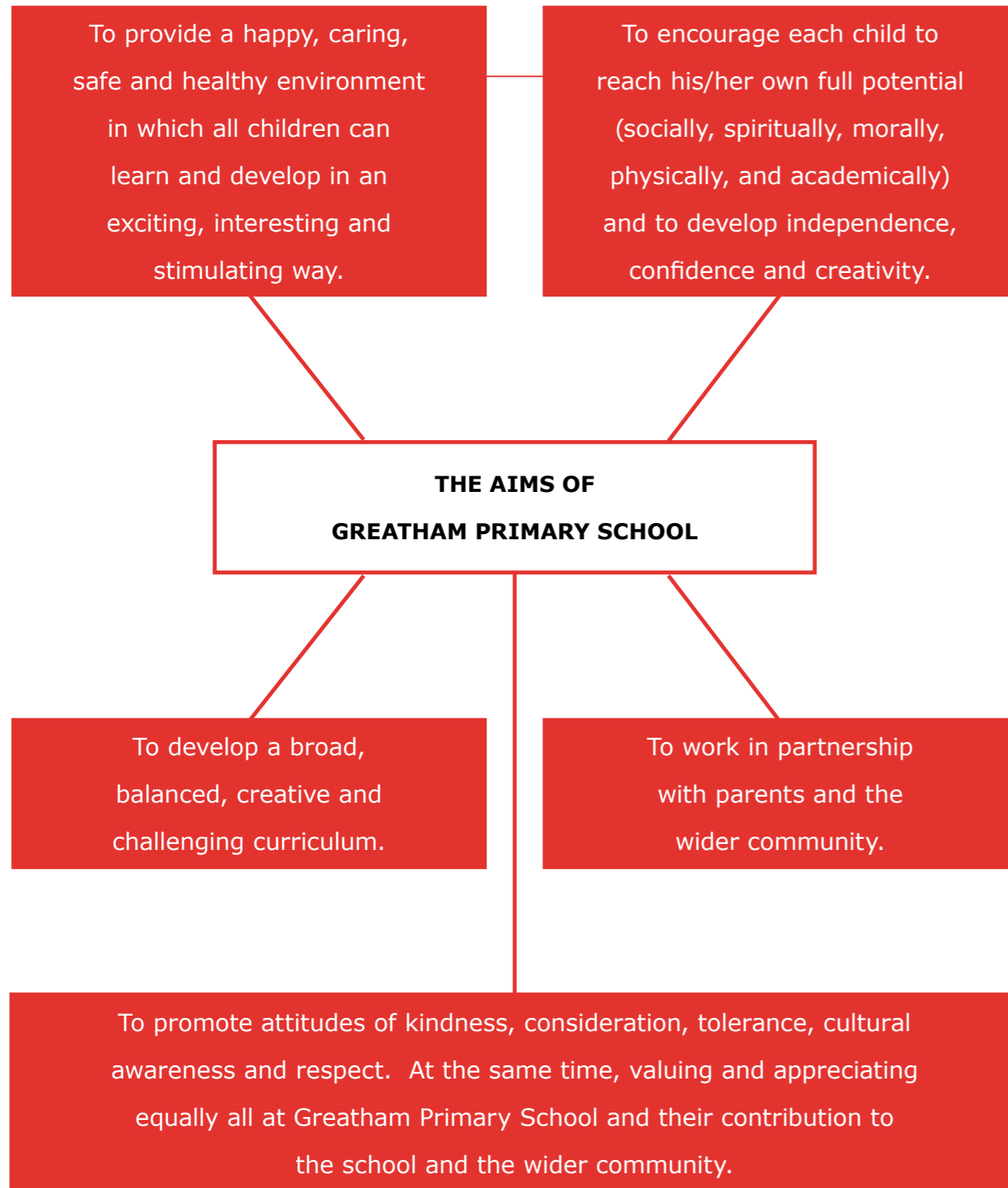


Greatham primary school

**PROSPECTUS
2009-2010**



THE AIMS OF GREATHAM PRIMARY SCHOOL



A WELCOME MESSAGE FROM THE HEADTEACHER

Dear Parents,

I would like to welcome you to our school. We have been in existence and on this site since 1911 and from humble beginnings have grown to 7 classes with 205 children. The governors and I intend to try to keep the school at this size with no more than 30 to a class despite our popularity.

We continually strive towards giving the children of our community the best possible education. Our overall aim is for each child to reach his/her highest possible potential: academically, personally, physically and socially.

In order to achieve this successfully, we believe that a close, friendly and co-operative partnership between home and school is essential. We welcome your involvement in school and will be available to discuss any aspect of your child's needs.

This prospectus is intended to give you some basic information about what we do and how you and your children can make the most of what we offer.

If you have any questions still unanswered I will be happy to discuss these with you.

Miss S.N. Badawi

Headteacher



GREATHAM PRIMARY SCHOOL ADMISSION POLICY FOR 2010-2011

This policy will apply to all admissions from 1 September 2010, including casual admissions. It will be used during 2009-2010 for allocating places for September 2010 as part of the main admission round for Year R.

Admission Criteria

Hampshire County Council is the admission authority for all community and voluntary controlled primary and secondary schools. The admission arrangements are determined by the County Council, after statutory consultations.

The County Council will consider first all those applications received by the published deadline of **midday on Friday 20 November 2009**.

Late applications (i.e. those submitted after midday 20 November 2009) will be considered after all on-time applications have been fully processed unless exceptional circumstances merit earlier consideration. **Letters to parents offering a primary school place will be sent by the County Council on 22 January 2010.**

The published admission number (PAN) for Greatham Primary School for 2010-2011 is **30**.

For the main admission round, all on time preferences will be considered simultaneously and ranked in accordance with the admission criteria. If more than one school can offer a place, the parent's highest stated preference will be allocated.

If the school is oversubscribed, places will be offered in the following priority order. Places for late applications will be allocated using the same criteria:

1. Children who are in the care of a local authority or provided with accommodation by that authority in accordance with Section



22 of the Children Act 1989. (A letter from the Children's Services Department confirming the child's status must be provided.)

2. Children or families who have a serious medical, physical or psychological condition which makes it essential that the child attends the preferred school rather than any other. (Appropriate medical or psychological evidence must be provided in support.)
3. Children living **within** the catchment area of the school who at the time of application have a brother or sister (including children living as siblings in the same family unit) on the roll of Greatham Primary School and who will still be on roll at the time of the sibling's admission.
4. Other children living **within** the catchment area of the school.
5. Children living **outside** the catchment area of the school who at the time of application have a brother or sister (including children living as siblings in the same family unit) on the roll of Greatham Primary School and who will still be on roll at the time of the sibling's admission.
6. Other children living **outside** the catchment area of the school.

N.B. School Closures statement.

In the event of a school closure, pupils from the closing school may be given a higher priority (for example this might include the child being treated as in-catchment) within the admission criteria for any school nominated as the receiving school. Specific arrangements will be determined by the Local Authority in accordance with the School Admissions Code and will be published at the time for the specific schools affected by a particular closure.

Siblings

Criteria 3 and 5 include children who at the time of application have a sibling for whom the offer of a place at Greatham Primary School has been accepted, even if the sibling is not yet attending.

Distance measurement

If the school is oversubscribed from within any of the above categories, straight line distance will be used to prioritise applications; applicants living nearer the school have priority. Hampshire County Council's Geographic Information Systems (GIS) will be used to determine distances. Distances to multiple dwellings will give priority to the ground floor over the first floor and so on. On individual floors, distances will be measured to the stairs leading to the communal entrance. This method of prioritising admissions will also apply to any 'school specific' criterion unless otherwise stated in the school's brochure.

Multiple births

If the last pupil to be offered a place within the school's published admission number (PAN) is a multiple birth or same cohort sibling, any further same cohort sibling will be admitted, if the parents so wish, even though this may raise the intake number above the school's PAN. The PAN will remain unchanged so that no other pupil will be admitted until a place becomes available within the PAN.



Pupils with statements of special educational needs

The governing body will admit any pupil whose final statement of special educational needs names the school.

In-Year Fair Access placements by the local authority

The local authority must ensure that all pupils are placed in schools as quickly as possible. It may therefore sometimes be necessary for a pupil to be placed by the local authority, or a local placement panel acting on behalf of the authority, in a particular school even if there is a waiting list for admission. Such placements will be made in accordance with the provisions of any protocol approved by the Admission Forum, based on legislation and government guidance. If an admission through In-Year Fair Access raises the number on roll above the PAN, no further pupil will be admitted from the waiting list until a place becomes available within the PAN.

Waiting list

When all available places have been allocated, a waiting list will be operated by the local authority. Outside the main admissions round, parents who wish their child to be included on the waiting list must inform the local authority in writing. Any places that become available will be allocated according to the criteria in the admission policy with no account being taken of the length of time on the waiting list. In-year fair access and school closure arrangements will take priority over the waiting list.

The waiting list will be reviewed and revised –



- each time a child is added to, or removed from, the waiting list;
- when a child's changed circumstances affect their priority;
- at the end of each school year, when parents with a child on the waiting list will be contacted and asked if they wish to remain on the list for the following school year.
- Parents may keep their child's name on the waiting list of as many schools as they wish and for as long as they wish.

Deferred entry to Year R

Pupils reach statutory school age at the beginning of the term following their fifth birthday, but, in Hampshire, most pupils are admitted as rising fives. Places for pupils whose parents wish to defer entry to Year R may be held open until the beginning of the spring term of the academic year of the child's fifth birthday. Places will not be reserved beyond this date. If parents of summer born rising fives wish to defer their admission until they reach statutory school age, admission will be considered for Year 1, their appropriate year group.

Organisation

This year we have Reception children in the 'Rabbits' class, Year 1 in the 'Squirrels' class, Year 2 children in the 'Badgers' class, Year 3 children in the 'Hedgehogs' class, Year 4 children in the 'Moles' class, Year 5 children in the 'Foxes' class and Year 6 children in the 'Otters' class.

Transfer to Secondary school

Normally children will remain at this school until the end of the Summer Term of the year in which they are eleven or before the 31 August, when they transfer to Secondary School. Children from Greatham usually feed Bohunt Community School. This year 16 went to Bohunt Community School, 7 to Eggar's School, 4 to Mill Chase Technology College, 1 to The Petersfield School and 2 to independent schools.

Admission

Children may start school at the beginning of the academic year of their fifth birthday. The entrance of all the reception children into school is staggered and the needs of the individual child and family are taken into consideration. This is discussed during the home visits conducted by the Reception Class Teacher and the Early Years' Assistant

EARLY YEARS' POLICY SUMMARY

Aim

In the Rabbits' class at Greatham Primary School we aim to provide a smooth transition from home to school life. We, like many Hampshire schools, admit children in the September following their fourth



birthday. This entry is a staggered intake during the Autumn Term, offering part-time attendance leading to full-time attendance.

Induction Programme for New Entrants

- A coffee morning for all new intake parents to meet each other, the Class Teacher, Headteacher again and other members of the school community takes place towards the end of the summer term. This provides an excellent opportunity for the staff to give further information about the organisation of the school and for parents to ask any questions that may be concerning them. A meeting with the Headteacher is offered in the Summer Term before the child starts school to enable parents to raise any personal issues they may have.
- A home visit from the Rabbits' Class Teacher and Early Years Assistant for the child and parent(s) during the beginning of the autumn term just before the child starts school. (This is an informal opportunity for all parties to meet). A 'Rabbit pack' is given to each child on the home visit and this includes a booklet 'My New School' which shows the child some of the activities undertaken in his/her new class. Activities such as a jigsaw are also included in the pack for parents and child to share.
- A parents' evening especially for the Rabbits class will be held at the beginning of the Autumn Term. It is here that the school will go into more detail about your child's curriculum and organisational aspects of the class. This will enable parents to meet each other again and give another chance to ask any questions they may have.



- There are three pre-school visits for the children before they start their school life. There is an opportunity for you to join your child on their first visit and they have two follow-up visits on their own.
- A 'lunch-time' will also be offered to parents in order to help the child experience their first lunchtime in school.

Entry to school follows County guidelines and the school's One Point of Entry Admissions Policy.

Children starting school will:

- Be independently toilet-trained and usually dry during the day
- Have some independence in dressing and feeding themselves
- Be able to communicate their needs
- Be able to cope with the demands of a school setting

By law, children must start to receive full-time education at the beginning of the term following their fifth birthday. Therefore, admission of children at an earlier age is entirely for parents to decide. Education for these younger children may be full-time or part-time. Parents are asked to register their child as soon as they are able to collect an admission form from their local catchment school. **This, however, does not guarantee a place at Greatham as strict adherence to the governors' admission policy (based on the LEA's policy) is kept.**

A home/school partnership is built on communication, co-operation and trust and is essential for the success of the child's school life.

Purposes

- To provide a safe and secure environment which offers flexible structured child-centred experiences
- To develop the children's confidence, enthusiasm and sense of curiosity
- To enable the children to learn and develop skills, attitudes and knowledge working towards achieving the Early Years Foundation Stage in preparation for work following the National Curriculum Guidelines in Key Stage 1
- To ensure that access to the curriculum allows progress according to the child's needs and abilities
- To assess and evaluate the child's development.

Provisions

We encourage, help and support the children by:

- Developing their use of their communication skills
- Developing the child's ability and confidence in interacting and co-operating with others
- Developing the child's self-reliance, self-esteem, sense of achievement and self-confidence

- Developing the child's ability to express emotions and be sensitive to the feelings and needs of others
- Supporting the child in adjusting to the experiences and routines of the school environment
- Providing opportunities through first-hand experiences, structured play and active learning
- Providing opportunities for the children to learn about themselves, others and the world around them
- Developing independence and a sense of responsibility.

We aim to build the confidence and respect of both child and parent and develop a secure home/school partnership, which will support the child throughout their education.



CURRICULUM

Policy for Teaching and Learning

This policy should be read in conjunction with our Mission Statement which sets out our aims for the overall learning environment in which, we believe strongly, the teaching of our children is best suited to.

All staff and governors feel that learning should:

- Be enjoyable and fun
- Be progressive and continuous, building upon what's gone before with use of good planning
- Promote self-esteem and confidence
- Foster the social skills of independence and co-operation
- Promote active involvement with first-hand experiences and practical activities wherever possible
- Enable the children to take some responsibility for their own learning
- Enable the children to know what they are learning and why
- Enable the children to be involved in their own target setting and be given opportunities for self-evaluation
- Create opportunities for differentiation
- Take place in stimulating environment with appropriate resources
- Take place in a physically comfortable environment
- Create motivation
- Use a good partnership between home, school and L.E.A.



- Show that the children and their work is valued
- Be based on assessment for learning
- Take place in an environment where praise and positive encouragement is the norm

All staff and governors feel that teaching and teaching styles should:

- Hold the child at the centre
- Have high expectations for each child to reach their full potential
- Create a stimulating and interesting environment
- Show positive role models, socially, morally, culturally and academically
- Communicate meaning well
- Show excellent planning to ensure continuity and progression within a broad and balanced curriculum
- Build upon good assessment procedures i.e. Assessment for learning
- Show flexibility, an openness to new ideas and willingness to try new ideas
- Work with clear, concise learning objectives built within an overall framework
- Incorporate a variety of methods including different groupings and use of both adults and children
- Encourage positive attitudes to diversity and race equality
- Take into account the children's differing learning styles

The curriculum is delivered through broad and balanced termly or half-termly topics which include all appropriate National Curriculum subject areas as well as Religious Education and Personal, Social and Health and Citizenship Education. The main focus of a topic will generally be Science, History or Geography with other subjects being integrated under the topic heading.

Information, communication technology (ICT) is taught independently but is also a tool through which other subject areas are accessed.

Mathematics and most areas in English are taught following the Numeracy and Literacy programme.

Religious Education is taught through a topic approach and follows the Hampshire County Council 'Living Difference' guidelines. (A copy is available in school).

The Arts play an important part in our curriculum and we have successfully achieved 'Arts Mark Gold' from the Arts Council for the second time in 2007.

P.E. also has a high profile – we have gained the Active Mark every year since 2004.

We are in the process of renewing both of these.

Homework

We do have a homework policy, which is integrally linked with work done in school. It is given in regard to age and ability and your child's Class Teacher will inform you of what, how much and when homework is to be given.

ASSESSMENT

Assessment is an integral part of both the teaching and learning processes. It is essential as it highlights strengths and weaknesses and, therefore, the way forward. There are many forms of assessment ranging from Foundation Stage Profile in reception, which is an informal way of recording your child's

strengths and weaknesses on entering school, to more formal sats at Year 2 and 6 which test what a child can do on a particular day. We are continually assessing in order to carefully plan your child's next steps.

There are a variety of assessments and, therefore, a number of different recording strategies which are used. All teachers have a Record Folder which contains tracking documents for English, Maths and Science as well as individual targets. All children are also assessed against learning objectives for all subjects. More formal assessment and test results are kept in the folder, too. Teachers have more informal records in each class to monitor all areas of children's education.

Assessment is vital to both learning and teaching but it is, generally, very informal and based on teachers' professional judgement. Where more formal assessments take place, these are done in a low-key, friendly way to ensure that all aspects of the child's school life are as happy as possible.

Records and tracking documents are used to set targets for each child in Maths and English which are shared with parents at parent's evenings. They also form the basis of children's individual annual reports.

All our children do well at Standard Assessment Tasks (SATs), many achieving above the National Average levels.

The Assessment Policy is available in the school office.



SUPPLEMENTARY EDUCATIONAL DETAILS

Parents' Evenings

Throughout the year there will be 3 formal opportunities for you to meet with your child's teacher to discuss progress and set targets which will be reviewed regularly. There will also be termly opportunities for you to come in after school while your child shares his/her work with you. Teachers will be available for informal discussion on these occasions.

Able Pupils

We believe that we must encourage all our children to achieve their maximum potential. Therefore we consider appropriate methods to nurture potential across a wide range of areas to make education an enjoyable, exciting and worthwhile experience for able and talented children.



A copy of the school's Able Pupil Policy is available on request. The school has an Able Pupil Register which is updated annually. Able and Talented children are identified by a variety of tests and teacher assessment. For those achieving in the top 10% an individual education plan may be followed. This will be written to fit in with the rest of the year group's curriculum.

The Able Pupil Co-ordinator is Mrs Wendy McCann

The Link Governor is Mr James Ayo

Special Educational Needs (SEN) Policy

A child has special educational needs if he or she has a difficulty which calls for special educational provision to be made for him or her

Rationale and Aims: All pupils, including those with SEN, have equal access to the same broad and balanced curriculum and other activities, suitably differentiated to take account of their needs.

Governors: It is ultimately the responsibility of the governors of the school to ensure that the necessary provision for any pupil with special educational needs is met. This can be delegated to the Headteacher or the SEN co-ordinator.

The SENCo is Mrs Vanessa Edwards

The Link Governor is Mr James Ayo

Identification, Assessment, Intervention & Integration

An initial concern about a child's development might arise from a number of sources, ie, parents, class teacher, senco, screening procedures, other agencies,

eg. Playgroup, speech and language therapist, medical officer or voluntary bodies.

In accordance with the 2002 SEN Code of Practice a graduated approach of identification and assessment is implemented which recognises that there is a continuum of SEN. This consists of: School Action, School Action Plus and Statutory Assessment. 'School Action' is when a child is identified as having SEN and when any intervention in addition to or different from normal provision takes place from within the school. An Individual Education Plan (IEP) might be devised. 'School Action Plus' is when advice and/or intervention from external agencies take place in addition to the extra provision being given in school. An IEP will usually be devised.

Statutory Assessment might be considered to be appropriate for a very small proportion of children when the provision the school can give is not sufficient for a child's particular needs. This could be followed by the agreement of the LEA to issue a 'Statement of Special Educational Needs', which is reviewed annually.

IEP's are normally devised for children who are on the SEN register and these are usually reviewed termly or twice a year.

School Specialisms

We have specialist equipment for the children with hearing impairment that consists of an individual amplification system in each classroom and in the hall, which is designed to amplify the teacher's voice so that children can hear it more easily wherever they are in the room. We also have a loop system in the hall.

There is wheel-chair access on the ground floor main building.

Parental Involvement

This school recognises the important role that parents have in their child's/children's education and to value the contribution that they can make.

The school encourages early, open and continuing communication with parents so that if there is a concern with a child, parents will be contacted and parents can contact the school so that the school and home can work together.

The parents of children with SEN will be kept suitably informed of procedures, strategies, the level and nature of support, to include the opportunities of involvement with the IEPs.



Involvement of Children

Wherever appropriate, children will be encouraged to be involved in decisions relating to the planning for, and provision of, their special educational needs. It is important that their opinions and ideas are considered and that strategies are devised to enable them to see their progress.

Disability Discrimination Act Policy and Accessibility

Aim: We aim to reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils and prospective pupils, with a disability.

In order to achieve our aim we will:

- Continue to seek and follow the advice of Local Authority Services

- Take into account the needs of pupils and visitors with physical difficulties and sensory impairment when planning and future improvements and refurbishment of the site and premises.
- Be aware of local services, including those provided by the L.A., for providing information in alternative formats when required and requested
- Implement and maintain our current access plan
- Maintain our long history of inclusion which is embedded in our ethos

Links with Other Schools

There is formal and informal liaison between pre-school, local primary schools and secondary schools whenever this is considered appropriate.

Daily Act of Collective Worship

Each school day has an assembly and we hope that all the children will take part in it.

Our Acts of Worship have different daily formats:

Monday	Whole school led by Headteacher or visitor
Tuesday	KS1 in individual classrooms KS2 assembly in hall
Wednesday	KS1 in hall KS2 assembly in individual classrooms

Thursday	Whole school in hall
Friday	Achievers' Assembly at 2.30pm (parents welcome)

Each class leads an assembly once a year (parents welcome)

At least 51% of our assemblies are wholly or mainly of a broad Christian character and make a very positive contribution to the child's spiritual, moral, social and cultural development. We also follow a programme of 'Rights, Respect and Responsibilities' which is based on the United Nations 'Rights of the Child.'

Assemblies are planned by class teachers and as a whole school following a three year rolling programme. At the Achievers' Assembly on Fridays we celebrate the children's achievements together and birthdays.

If parents, on any grounds of conscience, wish their child not to attend, they are asked to notify Miss Badawi in writing.

Music

During their time at Greatham, children will be offered the opportunity to learn a musical instrument. Brass, guitar, violin and keyboard lessons are offered and can usually be continued when your child moves to secondary school. Currently well over a half of our junior children take a musical instrument.

Languages

It is our aim to ensure all our classes are learning a language and not for just the government recommended time from 7 to 11 years of age. Our children are taught Spanish from Reception to Year 6. They begin to learn the language, about people who speak Spanish, their cultures and their communities. The children are taught through fun and practical activities. Through our strong links with Bohunt Secondary School (a language specialist college), we have ensured that our children are more than ready to embrace languages at secondary school.

Sport

Our aim is to develop physical competence and promote an understanding of a healthy and active lifestyle. We hope to develop the children's interpersonal skills and within this the attitude of fair play. We aim to achieve the Active Mark every year.

A maximum of 2 hours per week is spent on all aspects of Physical Education including gymnastics, games, and dance and for Keystage 2 children swimming and outdoor pursuits. The school possesses a field that is used for games when the weather is clement. The hall is used for dance and gymnastics.

There are a variety of sports club (in which a variety of sport-skills and games are explored) and an adventure play area (FRED) which is available when the weather allows. We currently offer after school clubs in karate, tennis, football, rounders, playball and tag rugby. Teams from the school play matches and tournaments in rounders, tag rugby, football and tennis. Teams have taken part in an athletics and tag rugby tournament.

RESULTS

End of Key Stage 1 Results 2009

Percentages of Year 2 children achieving at each level:

Teacher Assessment: Percentage at each level

Subject	W	1	2	3	4+	Dis	Abs	U
Speaking & Listening	3	3	67	27	0	0	0	0
Reading	0	10	43	47	0	0	0	0
Writing	0	13	67	20	0	0	0	0
Maths	0	10	43	47	0	0	0	0
Science	0	3	47	50	0	0	0	0

Code: W Working towards Level 1
 D Disapplied
 Abs Absent
 U Unable to assess due to absence or disapplication

The figure for any one task or test may not total 100% because the task or test does not apply at every level, or because of rounding.

End of Key Stage 2 Results 2009

Percentages of Year 6 children achieving at each level:

Task/Test Results

	Dis	Abs	B	N	2	3	4	5	6	4+
English	0	0	0	0	0	10	50	40	0	90
Maths	0	0	0	0	0	10	47	43	0	90
Science	0	0	0	0	0	0	37	63	0	100

Code: Dis Disapplied
 Abs Absent
 W Working towards level 1
 B Assessed by teacher assessments only
 N No test level awarded

Level 3 and below represent achievement below the nationally expected standard for 11-year-olds.

Level 4 represents achievement at the nationally expected standards for 11-year-olds.

Levels 5 and 6 represent achievement above the nationally expected standards for 11-year-olds.

Year 6 – size of cohort was 30 so each child represents 3%.

Year 2 – size of cohort was 30 so each child represents 3%.

ADMINISTRATIVE POINTS

Safety in Physical Education Issues

In the interests of health and safety, all those participating in Physical Education should wear the appropriate kit. This comprises a T-shirt, shorts, change of socks, plimsolls/training shoes, football boots as appropriate and a jumper. Tracksuits may be worn when it is cold. When swimming, proper costumes should be worn. In the interests of safety, all pupils with shoulder length hair should tie and clip back their hair.

No jewellery is to be worn and watches should be removed before the activity starts. If glasses need to be worn, then the parents should be encouraged to ensure that they are made with safety glass and also that the child has a means of keeping them on his/her head, such as the use of a thick elastic strap around the back of the head.



PASTORAL ORGANISATION

Parental Access to Information/Data Protection Act

Hampshire schools keep careful records on the development and progress of each of their pupils. In primary schools these are kept on a standard county-wide system which helps to make sure that when their children are transferred from school to school as they get older, all the necessary information can go with them. Each secondary school keeps records in its own particular way, although within a framework of guidance about the information they need to keep.

There are two main reasons for keeping records in children in school. Firstly, it is important that the school has the facts concerning the child, e.g. who she/he is, how old, where she/he lives. Secondly, teachers need to record how and what each child has learned so that teachers can start where they should with new pupils and have records, which show how slowly or quickly a child is learning as she/he goes through school. They also need to note so that they can keep parents informed.

Parents wishing to read their child's school records must make an appointment to see the Headteacher by giving two weeks prior notice. Please make any request by LETTER. Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves. If you wish to access the personal data held about your child, then please contact the relevant organisation in writing:

- Greatham Primary School, Petersfield Road, Greatham, Near Liss GU33 6HA
- the LA's Data Protection Officer at The County Office, Winchester, SO23 8UG
- the QCA's Data Protection Officer at QCA, 83 Piccadilly, LONDON, W1J 8QA
- Ofsted's Data Protection Officer at Alexandra House, 33 Kingsway, London WC2B 6SE
- LSC's Data Protection Officer at Cheylesmore House, Quinton Road, Coventry, Warwickshire CV1 2WT

- the DfES's Data Protection Officer at DfES, Caxton House, Tothill Street, LONDON, SW1H 9NA

In order to fulfil their responsibilities under the Act the organisation may, before responding to this request, seek proof of the requestor's identity and any further information required to locate the information requested.

Parents have access to the following information at school:

- The LA's Statement of Curriculum Policy
- The Governing Body's Statement of Curriculum Policy
- All statutory instruments, circulars and administrative memoranda relating to Chapter One of the ERA (The Curriculum) which are sent to schools by the Department for Education
- All published HMI Reports which refer to the school
- All Pupil and Curriculum policies together with relevant schemes of work (in the widest sense) as used by teachers
- School policies and other information related to the school
- The arrangements made by the LA for the consideration of complaints about the school curriculum



- The LA's agreed syllabus for Religious Education
- The School Prospectus
- School profile on-line at the DfES Parents Centre website

This section should be read in conjunction with the document Fair Processing Notice – primary age – Data Protection Act 2005 which can be found in the school office.

Management of Behaviour (Code of Conduct)

We follow the 'Rights, Respects and Responsibility' programme throughout the school. This is based on the United Nations 'Rights of the Child'. Each class puts together a class charter. The school charter, drawn up by the children, staff and governors is as follows:

Greatham is Great!

In our school we respect the rights of each other. We understand our responsibilities to ensure that Greatham Primary School is a place:

- which is safe, happy and exciting
- where we keep our surroundings are tidy and clean
- where we listen to each other and are polite to one another
- where we help each other to understand, explore and experiment
- where we are not afraid to ask interesting, demanding, and hard questions

- where we are aware of and respond to events in the wider community
- where individuality is respected and that contributes to the community that is Greatham Primary School

- where we are not afraid to try new things, get things wrong and are keen to try again

- where we can learn from our mistakes and we are willing to change if necessary

- where we enjoy thinking of and developing new ways of doing things in order to achieve in all areas (personally, socially, culturally and in work related contexts)

- where we want all members of Greatham Primary School's community to fulfill its' mission statement

- where we are proud to be!

In order to have a clearer idea about acceptable and unacceptable behaviour, the school must have an ideal model of behaviour by which to compare all others.

The notion of acceptable behaviour should apply to all adults and children at the school and to those who come into contact with the school.

Adults and children should strive to be:

- polite
- thoughtful



- considerate of others
- well-mannered
- respectful
- fair
- kind
- honest and truthful

In any establishment with many people and purposes, rules must be used to ensure both safety and the smooth running of the establishment in order to achieve its purposes.

Greatham Primary School has few rules but those that do exist have been evolved out of needs by both the staff and the children. We will be sensitive to any cultural and linguistic differences in dealing with behaviour.

The discipline policy in the school runs alongside the rules and sanctions for play and the more detailed sanctions for lessons.

Good behaviour is encouraged and reinforced through the appropriate curriculum and level of tasks and through high expectations of learning and behaviour. It is rewarded by individual teachers through class systems e.g. animal stickers, certificates (e.g. Handwriting), smiles and lots of praise and encouragement. Achievers' assemblies celebrate not only good efforts in academic achievement but also good behaviour. Thinking, Learning and Caring certificates and Gold Cards are also gained. The Headteacher also has special stickers that can be given. For excellent effort in academic, social, moral, and good citizenship there are special 'Well Done Medals' that are given by the Headteacher to children who are nominated by staff.

Rules for Play

On the field:

- There's lots of room so use it sensibly!
- Hard balls are for the field only. They hurt smaller children on the playground
- Go on the field but wait to be told!
- Enjoy your football here!
- Leave the trees in peace

On the playground:

- Establish rules for your games! On the playground use sponge balls only
- Playtime is a time for ENJOYMENT. Help each other to enjoy it!
- Enjoy the tyres! Be safe! Be kind! Use them only on your day
- Look after each other - and your possessions!
- If the playground is empty, you could play tennis... sponge balls only!
- REMEMBER: HARD things hurt! Keep stones on the ground!

Inside school:

- At playtimes go out of the building, enjoy the fresh air!
- Keep the toilets clean and tidy, they are there for your use!
- At lunchtimes, try and eat politely and fairly quietly

- Be safe! Walk around the school!
- Be nice to visitors, help them where you can.
- Help your class! Line up quietly after play.

On Fred:

- Enjoy your day on Fred! Let others enjoy theirs.
- Keep chippings and stones in their right place. On the ground!
- Help you, wear the right footwear.

At Greatham, we don't want bullying, kicking, spitting or punching!

Be careful...carrying people IS NOT sensible.

Enjoy your games, but let others enjoy theirs.

Keep our school tidy and leave no litter.

Play Sanctions:

- You get told off
- You get a warning
- You stand against the wall and miss your play time; at the end of play you report to duty staff
- You get sent to stand outside the office and you miss your play; at the end of play you report to duty staff
- You get sent to stand outside Miss Badawi's room



- You get sent to stand outside Miss Badawi's room and your name gets put in the book!!

A 'Keep Greatham Great' poster is published throughout the school created by the children.

Sanctions for Lesson time:

Individual classroom rules and sanctions apply (N.B. No more than two children from each of Years 3, 4, 5 and 6 in the main building unsupervised)

Key Stage 1 sanctions can include:

- Disapproval of the Teacher/Learning Support Staff/Governor/Headteacher/Peer Group/Getting It Right Officer
- A mild rebuke
- Exclusion from an activity after a warning
- Withdrawal of privileges
- Removal from a situation for protection of self or others

Key Stage 2 sanctions within each class:

- After disapproval of the teacher or a mild rebuke the following will be applied:
- Name on board
- Name underlined
- Child sent to an appropriate member of staff and name rubbed off
- Start afresh
- Child sent to Deputy Headteacher

- Child sent to Headteacher - name in the book and parental contact made
- Loss of privileges

Bullying

"Bullying is the intentional imposition of one person's views, attitudes, ideas or presence on another person. It mainly happens repeatedly, over a period of time, and can occur in various forms - physical, verbal or psychological. Whatever the form, the intimidation and hurt that results can be very distressing. At Greatham, we have evolved the following Anti-Bullying Code, which all staff and children are aware of and which is displayed around the school."

Anti-bullying code

Bullying is when someone sets out deliberately to frighten, tease or hurt you over a period of time. They might always hit you, kick you, call you names or make you always fall out with your real friends.

Every pupil at Greatham has the right to enjoy their time at school, free from being bullied.

Unkind actions or remarks spoil Greatham School life, even if they are not intended to hurt.

Children are encouraged to support each other by reporting all instances of bullying to all school staff.

All bullying will be taken seriously and dealt with appropriately, using a variety of strategies.

We are a 'telling' school - bullying is too important not to take seriously!

The Class Teacher and/or Headteacher deal with all bullying,

even lunchtime situations, if and when an incident has been reported.

Serious incidents may lead to a range of further appropriate action being taken. Prevention of bullying depends on the ethos of the school - please refer to our Mission Statement. Each adult in our school works towards establishing a caring and co-operative atmosphere where children feel safe and learn self-esteem. This is done through our PSHCE curriculum and our Rights, Respect and Responsibilities programme.

Lunch Arrangements

Many of our children have the excellent school lunches, which are cooked on the premises, at a current cost £2.00 per day. However, children may bring a packed lunch if they so wish. Children have the opportunity to purchase a milk or fruit juice drink to complete their meal.

Dinner money for the complete week should be brought to school





on Monday morning in a named tin or envelope, direct to the office. Please try to send the exact money - £10. Alternatively, lunches can be paid for in advance either half-termly or termly and all cheques should be made payable to Greatham Primary School. Please keep payment for lunches up-to-date.

There are certain circumstances in which pupils may receive free school meals and details of how to apply are available from the school office.

Emphasis is made that there is no distinction between paying and free school meal recipients.

The Charter for Children's Play

(from the National Voluntary Council for Children's Play)

All children need:

- safe places to play near home - safe streets, parks, playgrounds and play areas
- lots of opportunities to play with friends, parents and other adults
- good quality local play services - after-school clubs, holiday play schemes, adventure playgrounds, playgroups, toy libraries and play buses
- supervised play activities in schools, hospitals, clinics and shopping areas
- well-trained play workers

As a school we are making every effort to promote the above charter. Play is an essential part of every child's life and vital to the processes of human development. We believe that good play for all children must be properly planned and resourced.

Home School Agreement

We operate a Home-School Agreement which each parent and child will be asked to sign together with the Headteacher. It has evolved through consultation between parents, children, governors and staff. We believe that this will help us all be aware of the values and needs in school.

Sex Education Policy

The Governors have approved a programme of Sex Education, which is part of the Personal, Social, Health and Citizenship Education Policy. Parents will be informed as to when sex education will be taught in Foxes and Otters classes (aged 9-11). A parents' evening will be held in order to inform parents as to the content of the lessons. Parents, if they so wish, may withdraw their child from this programme.

Equal Opportunities and DDA Policies

True equality arises from an acceptance that every person has the same rights and is entitled to the same opportunities, regardless of gender, race, culture or disability. These policies commit the staff and governors of the school to seeking and promoting equality of opportunity for both pupils and staff. The aim is to remove both outward and hidden discrimination. The provisions of the Sex Discrimination Act 1976 will be complied with in full.

The statement of Hampshire County Council's 'Policy of Equal Opportunities in the Curriculum' (April 1989) is recognised and endorsed. A copy is held at the school and is available on request.

All pupils will have equal access to the educational opportunities provided by the school, and the opportunity to benefit from them.

Boys and girls will have equal opportunities in all activities, both within and outside of the curriculum and will have the chance to develop the same set of skills.

Activities will be conducted in such a way as to neither instil nor reinforce a gender stereotyping, but will aim to create and promote attitudes which allow equal growth for all. Gender will never prohibit a child from participating in an activity.

The school recognises differences in abilities, and will provide a curriculum, which allows all children the same opportunities to maximise their potential and to overcome disabilities.

There will be no discrimination between children on the grounds of culture or race. The outward attitudes of adults towards each other and towards the children will reflect and promote open-minded and non-judgmental expectations.

There will be no discrimination between applicants on the grounds of gender, race, culture or disability when appointing staff. Appointments will be solely on suitability, i.e. the best person for the job will be selected.

Policy for Raising Ethnic Minority Achievement

The statement of Hampshire County Council's 'Policy on Education for a Multicultural Society' (April 1989) is recognised and endorsed. A copy is held at the school and is available on request.

The school will aim to prepare pupils for life in a multicultural society by developing an ethos and a curriculum which:

- reflect and value cultural diversity and turn it to advantage in enriching pupils' experience and understanding of the world in which they live
- recognise and counter racial prejudice
- foster racial harmony and understanding amongst all in society
- offer all pupils equality of opportunity and an education for life in a culturally and racially plural society.

The curriculum will aim to create in pupils an awareness of other cultures, life-styles, beliefs

and languages. It will aim to develop in pupils a sympathetic understanding towards other ethnic groups with whom we work, play and share our daily lives.

No prejudice or discrimination towards individuals or groups will be tolerated within the school from either pupils or staff.

The school will aim to ensure that all members of the school community feel accepted, valued and secure, and that they acquire a positive self-image.

These aims will be developed throughout the whole curriculum, and will characterise all aspects of school life. In every area of the curriculum, use will be made of books and materials which present a fair and unbiased depiction of other cultures and which avoid cultural stereotypes. A wide variety of points of view and perspectives will be introduced. Emphasis will be placed on promoting understanding, tolerance and appreciation of linguistic, cultural and religious differences within the framework of the currently accepted cultural values and standards.

INTERACTION

Educational Visits and Activities

The children are encouraged to take part in educational visits and activities as they relate to the curriculum. The Governing Body aims to promote and provide such activities as part of a broad, balanced, creative and challenging curriculum for the pupils of the school and as additional optional activities.

Parents using their own cars sometimes provide transport but

booster seats will be needed, whenever necessary. You will be asked to sign a form giving your permission for your child to travel by this method. You are also hereby informed that you may not use your car to transport our children unless you have adequate insurance cover, i.e. full cover. Insurance companies will usually provide this cover without charge but must be informed.

All educational visits are arranged strictly following the Authority's regulations and guidelines and details of insurance cover are available from the school office.

Charging Policy

The Governing Body recognises the valuable contribution that the wide range of additional activities, including clubs, trips and residential experiences can make towards pupils' personal and social education.

The Governing Body aims to promote and provide such activities both as part of a broad, balanced, creative and challenging curriculum for the pupils of the school and as additional optional activities



Charges

The Governing Body reserves the right to make a charge in the following circumstances for activities organised by the school:

1. School Visits in School Hours

The board and lodging element of the following residential activities deemed to take place within school hours:

- Year 6 residential visit
- Any other activities that may be organised

The cost of providing transport to and from an activity deemed to take place during school hours, when the activity is sanctioned but not provided by the LA or school. Charges can only be made when the activity cannot take place without provision of transport.

2. Activities Outside School Hours

The full cost to each pupil of any activities deemed to be optional extras taking place outside school hours.

3. Individual Instrument Tuition

The cost to the pupil for providing individual instrumental tuition including purchase or hire of instruments and purchase of music.

4. Charging in Kind

The cost of materials, ingredients, equipment (or the provision of them by parents) for cookery.

5. Examination Fees

Any non-prescribed public examination fees, e.g. Associated Board Music Examination.

General

The Governing Body may, from time to time, amend the categories of activity for which a charge may be made.

Nothing in this policy statement precludes the Governing Body from inviting parents to make a voluntary contribution towards sharing the cost of providing education for pupils.

In some circumstances, there may be cases of family hardship, which makes it difficult for pupils to take part in particular activities for which a charge is made. When arranging a chargeable



activity, the Governing Body will invite parents to apply in confidence for the remission of charges in part. The Headteacher in consultation with the Chairperson of Governors will make authorisation of remission.

Parent Teacher Association

All parents with a child at the school and all teaching staff are automatically members of the Parent Teacher Association. This is a lively association that organises a variety of highly successful social and occasional fund-raising events during the academic year. All profits raised are used to further the interests of all pupils at the school in a variety of ways.

The organising committee of the PTA meets regularly during the year. Anyone interested who would like to have more information can make contact via the school office. At present the Chairperson of the PTA is Ms Vicky Baum.

The Trust

Greatham School Trust is a registered charity, founded in 1989 and run by the parents, governors and teachers of Greatham School.

Money from the Trust has been instrumental in building the new hall, in expanding to seven classes and in providing the new computer system. Projects included building a willow classroom, replacement of reading books, staging and a television with integral DVD and video.

Donations can either be on a regular basis or as a single payment of any sum of money. If you are a taxpayer, we can reclaim tax on any donation you make, even small one-off gifts. For further information a leaflet is available at the office.

The Young Governors

This is a group of children who have been elected by their peers (one girl and one boy) from Year 1 (Squirrels) to Year 6 (Otters). They attend meetings with a member of the teaching staff and discuss many issues ranging from aspects of their education, including national debates, to health and safety within the school.

Amongst other things they have:

- Raised money for the play facilities and car park lighting
- Run surgeries for children who may have problems (overseen by an adult!)
- Bought a circular bench with wheelchair access
- Picked strawberries for sports day
- Completed questionnaires for Hampshire County Council data regarding bullying and a child's perspective of school



- Entered a national competition to win funds for the school

Clubs

At the present time, there are plenty of opportunities to join after-school clubs, e.g. show group, (drama, dance and orchestra), karate, sports, gardening and computer. There is also the opportunity to join lunchtime clubs such as challenge club. The children join these clubs termly and will need to be collected from school at the end of the club's time. (Siblings not attending clubs will need collecting at the normal school time of 3:15pm).

DRESS CODE

School Uniform

It is expected that all children will wear school uniform as it has been a practice here for many years. We expect a high standard of dress code amongst the children, which includes well-groomed hair without the use of hair dyes. The total cost of the garments should not prove more than any other similar clothes, bought from a chain store. In cases of hardship, financial assistance may be confidentially sought through Miss Badawi.

Autumn & Spring Terms - Boys

Long/short grey trousers NOT jeans or cords

White/grey long sleeved shirt or white/red polo shirt or white/red/grey roll neck pullover

School tie

Grey/red pullover or 'Greatham is Great' sweatshirt

Plain grey, white or red socks

Autumn & Spring Terms - Girls

Grey skirt/pinafore dress (knee length)/school trousers NOT jeans or cords

White/grey long sleeved shirt or white/red polo shirt or white/red/grey roll neck pullover

Grey/red cardigan or pullover or 'Greatham is Great' sweatshirt

Plain socks/tights in red/white/grey

Summer & Autumn Terms - Boys

As for winter but short sleeved shirts/polo shirts may be worn

Summer & Autumn Terms - Girls

Red/white check dress or red/white striped dress (knee length)

Red/grey cardigan

Plain white or red socks

Shoes

Sensible, low-heeled brown, black, grey or red shoes or white sandals

A pair of wellington boots is advisable on wet days and should be kept in a named plastic bag

Trainers should ONLY be worn for sports activities and playtimes

No shoes/trainers with flashing lights.

Protective Clothing

A painting overall is optional. An old shirt, with the sleeves shortened and elasticated, is ideal for this purpose.

Sports Wear

Boys: 'Greatham is Great' T-shirt, black shorts

Girls: 'Greatham is Great' T-shirt, red shorts

Black plimsolls, not trainers please, for inside work. Trainers may be worn on the field if wished, and trainers or plimsolls are always worn on the climbing frame (Fred). A grey tracksuit is a useful addition but in no way essential.

During the winter months, those playing football or cross-country on the field will need warmer clothing and suitable footwear such as football boots or waterproof shoes or trainers.

Good quality sweatshirts and T-shirts bearing the 'Greatham is Great' emblem are available from the school at reasonable prices. Black and red shorts can also be obtained from the school office.

A sports bag, clearly named (available from the office) is needed to hold sportswear. Ties and hats in Greatham colours of grey and red can also be purchased from the school office.

Headscarves and hats should not be worn in school.

Marking of Clothes

We ask that all items of clothing be clearly marked in some way. Named tapes are cheap and are the simplest way of marking clothes. Children so easily mislay their belongings, and the disadvantage of a uniform is that all items look alike. There is a lost property box but any unclaimed garments are disposed of once a term, once half a term has elapsed. The lost property box is emptied regularly and, whilst named items are returned to their owners, unmarked articles are removed and stored pending disposal.

HEALTH AND SAFETY

Greatham Primary School is a healthy school

The school is also a smoke-free environment (this includes the car park).

As part of our Healthy School's Project our specialist areas are Healthy Eating and our Environment. We have worked on the following activities to ensure that our children remain healthy, happy and therefore able to learn more easily:



- Healthy snacks
- Drinking water in the classrooms
- Healthy Eating awards
- Healthy Eating and food hygiene within the curriculum
- Brain Gym

Developing our environment through:

- providing quiet seating areas
- providing a friend stop
- making a willow classroom
- learning to appreciate and care for their environment using class flower pots, and focused curriculum activities.

If you work and there is no one at home during school hours, please let us have a telephone number, or other means of contacting you should your child be unwell at school. Our facilities for coping with sick children at school are limited.

Under the Child Protection Act the school is obliged to protect the well being of all our children. If we have any concerns over the safety of any child we may occasionally refer them to other agencies.

We have an 'Enhanced Healthy School' status, which is a testament that our children are aware of how to keep healthy.

Head Lice

Would parents please inspect their children's heads regularly and if they discover head lice, notify the school. Regular daily combing and washing with conditioner can prevent infestation occurring. (Details available at school).

Jewellery

No jewellery should be worn in school including studs and earrings. This is in the interest of safety and it minimises the loss of personal items, which can cause distress.

Medicines

We **CANNOT** accept bottles of medicine or tablets to be administered at school. If your child has to have a regular dosage of medicine, i.e. antibiotics, please

keep him/her at home until the course of treatment is completed unless it can be administered during the day i.e. breakfast, 4pm and bedtime. If your child is on long-term medication, please discuss this with Miss Badawi.

GENERAL POINTS

Toys

Please do not let your child bring any toys to school unless requested to do so. Much valuable time can be wasted in sorting out ownership disputes, searching for lost toys and mending broken ones. If anything is confiscated, a letter from the child's parent will be needed in order for it to be returned to its owner at the end of the school day, or it may be collected by the parent.

Books

We encourage the children to take their reading books home. If you have time, please listen to your child read a few pages. We are constantly reminding them to have clean hands when touching books, to turn pages with care and to keep their books in a safe place. Please help your children to observe these simple rules at home. Should a book become damaged or lost at home, please let us know as soon as possible.

Parking Arrangements

A large number of children are delivered and collected by car each day and great care is needed on entering and leaving the school gate. Please drive slowly and **do not park in front of the five bar gate**. This is to be free at all times for emergency access.

Playtimes

The children are allowed to bring a **healthy snack** (e.g. fruit, fruit

juice or vegetables) to eat at morning play. Currently we have free healthy fruit snacks which are available to Years R, 1 and 2 through a government scheme. Children are encouraged to drink water throughout the day and this is available from a chilled water dispenser inside the school and a water fountain outside. Children are encouraged to bring in their own named clear water bottles. We have inexpensive bottles available from the school office.

Road Safety and Cycling

The Petersfield Road can be busy and because of the obvious dangers we ask that children are delivered into the car park and are escorted by an adult onto the 'school side' pavement and then onto the playground. When you pick up your children please collect them from inside the playground. It is dangerous to wait in your car for them to come to you. In order to reduce the number of cars at peak times we recommend car sharing. Road safety training is offered as part of a broad and balanced curriculum but in reality may easily be forgotten in a 'real life' situation. A Cycling Proficiency Course is held for children in Year 6 in the Summer Term. Hampshire policy is that no child should cycle to school without their cycling proficiency, unless accompanied by an adult. We accept no responsibility for bicycles brought to school.

School Health Service

The doctors, dentists and nurses in the School Health Service have special experience in child health and development and the way in which health problems can be helped at school. Their advice enables children to benefit fully from their education. If any medical problems are discovered



you will be informed immediately and any treatment necessary will be arranged in co-operation with your family doctor. You may contact the school nurse to discuss any problems by ringing 01705 482154 at Dunsbury Way.

All reception children will be offered an initial appointment to see the school doctor and the nurse before the end of their second term. Further appointments may be offered at the request of parents or if the school Doctor feels that re-examination will be helpful. Parents will always be invited to be present.

Your child will be tested for vision, hearing and growth during the reception year. In Year 3 he/she will be tested for vision and growth. The Doctor visits the school once a term to screen any requests either by the school or by the parents. In Year 6 a test for height and weight will be done.

Absence/Holidays

It is important that children attend school every day as the continuity of their education is vital. The responsibility for attendance and punctuality lies with parents. Greatham Primary School has an excellent attendance record. The parents of Greatham Primary School's children value their child's education and ensure that they are rarely absent or late.



In the event of absence, please contact the school by telephone and letter. The Educational Welfare Officer can then be given the reason for the child's absence and this will save him having to visit you. If your child is absent for a short period (even one day), please telephone the school, and send a note with the reason for absence when the child returns, otherwise the absence is registered as unauthorised.

Percentage of half days (sessions) missed through absence during 2008 – 2009

Authorised Absence	
School	3.6%
National 2007-2008	4.69%
Unauthorised Absence	
School	0.8%
National 2007-2008	0.57%

Appointments

If you wish your child to attend dental or hospital appointments etc. during school time, will you please note that an adult must come to the school office to collect and return the child. This is to ensure that the child is signed in/out of school. You will appreciate that this is for the safety of the children. Further, we will need to know this information in advance.

Change in Travelling Arrangements

If there is to be a change in home-going arrangements for your child, we require a note or telephone call. Unless we receive official notification the child will travel in the USUAL WAY. In this way, we hope to prevent anxious moments when the child does not arrive as planned because he or she has decided to go to tea with a friend without telling you!

COMPLAINTS PROCEDURE

How to Make a Complaint

The Education Reform Act 1988 requires Hampshire County Council to provide a procedure for the

consideration of complaints about the actions of school governing bodies or the County Council over the school curriculum and related matters. These include religious education and worship, the operation of charging policies and provision of information.

The Secretary of State has approved the Hampshire procedure. The Headteacher will show you a copy on request. It gives full details of the type of complaints to which this procedure applies.

Complaints about other matters such as discipline and admissions do not come within the scope of this procedure. The Headteacher will advise you of the arrangements made for such appeals.

The procedure defines three levels at which a complaint could be considered. These are: the informal level, the formal complaint to the Governing Body and the formal complaint to the County Council.

1. The Informal Level

It is natural that parents should want to discuss with their child's class or subject teacher any worries they may have about their child's educational progress. This usually enables problems to be sorted out quickly to everyone's satisfaction. Where this is not the case, you may wish to bring your concerns to the Headteacher's personal attention, or even to make a specific complaint. Hampshire County Council believes that full discussion will normally enable complaints to be resolved informally by the staff of the school, making a formal complaint to the Governing Body unnecessary.

2. Formal Complaint to the Governing Body

This is a statutory right for parents who still feel aggrieved after informal discussions. The Headteacher will let you have the name of the District Manager for Education and Inclusion for the Division of which the school is a part and give you a copy of the procedure. The complaint will need to be in writing and may be submitted either to the Clerk of the Governing Body or to the Assistant County Education Officer. The complaint will then be investigated and urgent cases will be considered as a priority.

A panel of governors, usually three will hear the complaint. They will not previously have been involved in any detailed discussion of your complaint. You will have the opportunity of calling any evidence in support of your case. You will be informed of the outcome of the complaint in writing.

3. Formal Complaint to Hampshire County Council

This stage is available to you if you are not satisfied with the way the Governing Body has dealt with your complaint, One of two models will be adopted, either, the LEA will set up an independent arbitration panel consisting of a councillor, a governor and a parent, none of whom would have had a connection with the school or the complaint. The members of the arbitration panel would be advised by a senior office and would all have received training in or have previous experience of the workings of appeals committees. Both parties would be encouraged to agree ahead of time to abide by its findings; if not, the arbitration panel can only express a view about the complaint and the means of resolving it. The arbitration panel has no legal basis for imposing its will.

Where the mediation services are available, the statement sent to the complainant must explain that the decision of the Governing Body is final but that there is an LEA team of officers who offer consultation, investigation and mediation services at the request of either party.

4. The Role of the Secretary of State

The Secretary of State for Education may not consider any complaint within the scope of these arrangements until it has first been considered under the Hampshire procedure. However, if you are still dissatisfied after the County Council has considered your complaint, you may then complain to the Secretary of State.

This is being reviewed in the light of the Freedom of Information Act.

SCHOOL INFORMATION

School Times

KS1

8:45am - 12-noon
Morning play 10:20am - 10:35am
1:00pm - 3:15pm
Afternoon play 2:15pm to 2:30pm

KS2

8:45 am - 12:10pm
Morning play 10:20am - 10:35am
1:00 pm - 3:15pm
No afternoon play – except Friday

Children must not arrive at school until 8:30am, when the Headteacher or a member of staff is on duty in the playground.

School Office

The school office is normally staffed from:

8:30am - 12-noon and 1:00pm - 4:30pm.

If you come into school to collect or drop off your child between 8:45am - 3:15pm please report to the school office before going to the class.

Main Children's Services Office

Children's Services
The Castle
Winchester
Hampshire SO23 8UJ

Tel: 01962 846452
Fax: 01962 542355

Area Schools' Improvement Manager

Richard Mitchell
Area Director

Havant Local Office
River Way
Havant
Hampshire PO9 2EL

Tel: 02392 498200



SCHOOL STAFF

Headteacher:

Miss Salma Badawi

Deputy Headteacher:

Mrs Jean Gray

Teachers:

Miss Alice Baker
Mrs Sarah Hamilton
Mrs Sam Jones
Mrs Karen Keenan
Mrs Lyndsay Lees
Mrs Wendy McCann
Mrs Philippa Millard
Mrs Alison Russell
Mrs Emma Thorne
Miss Sarah Trussler

Special Needs Teacher:

Mrs Marilyn Harcourt

Early Years Assistant:

Miss Emily Smithers

Learning Support Staff:

Mrs Tracey Atkinson
Mrs Sarah-Jayne Ayo
Mrs Liz Blackbourn
Mrs Jen Edwards
Mrs Debbie Hedicker
Miss Jo Lawrence
Miss Andrea Macer
Mrs Helen Ollerenshaw
Mrs Jill Steaggles
Mrs Christine Stephenson
Mrs Julie Sweetman
Mrs Helen Trievnor
Mrs Kim Waters

School Administrator:

Mrs Sarah Davenport

Administrative Assistant:

Mrs Joanne Cole

Senior Supervisory Assistant:

Mrs Julie Sweetman

Supervisory Assistants:

Mrs Tracey Atkinson
Mrs Sarah-Jayne Ayo
Mrs Liz Blackbourn
Mrs Jen Edwards
Mrs Debbie Hedicker
Miss Jo Lawrence
Miss Andrea Macer
Mrs Jill Steaggles
Mrs Christine Stephenson
Mrs Helen Trievnor
Mrs Kim Waters

Caretaker:

Mr Ben Young

Cleaner:

Contract Cleaning Company

Kitchen – Hampshire Caterers:

Cook Supervisor:

Mrs Anji Phipps

Assistant:

Miss Rachel Johnston

THE GOVERNING BODY

Name	Type of Governor	Renewal Date
Chair Mr Jim Lodder	(C)	24-09-2012
Vice Chair Mr Toby Purssey	(LA)	23-02-2012
Early Years Governor Mrs Linda Carr	(C)	15-03-2010
Special Needs Governor Mrs Sara Cureton	(P)	09-07-2012
Clerk to the Governors Mrs Jill Riding		
Governors		
Miss Salma Badawi	(S)	
Mrs Jill Steaggles	(S)	
Mrs Elizabeth Granger	(C)	12-03-2012
Mrs Jean Gray	(S)	31-08-2010
Mr Arthur Butterfield	(LA)	20-07-2012
Miss Sara Osman	(LA)	20-07-2012
Mrs Sara Cureton	(P)	09-07-2012
Mr Simon Meehan	(P)	23-03-2010
Mrs Anne Rozario	(P)	21-11-2011
Mr Paul Larner	(P)	22-11-2011
Miss Julia Whitehouse	(P)	19-05-2012

Key:

(C) Community

(P) Parent

(S) Staff

(LA) Local Authority

The Governors are appointed for a four-year term of office. At present, the Full Governors meet twice a term. The school profile published by the Governors is available on www.parentscentre.gov.uk. All Governors may also be contacted through the school.

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NOTES



MISSION STATEMENT

At Greatham Primary School we encourage our children to achieve their maximum potential through providing them with a stimulating, colourful and vibrant environment.

We maintain an atmosphere of mutual trust, respect, care and understanding where learning is enjoyable, creative and challenging.

In partnership with the whole school community we set high standards of learning and promote positive social behaviour and attitudes to prepare our children for life.



NOTE

The information contained in this prospectus is intended for the parents of children who will be entering school between September 2008 and July 2009. It was correct at the time of going to press but Government legislation, County Council policy, and the particular circumstances of the school might create the need for some organisational changes and adjustment of policy.

Date of publication: September 1991

Updated: July 2008