning area. The current target is to raise money to develop the school courtyard.

New members are always welcome and can opt to become a committee member; help organise and run events or to join our list of "willing occasional volunteers". Minutes of all meetings are included on the school web site and there are named key contacts for each of the Key Stage one classes who are available to answer any questions.





HEALTH AND WELFARE

SUPPORT SERVICES

BOTTISHAM, BURWELL AND SOHAM LOCALITY TEAM

The team provides a variety of services to children, young people and families living in Bottisham, Burwell and Soham areas. The staff have a wide range of skills, knowledge and experience. If they can't help you and your family directly, they will be able to connect you with the people who can.

What they do

The Services they deliver

- They work with Day Nurseries, Pre-schools, Childminders and Children's centres to help make sure early years services are of high quality.
- They make sure that children attend school regularly and punctually.
- They offer support to parents with children of all ages and work on an individual basis with some children who need a bit of extra support.
- They support young people (11-19) with information, advice about social and personal development opportunities. We also provide some of these opportunities.
- They work with all schools within the Locality and other agencies to develop a range of services and activities to meet the needs of young people, their families and the wider community. These include after school clubs and activities, childcare for primary aged children and information for parents.
- They support young people (13-19) with information and confidential advice about education, employment and training opportunities (the 'Connexions' service)
- They also work with secondary school students who have social, emotional or behavioural problems.
- Where young people need help in making the transition to adulthood, they help them to find suitable education, training and support.

Who they link with

They have very strong links with the schools in our area and with staff in Health and voluntary organisations.

Also they work very closely with other staff providing services for children, young people and families especially:

- School Nurses.
- Health Visitors.
- Primary Mental Health workers.
- East Cambs Family project.
- Social care (social services).
- Specialise services for children/young people with a disability.
- Education Psychologists.
- Access and inclusion teaching service.
- Education services for children/young people out of school.





The Schools in our locality are:

Secondary:

Bottisham Village College
Soham Village College

Primary:

Fen Ditton
Teversham
Fulbourn
Great Wilbraham
Bottisham
Swaffham Prior
Swaffham Bulbeck
Cheveley
Kettlefields
Ditton Lodge First School
Weatheralls
St Andrew's
Fordham
Isleham
Kennett
The Shade

ILLNESS AND ABSENCE FROM SCHOOL

If your child is absent from school, please telephone the school. The Education Welfare Officer visits the school every term. He / she will follow up any patterns of persistent absence or lateness with a visit.

LEAVE OF ABSENCE

Absence during term-time as a result of holidays interrupts continuity of teaching and learning; disrupts the educational progress of individual children and creates disruption in schools. Cambridgeshire schools and the County Council aim to minimize the amount of time lost to term-time holidays through a policy which actively discourages parents from arranging family holidays during term time and supports schools to authorize absence for such holidays only in **exceptional** circumstances. There are only 190 statutory school days in one year and 175 (including weekends and school holidays) available for use for holidays.

Parents are reminded that they **do not** have any entitlement to term-time leave for their children. Schools will not usually agree to authorize leave for holidays or extended visits overseas during term-time unless there are **exceptional circumstances** which warrant this. Permission will not be given if it is applied for after the holiday or visit has taken place.

Schools should not authorize leave if the child has already had some absence in the current or preceding term or if it coincides with the start of term, tests or other significant school events.

Should leave be taken without authorization it will be recorded as unauthorized absence. Persistent unauthorized absence may result in the involvement of the Education Welfare Officer and possible legal proceedings.

MEDICATION

Medication should only be brought into school if it needs to be taken 4 times a day and is a prescription medicine. It should be brought to the office in the original container. Each time medication is required, parents need to write to the school with full details, giving their permission for medication to be administered by school staff.

Children who require an asthma inhaler should keep a named inhaler in school at all times.

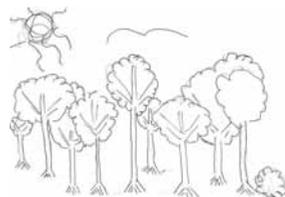
Throat lozenges and cough sweets should not be sent into school unless really necessary. If required they should be handed to the office in the original container. Parents need to write to the school using the medication form with full details, giving their permission for medication to be administered by school staff.

SUN PROTECTION

Please provide a hat or cap for your child to wear during the summer months. We also advise an application of sun cream to protect your child during outdoor activities. Children in Key Stage Two may bring sun cream lotion with them to school.

ILLNESS AND ACCIDENTS AT SCHOOL

If your child is ill at school or has an accident, the school will contact you in accordance with the details kept on file. Please make sure that we are notified of any changes to your contact numbers or address.





SAFEGUARDING

Under the Education Act 2002 (section 175/157), schools must “make arrangements to safeguard and promote the welfare of children”.

We will endeavour to provide a safe and welcoming environment where children are respected and valued.

The school will therefore be alert to signs of abuse and neglect and will follow the Local Safeguarding Children Board (LSCB) procedures to ensure that children receive appropriate and effective support and protection.

Parents/carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child’s welfare, including risk from neglect, physical, emotional or sexual abuse. The school should make parents/carers aware that records of welfare concerns may be kept about their child. They should be informed that school staff will seek, in general, to discuss any concerns with them including referrals to other agencies. However, in situations where the child is suspected to be at risk of harm, the law says that schools may take advice from other agencies without informing parents/carers.

In accordance with local Information Sharing protocols, we will ensure that information is shared securely and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service.

Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the member of staff in the school with responsibility for child protection (known as the Designated Person for Child Protection) was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

Under Section 3 (5) of the Children Act 1989, schools or any person who has care of a child “may...do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child’s welfare”. This means that on rare occasions, a school may need to “hold” a child in school whilst Social Care and the police investigate any concerns further.

BEHAVIOUR

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour. The Positive Behaviour policy applies to everyone in the school community and is available on the school website.

To ensure equal opportunities for all, we think it is important to:

- Ensure that rewards and sanctions are consistent and fair
- Model, teach and promote positive behaviour
- Act as ambassadors for Bottisham Primary School wherever we are
- Help and support others who are finding it difficult to follow the behaviour policy for specified reasons

We have a set of ‘Golden Rules’, which were devised by staff and children. They are displayed throughout the school and should be followed at all times. We celebrate the achievement of our Golden Rules through Golden Time at the end of each week.

OUR GOLDEN RULES

1. Be polite and kind
2. Listen to other people
3. Be helpful
4. Look after the environment
5. Try your best
... and smile

VISITS AND CHARGING POLICY

Children learn readily through experiencing things at first hand and, while some of these experiences can be brought into the classroom, others cannot. We arrange visits in order to provide some of these wider experiences. We rely on voluntary parental contributions to fund such visits, and, whilst sufficient voluntary contributions are necessary to maintain the viability of such activities, children will not be precluded from taking part if a voluntary contribution has not been paid. If insufficient voluntary contributions are made, the school reserves the right to cancel a trip.

If parents are in receipt of Income Support, Working Families Tax Credit, Income Based Job Seekers Allowance or Disabled Persons Tax Credit then the school is able to help with the costs of residential trips.

In addition to visits, the school asks parents to pay for extra-curricular music lessons. These are not covered by voluntary contributions and payment is required to ensure the continuation of such lessons.



COMPLAINTS

Bottisham Primary School seeks to provide the best education it can for each individual child, and endeavours through consultation and discussion with parents to overcome any problems that may occur. If, however, there is a complaint there is a procedure in place.

What to do first:

- Complain informally to your child's Teacher.
- If your complaint is more serious or sensitive speak to the Deputy Head or Headteacher.

What to do if you need to take things further:

- Put your complaint in writing to the Headteacher.
- If you are still not happy you should write to the Chair of Governors at the school.
- If you are still not happy you have 10 working days to appeal.

For more information contact the LA for advice or collect a complaints leaflet from the school office.

THE GOVERNING BODY

The school has a hardworking, committed governing body, which meets regularly. Minutes of the governors' meetings are available to parents on request.

The governing body has three key roles.

- To provide a strategic view of where the school is heading – the governing body achieves this by reviewing policies and deciding the priorities for improvements, to be included in the school development plan.
- To act as a critical friend to the school – this involves supporting the Headteacher and staff, while at the same time questioning existing practice in a constructively critical way.
- To hold the school to account for the education standards it achieves and the quality of education it provides - setting targets for the school to achieve in the light of national and local targets, and then formally evaluating outcomes, lie at the heart of this aspect of the governing body role.

The governing body is organised into different committees in order to cover its various functions:

- Resources committee.
- Curriculum committee.
- Premises, Health and Safety committee.

In addition to the various committees there are designated governors responsible for specific areas of school life:

- Inclusion (Pupil Premium).
- Literacy.
- Numeracy.
- Foundation Stage.
- Computing
- Creative Curriculum.
- Child Protection.
- Safer Recruitment.
- Gifted and Talented.
- Art & Design.
- Science.
- Community Cohesion.
- Health and Safety.
- Health and Wellbeing

Governors also have links with classes throughout the school and are invited to support the children in class whenever they can for special events.

INSPECTION OF THE SCHOOL

The school was last inspected in April 2012. A copy of the report is available from the school office. It can also be read on our school website, or on the OFSTED web site.



BOTTISHAM COMMUNITY PRIMARY SCHOOL

