



Emersons Green Primary School

Prospectus 2011 - 2012

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INTRODUCTION

Emersons Green Primary School opened to Reception and Key Stage 1 children in September 2000 in classrooms at Mangotsfield Primary School. The building was completed in October 2000 and the school opened in Guest Avenue to all children following the half term holiday.

The school is a community co-educational primary school and takes children from the age of four to eleven years. The building is designed to accommodate 210 children including a Special Educational Needs "Resource Base" for up to 14 physically disabled and/or visually impaired children. The school is organised into 7 classes - one for each year group. The Resource Base provides specialist teaching and children are included in mainstream classes as appropriate.

Children whose parents live in South Gloucestershire may be admitted to school at the beginning of the academic year provided they have reached 4 years of age on or before 31 August so that they can benefit from a full three-year infant education.

The admission of Reception children is phased for the first five weeks of the Autumn term in order to help them settle into school life successfully.

The Local Education Service deals with admission to the Reception class although the school facilitates this process. Further details can be found in the booklet "Information for Parents- Admission to Schools in South Gloucestershire."

Information relating to school transfer at eleven years of age is detailed in a booklet published by the Local Education Service every September. Copies are issued to the parents of all children at the beginning of the last year in this school and are also available from the Director of Education.

The school is part of the South Gloucestershire Education Service. The offices of the Education Services are at Bowling Hill, Chipping Sodbury, South Gloucestershire, BS37 6JX. Tel: (01454) 868686 Fax: (01454) 863263 e-mail: educ_service@southglos.gov.uk The Director of Children and Young People is Therese Gillespie.





THE STAFF AND OTHER SUPPORT SERVICES

Teachers	Mrs Jan Isaac	Head Teacher	Red Class Orange Class Yellow Class Green Class Blue Class Indigo Class Violet Class
	Mr Karl Hemmings	Deputy Head Teacher	
	Mrs Beth Moorman	Reception Teacher – 4 days	
	Mr Karl Hemmings	Reception Teacher - 1 day	
	Mrs Anna Sandiford	Year 1 Teacher - 2.5 days	
	Miss Joanne Hall	Year 1 Teacher - 2.5 days	
	Mrs Nicola Sheldrick	Year 2 Teacher - 2 days	
	Mr Matthew Poole	Year 2 Teacher - 3 days	
	Mrs Emmeline Smith	Year 3 Teacher	
	Mrs Pip Foley	Year 4 Teacher	
	Mrs Laura Morson	Year 5 Teacher	
	Miss Caroline Mountford	Year 6 Teacher	
	Mrs Jill Young	Teacher in charge of Resource Base	
	Miss Joanne Chambers	Teacher – Resource Base (3 days)	
	Mrs Nicola Knapp	Support Teacher	
Mrs Karen Adams	Support Teacher		
Mrs Nicola Bickerton	Y3 Teacher on maternity leave		

Secretary	Mrs Sue Lockyer	Business Manager	Mrs Nicola Richardson
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Teaching Assistants	Mrs Alison Rudge, Mrs Sue Pope, Mrs Vanessa Weaver, Mrs Angela Knight, Mrs Teresa Croucher, Mrs Andrea Kear, Mrs Omie Flook, Mrs Claire Humphries.
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Resource Base	Ms Julie Palmer, Mrs Linda James, Mrs Vicky Cole, Mrs Eileen Everson, Mrs Louise Exton, Mrs Lesley Brindley, Mrs Pip Harvey, Mrs Louise Gilder, Mr Patrick Watson, Mrs Jayne Nicholls, Mrs Jessica James, Mrs Lisa Jakes.
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Caretaker	Mr Tony Elliot
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Lunch Break Supervisors	Mrs Helen Tucker, Mrs Clare David, Mrs Elizabeth Dean, Mrs Val Jakes, Miss Sam Brake, Mrs Sue Hibbard, Mrs Cheryl Griffiths, Mrs Sylvia Brake, Mrs Hayley Bayley, Mrs Hannah Lovell, Mrs Tina Williams, Mrs Sarah Thatcher, Miss Chloe Burden, Mrs Bridget Shepherd, Mrs Sharon Orchard, Mrs Louise Hunt, Mrs Vicky Withers, Mrs. Mary Duncan, Mrs Heidi Hale, Miss Paige Griffiths
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Kitchen Manager	Mrs Vicky McNally	Kitchen Assistant	Mrs Marie Attrill
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Other services and staff that support children at school

The School Nurse visits occasionally to check on the children's general health; she also weighs and measures the children and tests their eyesight. The nurse also supports our Personal Social Health Education (PSHE) programme in school and gives advice on medical conditions such as asthma.

The Educational Psychologist is available to offer advice and practical assistance to children experiencing learning difficulties or behavioural problems in line with our Special Needs Policy. There is a set procedure and parents are consulted at all stages. The Service for Special Educational Needs can advise and support teachers in helping children who have specific needs. Additionally the school benefits from the services of a number of external agencies including speech therapists, physiotherapists, etc.



GOVERNORS

The school governors represent a cross-section of the community and they serve for a period of 4 years, meeting at least three times a year.

Parent governors must have a child attending the school at the time of election and are elected by the parents.

The Governors

Chair	Mr Mike Beard (Parent)
Vice Chair	Mrs Lindsay Handy (Co-opted)
Parent Governors	Mr Nick Ewins Mrs Claire Ruggiero Mr Ian MacKenzie Mr Mark Sawyer
Teacher Governor	Mrs Jill Young Mr Karl Hemmings
Staff Governor	Mrs Linda James
Local Authority	Mrs Georgina Tankard Mr Jon Skidmore
Community	Mr Jon Sanders Miss Faye Harley
LA (Parish Council)	Mr James Hunt
Head Teacher	Mrs Jan Isaac
SIP	Mrs Helean Hughes
Clerk to Governors	Mr Max Reed





APPROACHES TO LEARNING

The Curriculum

The Foundation Stage



Personal, social and emotional development
Communication, language and literacy
Mathematical development
Knowledge and understanding of the world
Physical development
Creative development

Since September 2000, the term 'foundation stage' has been used to describe the phase of education from a child's third birthday to the end of the reception year. The **early learning goals** set out what most children are expected to achieve by the end of the foundation stage. They are organised into six areas of learning:

By the end of the foundation stage most children will have had at least two terms of full time education in the reception class in addition to their nursery and/or pre-school experience.

Key Stages 1 and 2

All children from 5-11 years old (Key Stage 1, 5 -7 years old; Key Stage 2, 7-11 years old) follow the National Curriculum, and this is made up of 3 core subjects and 7 foundation subjects:



Core
English
Maths
Science

Foundation
Information Communication Technology
Design Technology
History
Geography
Art
Music
PE





Schools must also provide **Religious Education** for all registered pupils, although parents can choose to withdraw their children. The children are taught RE according to the locally agreed syllabus 'Mystery and Meaning'.

The school curriculum aims to provide opportunities for all pupils to learn and to achieve. It also aims to promote pupils' spiritual, moral, social and cultural development and prepares all pupils for the opportunities, responsibilities and experiences of life.

At all key stages, pupils learn, practise, combine, develop and refine a wide number of skills in their work across the National Curriculum. Some of these skills are subject specific and some are common to several subjects. Some skills are universal, for example the skills of communication, improving own learning and performance and creative thinking. These skills are embedded in the National Curriculum and are essential to effective learning.

Six skill areas are described as key skills because they help pupils to improve their learning and performance in education, work and life.

These six key skills are:

Communication

Application of number

Information technology

Working with others

Improving own learning

Performance and problem solving

Literacy and Numeracy Strategies

We teach literacy and numeracy through the National Primary Strategy framework. In literacy this supports the teaching of reading, writing and speaking and listening. In numeracy this supports all sections of the programmes of study for mathematics. In most classes about an hour a day is allocated to both literacy and numeracy.

Other Subjects

A topic approach to learning is often found useful to deliver many of the other subjects because there are many common links. However, all subjects are taught discreetly when they do not fit naturally into the planned topics. The progression of topics is carefully planned to provide continuity of experiences as the children move through the school.



Spiritual, Moral, Social and Cultural Development across the National Curriculum

All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided in RE and personal, social and health (PSHE) and citizenship programmes within the school.

As a community primary school, the school proclaims no specific religious affiliation, and is therefore non-sectarian. The ethos of the school, however, broadly reflects the country's heritage and culture as predominantly Christian based. The religious education in school naturally features interpretations of the teaching of Jesus and of the stories in the Bible, but by no means to the exclusion of other broadly based moral issues and the main world religions with which the children will be acquainted by the time they leave. This is in accordance with the recommendations of the Local Education Service's guidelines. The school seeks to promote the view that all people should have equal opportunities and treatment in life regardless of creed, colour, or gender. These views are reflected in the school's assemblies.

Parents have the right to withdraw their children from Religious Education and the daily act of worship, and alternative provision will be provided. If any parent wishes to exercise this right they need to put it in writing to the headteacher.

Sex and Drug Education

Sex Education and Drug Education is taken in the context of growth and health education and will be delivered through our PSHE and science programmes. There is a scheme of work and parents are consulted annually.

Cross Curricular Issues

Some issues cut across conventional curriculum boundaries. Cross-curricular issues such as personal and social education (including health education, environmental awareness, citizenship and economic and industrial understanding), multicultural education, equal opportunities, special education and information technology will permeate all aspects of the school curriculum. Positive attitudes towards cultural diversity, special needs and gender equality will be promoted and fostered in all pupils as well as amongst teaching and support staff.





Assessment, Profiling, Reporting

Teacher assessment is ongoing and made throughout your child's time in school - we believe this to be the most important form of assessment as it helps the teacher to plan work for individual children and make judgements about their progress. In addition to teacher assessment, more formal summative assessments are made from time to time - such as Baseline assessment in the Reception class. At the end of Year 2 and 6 the children take the government Standard Assessment Tests or Tasks (SATs).

A formal written report is sent to parents annually. Parents have the opportunity to meet with class teachers at least once each term in order to discuss their child's progress. Additionally, parents are welcome to come in at other times if they have concerns, information, or feel they would like to discuss their child. It is advisable to ring or call in to arrange a mutually convenient time.

The Key Stage 1 and Key Stage 2 SAT results (2010) are as follows:

KS1 Results		Level 2b+			Level 3+		
		2008 %	2009%	2010%	2008 %	2009 %	2010%
Reading	F	82(82)	100	67(71)	24 (24)	67	27(29)
	M	50(60)	56 (63)	53(57)	0	6	13(14)
	T	69 (74)	73(79)	60(64)	14(15)	30(32)	20(21)
Writing	F	65 (65)	75	67(71)	12(12)	17	7
	M	33(40)	17(19)	40(43)	0	0	0
	T	52(56)	40(43)	53(57)	7(7)	7	3(4)
Maths	F	71(71)	100	80(86)	12(12)	42	20(21)
	M	50(60)	72(81)	53(57)	0(0)	17(19)	20(21)
	T	62(67)	83(89)	67(74)	7(7)	27(29)	20(21)

KS2 Results		Level 4+			Level 5+		
		2008 %	2009 %	2010 %	2008 %	2009 %	2010 %
English	F	88(93)	67(80)	75	44(50)	50(60)	25
	M	88(100)	65(68)	77(81)	25(29)	13(14)	32(33)
	T	88(95)	66(70)	77(79)	38(43)	21(22)	30(31)
Maths	F	81(93)	67(80)	75	44(50)	33(40)	13
	M	75(86)	65(68)	82(86)	38(43)	35(36)	46(48)
	T	79(90)	66(70)	80(83)	42(48)	34(37)	37(38)
Science	F	94(100)	83(100)	88	50(57)	17(20)	13
	M	88(100)	74(77)	95(100)	38(43)	30(32)	46(48)
	T	92(100)	76(82)	93(97)	46(52)	28(30)	37(38)
English and Maths		75	67(80)	63	38	33(40)	13
		75	61(64)	73(76)	25	13(14)	32(33)
		75	62(67)	70(72)	33	17(19)	27(28)

Figures in brackets exclude Resource Base Pupils. If there are no bracketed figures then the figures are the same or there were no Resource Base children in that cohort.



Special Educational Needs

We recognise and fully support the statutory rights of all pupils to equal opportunities. In line with our Special Needs Policy we believe that all children should receive a broad and balanced curriculum, relevant to the individual needs, with access to all areas of the curriculum.

In planning and teaching the National Curriculum the teacher will have due regard to the following principles:

Setting suitable learning challenges

Responding to pupils' diverse learning needs and overcoming potential barriers to learning assessment for individuals and groups of pupils

The school is equipped with a 14 place Resource Base for physically disabled and/or visually impaired children. Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids that they use as part of their daily life, such as a wheelchair or equipment to aid vision. Teachers will take action to ensure all pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements.

Since the school has opened we have had a number of children who have been placed on the SEN register, and individual education plans (IEPs) have been written for them all. These IEPs are monitored and reviewed regularly and parents are involved. As a result of focused teaching and support many of the children have made good progress. Class teachers usually identify special educational needs but occasionally parents will request that a child should be assessed. The Educational Psychologist or Learning Support Service may be involved if it is considered additional support or advice is need. Educational Psychology support is limited and children are prioritised according to need.





THE SCHOOL ORGANISATION

The School Day

Key Stage 1		
AM	08.50 - 10.00 10.00 - 10.15 10.15 - 12.15	1 st session Break 2 nd session
	12.15 - 1.15	Dinner
PM	1.15 - 2.30 2.30 - 2.45 2.45 - 3.15	3 rd session Break 4 th session
Key Stage 2		
AM	08.50 - 10.00 10.00 - 10.15 10.15 - 12.15	1 st session Break 2 nd session
	12.15 - 1.15	Dinner
PM	1.15 - 3.20	3 rd session

The doors open at 8.40am. There is a member of staff on the door who greets the children and helps them if they have any difficulties. Messages can be left here or at the school office. The teachers wait in the classroom to greet the children and support them with early morning activities. Registration is at 8.50am.





HOLIDAY DATES

September 2011 – July 2012

Autumn – Term 1

Thursday 1 September 2011 - Thursday 20 October 2011

Autumn – Term 2

Monday 31 October 2011 - Friday 16 December 2011

Spring - Term 3

Tuesday 3 January 2012 - Friday 10 February 2012

Spring – Term 4

Monday 20 February 2012 - Friday 30 March 2012

Summer - Term 5

Monday 16 April 2012 - Friday 1 June 2012

Summer – Term 6

Monday 11 June 2012 - Friday 20 July 2012

IN-SERVICE TRAINING DAYS:-

Monday 31 October 2011,

Monday 20 February 2012, Friday 1 June, Friday 29 June, Monday 2 July 2012

September 2012 – July 2013

Autumn – Term 1

Monday 3 September 2012 - Wed. 24 October 2012

Autumn – Term 2

Monday 5 November 2012 - Fri. 21 December 2012

Spring - Term 3

Monday 7 January 2013 - Fri. 8 February 2013

Spring – Term 4

Monday 18 February 2013 - Fri. 22 March 2013

Summer - Term 5

Monday 8 April 2013 - Fri. 24 May 2013

Summer – Term 6

Monday 3 June 2013 - Wed. 24 July 2013

Schools must meet for at least 380 sessions in each academic year (i.e. 190 days). Teaching staff are required to work a further five days each year for the purpose of professional training. All schools will have 5 days of training/planning spread throughout the year. Schools will be closed to pupils on these days. Training/planning days are organised individually by each school and we let you know these dates in advance.



A - Z OF SCHOOL

Absence

If your child is away from school please let us know the reason as soon as possible. A telephone call or brief written message by 9.30 a.m. is essential so that we are sure that your child is safe. The School number is **01454 867474** or leave a message on the answer phone **01454 867475**. If you do not contact the school, a member of staff will ring home to ensure your child's safety. Failure to notify the school of any absence may mean that it is recorded as an unauthorised absence and the school welfare officer may be notified.

As from September 2011 absences due to holidays will not be authorised.

The school has a statutory duty to report levels of authorised and unauthorised absences. This information is published in the prospectus, the governors' annual report to parents, in individual children's annual report and is also made available to the Department for Education and Employment (DFEE).

Attendance from 01/09/09 until 08/06/10 was as follows:

Total attendance	52273/55146 sessions
Authorised absences	2275 sessions
Unauthorised absences	243 sessions

The high number of unauthorised absences is due to a few parents taking their children out of school for holidays beyond 10 days or at times such as beginning of each term and during month of May. This absence is not encouraged and has to be recorded as unauthorised. In future no absences for holidays during term time will be authorised. We are being recommended by the Educational Welfare Office to issue Penalty Notices that will result in a fine.

The percentage of attendance currently is	95.4%
The school target is	95.5%

Accidents

If a child has an accident during school time, a member of staff may administer first aid. It is common practice to notify parents by note or sticker at the end of the day if it is a minor accident. However, it is school policy to inform parents at the time of more serious accidents or illness. Often no action is required but if we are unable to contact you we will take any action we think necessary, such as taking the child to a doctor or hospital. If you have any objections to this on religious grounds, you must inform the head teacher in writing. It is important that an up to date contact slip is kept in the school office. Please notify us straight away of any change of details such as address, telephone number and medical information.



Asthma

Many children suffer from asthma. We have an asthma policy and children can keep their inhaler safely on their person. Clearly labelled inhalers may be kept in the school office, or in the classroom cupboard. It is sensible to ask your doctor for two inhalers so that one can be kept in school at all times. All children on long term medication will need a Health Care Plan. If your child has asthma please ask for a copy of the asthma policy.

Dinners

Children can choose to have a school dinner, bring a packed lunch or go home to dinner. School meals are cooked on the premises and are available at a cost of £1.70 per day unless you are eligible for free school meals. Payment must be made on the Monday of the week that the dinners are consumed. Payment can be made by cheque (South Gloucestershire Council) or by cash. Failure to pay for school dinners may result in your child being asked to bring a packed lunch or go home to dinners. Children bringing a packed lunch may bring a non-fizzy drink in a suitable, water tight, non-breakable container. Applications for free school meals and further information can be obtained from the school office.

Extra-Curricular Activities/ Study Support

Activities may take place during the lunch hour or after school. Parents will be notified in advance of these activities and a consent slip will be required for after school activities. Parents are very welcome to become involved in supporting the school in the provision of extra-curricular activities.

Holidays

There will be no leave of absence authorised for holidays in term time unless for extenuating circumstances. Requests must be made in writing to the Headteacher well in advance of the planned holiday.





Homework

Learning at home can reinforce learning in the classroom and help to develop skills and attitudes that children need for successful life long independent learning. Class teachers will provide more detailed information. All children will have a 'Home-School Diary'.

INSET

During the school year there are 5 in-service (INSET) days when the school is closed to children for staff training. We will try to arrange training dates to run consecutively with a school holiday or weekend to help parents with child minding difficulties.

Medicines

Schools are discouraged from administering medicines to pupils, and children are not allowed to carry or administer their own medicine. The only exception to this is in the case of inhalers, and parents must fill in a Health Care Plan so that the staff are aware of the child's needs. We are able to administer medication to children who have long term illnesses and who would not be able to attend school otherwise. In this case a Health Care Plan will be drawn up in consultation with the school nurse and the parents giving clear instructions on dosage and frequency of medication. In these circumstances such medication must be stored safely and a record of administration kept.

The school has a responsibility for your child's health and safety. It is important for your child and for us to know anything that might affect this while in school.





Milk

All children under 5 years old receive free school milk. The school operates a milk scheme for all other children in conjunction with School Milk Services Ltd. Order forms are available from the school office, and payment made directly to the dairy. Please order milk well in advance of the school term as it takes at least 2 weeks for the dairy to process the orders and payments.

Fruit

Under the School Fruit and Vegetable Scheme, all Infant children are given a piece of fruit every day. Key Stage 2 children are welcome to bring fresh fruit to school. Vicky the school cook also runs a tuck shop at break times where the children can purchase fresh fruit or toast.

OfSTED

The school had an OfSTED inspection in May 2011 We had a very positive experience and were judged to be outstanding in every category. The OfSTED report can be accessed on the school and OfSTED websites.

Playtimes / Breaks

We encourage children to play co-operatively and creatively. They are allowed to bring a small softball or a pocket toy to play with at break times. Occasionally the children like to play with the latest 'craze' such as 'Football cards'. We like the children to play different games and sometimes these 'crazes' can encourage co-operative play and keep the children out of trouble. We reserve the right to make decisions about these at the time. Children must be responsible for their own belongings and not play with them during lesson time.

We have secured the services of a Play Ranger who is in school for a lunchtime, supports groups of children in the afternoon and runs an outdoor after school club until 5 pm. Play Rangers enhance opportunities for children and young people to play. They provide resources and encourage positive risk taking and build relationships. This enables the children and young people to feel safe and able to explore both themselves and the world around them, through their freely chosen play.

The children are encouraged to eat a piece of fruit at playtime. We do not allow wrapped snacks as not only are we promoting healthy eating but are also trying to be environmentally aware and do not want extra litter.



Pre-school to Infant and Junior to Secondary Transfer

We have good relationships with the local nurseries, pre-school groups and feeder secondary schools. At the time of transfer, arrangements will be made for the younger children to visit us and the Year 6 pupils to visit their chosen secondary school. Further details are sent at the appropriate time.

Punctuality

We are legally required to record in the register and the 'Late Book' all latecomers. Please ensure that your child arrives at school in adequate time. Late arrivals will need to enter through the main entrance as cloakroom doors are locked for security reasons.

Swimming

Opportunities for Key Stage 2 children to go swimming will be provided subject to confirmation. More details will be provided. We welcome parental support for activities such as this.





SCHOOL INFORMATION

School Clothing

There is a school uniform. The wearing of uniform is strongly encouraged and supported by the Governors, staff and parents. Uniform emphasises a business like corporate image, which strengthens and unites the school. Many parents find it no more expensive than leisure clothing; often harder wearing and there are fewer 'disputes' on school days as to what the children should wear.

Small high-heeled fashion shoes are hazardous for children in the school environment, so please ensure that your child wears 'sensible' black shoes in school. Low-heeled sandals are acceptable in the summer. Slogans and images, other than the school logo, on Tee shirts are not acceptable for school.

The official school uniform is as follows:

- Jade sweatshirts or cardigan with school logo
- White or Jade polo shirts with school logo or white shirt
- School green fleece and/or reversible fleece jacket with school logo
- Grey trousers, smart shorts or skirts
- Black, low-heeled shoes
- Green gingham or striped dresses

Games Kit

For Physical Education and Games your child should have a change of clothing.

- Plain Jade Tee shirt or school PE Tee Shirt
- Black shorts
- Soft shoes such as daps, plimsolls or trainers
- Tracksuits for cold weather
- Dap bag for storing kit

Additional items

- School green cap with school logo
- School green knitted hat with school logo
- School green book bag with school logo

Uniform can be ordered preferably through website or through the school office. PTFA process orders once a week.

Please ensure that all garments belonging to your child are clearly marked with his/her name.

An indelible pen does this job well. Please ask at the office if property is lost. The school cannot be held responsible for lost items. We find the best idea for PE is for the children to bring their kit to school on a Monday and then take it home for a wash



at the weekend or half-termly.

Protective Clothing

It is strongly recommended that the children have some sort of 'protective' clothing available for craftwork. Almost anything will do like an old shirt, which can be buttoned up at the back, and the sleeves rolled or cut off at the cuff or elbow. Aprons are provided for Food Activities and for general activities in reception and Key Stage 1. From time to time the children may be asked to bring in additional clothing appropriate to the task.

We encourage all children to use the outside as a learning environment where ever possible and this is particularly important in Reception and Year 1. Outdoor all weather clothes are provided by school to allow these children to go out in more inclement weather.

Jewellery

Jewellery constitutes a real danger to children in school. There are many reported instances of accidents involving jewellery especially when the children are running around. Children are allowed to wear a wristwatch, and if they have pierced ears, they may wear a single stud in each lobe. A medical alert necklace may be worn if appropriate, but this must remain tucked inside the child's clothing.

Nail varnish is not allowed.

Bags

All children will be given a book bag that is big enough to carry a book and pencil case. PE kit can be kept in a dap bag (bags with the school logo are available from the school office). Dap bags can be hung on the child's peg between washes. We have no storage space for large sports bags and rucksacks.

Please name all of your child's possessions. The school can put you in touch with suppliers of nametags if you wish. Indelible markers often suffice. The school cannot accept responsibility for lost items.

Behaviour and Discipline

We have a policy that is based on rewards and sanctions. Good behaviour is rewarded and inappropriate behaviour is marginalised. We expect your support to ensure your child is well behaved and polite.

When there is concern over a child's behaviour, we will always involve the parents so that we can work together to resolve the problem.

There are a number of policies and guidelines relating to Behaviour and Discipline



including the Good Behaviour booklet for parents and children to share.

Home - School links

We believe that children learn best when their parents are involved in their education. Education is a partnership between home and school.

Parents are always welcome to come in and talk about their child with the staff. We will hold at least one parent evening each term.

We encourage parents to help and support the school and their children in as many ways as possible. We welcome parental (or grandparental) help as it enhances the educational environment. Sharing and enjoying learning activities with their parents and other family members can also support children at home. These activities may include reading, number games, etc. Please contact your child's class teacher if you feel able to help in any way.

Emersons Green Primary School Parent, Teacher and Friends Association

The PTFA involves parents, teachers and friends of the school. The aim is to reflect a shared belief that school is a partnership: a partnership between the teacher, the pupil and the parents. The Association seeks to promote this aim through social events and fund raising activities.

School Security

The school has locks on all external doors. These doors, in the main, are kept locked but are easily opened from inside by children and adults in the event of an emergency. The front door is fitted with a door entry security system. This is to ensure the safety of the children and staff. We have recently had a secure perimeter fence installed.

Please let us know if there are any changes to the arrangements for picking up children.

All visitors to the school must sign the visitor's book on arrival and departure. This book is located in the foyer.





OTHER INFORMATION

Admissions

The Local Education Service has an admissions policy and the school has a related policy for induction procedures that is available in its entirety from the Headteacher. There is a separate admissions policy for the Resource Base that has been drawn up in collaboration with South Gloucestershire Education Service.

The school has a standard intake number of 30 children in each academic year. If the number of applications for places exceeds 30, allocations will be made in accordance with the LES committee's criteria for admissions as printed in the booklet "Information for Parents - Admission to Schools in South Gloucestershire". Parents who are considering applying to the school for admission of their children are welcome to visit; please ring to make a convenient appointment. For children coming into the Reception class, there is a carefully planned induction programme.

Charging and Remissions Policy

The Governing Body recognises the valuable contribution that a wide range of additional activities can make towards pupils' personal and social education. The Governing Body therefore reserves the right to request a voluntary contribution towards the cost of providing such activities for pupils. In the event of insufficient contributions being made within a predetermined time scale it may be necessary to cancel some activities.

Child Protection

All staff, both teaching and non-teaching, have a responsibility to care for children and to take appropriate action in the case of suspected and reported child abuse. This may involve referrals to Social Services department.

At Emersons Green Primary School there are clearly defined procedures for the management of suspected or reported child abuse and all staff are kept up to date with these procedures.

The welfare of the children is paramount.





Complaints Procedure

Should you feel that a complaint you have made about the curriculum has not been satisfactorily resolved through the usual channels, you may request a copy of the school's complaints procedure from the Head Teacher.

Documentation

Documents and information that apply to the school are available on request from the Head Teacher.

Health and Safety

In accordance with South Gloucestershire Council policy, smoking is not permitted on school premises.

Dogs (other than Guide Dogs) are not allowed on school premises.

Awards

The school attained IIP (Investors in People) status in July 2002, 2005 and 2008 and NAPTA award as a centre of excellence for the management and development of support staff. Staff Development and strategic planning is a priority in the school. The school has been awarded the Active Mark for Sports in 2006 and Healthy Schools Status in 2006. 2010

The school attained Intermediate International Award in January 2008 and is aiming for full international status

We were successful in achieving South Gloucestershire Quality Award for Foundation Stage in June 2008

The children have gained many awards this year including:

Fair Play Award- Festival of Youth Sport 2010

Excellent Etiquette award- Karate Club 2009

Hockey tournament and netball league winners

Insurance

The school's legal liability is automatically covered for authorised school visits, as it is for normal school based activities. Additional cover can be arranged through the School's Insurance Section within the LES. The Local Education Service compensates for disabling injuries sustained at school only if negligence can be proven and this has to be established in a court of law. Neither the school nor the County carries personal accident benefit for your child, and any parents who require the provision of such benefit should make their own arrangements.



Out of School Club

An 'out of school club' has been set up to serve the parents of Emersons Green Primary School and some children from neighboring schools. The children meet at Emersons Green in the mornings, after school and during some school holidays. Additional information can be obtained from Kate Cole on 07872622942.

Parking

Emersons Green has been designed for walking and not for cars. Please walk to school if at all possible. If you do have to use a car please park legally and have due respect for the local residents' property.

Parents are not permitted to park on school premises or use the drive as a "drop off" point unless special agreement had been obtained from the headteacher.

The information contained in this booklet is correct at the time of printing but may be amended as changes occur.

If you have any ideas, suggestions or comments that would help to improve this booklet please let us know.

