

Welcome to Binstead Primary School's prospectus. We hope that you enjoy looking at it to get a feel for our school, and to find key information about the school.

The school provides primary education for children aged 4+ up to the age of 11.

Binstead Primary School is a learning community that aims to provide the best possible education for everyone within a happy, welcoming and challenging environment. It is a lively, hardworking and caring community school which is recognised as "Good" by Ofsted (June 2014).

We have an experienced and dedicated staff working to make sure that every child will achieve their full potential within a caring school community.

We encourage parents to become actively involved in the life of the school in many different ways. There are opportunities to assist in class, support work at home, attend parents meetings and help at fundraising events.

Governors are also very active in the life of the school and contribute considerable time and energy to ensure the school continually improves. The governing body is formed from a section of parents, members of the local community and staff. All of these groups work together to provide the best possible education for all our children.

We are very proud of our school, and visits are always welcome. Please contact us for an appointment. We look forward to meeting you and your child.



Alison Mosedale
Headteacher



Alison Whittle
LA Governor

**LEARNING TOGETHER THROUGH FUN AND
CHALLENGE**

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SCHOOL INFORMATION

Address: Binstead Primary School
Hazelmere Avenue
Binstead
Ryde
PO33 3SA

Email: contactus@binsteadpri.co.uk

Web site: www.binsteadpri.co.uk

Telephone: 01983 562341

Binstead Primary School is classed as a Community Primary school. It caters for children aged 4 -11 years and is maintained on behalf of the Secretary of State for Education by the Isle of Wight Education Authority. The Education office is located at County Hall, Newport (01983 821000) and the Director of Children's Services is Mr. Steve Crocker.

Arrangements can be made for parents/carers to see copies of statutory instruments or circulars sent to the school by the Department of Education. School policy documents are also available at the school office, with key policies being available on the website.

SCHOOL SESSION TIMES

	Morning Session	Afternoon Session
Foundation Stage (Year R)	8:55am – 11:45am	12:45pm – 3:10pm
Key Stage 1 (Years 1 and 2)	8:55am – 12:00pm	1:00pm -- 3.10pm
Lower Key Stage 2 (Years 3 and 4)	8:55am – 12:15pm	1:00pm – 3.10pm
Upper Key Stage 2 (Years 5 and 6)	8:55am - 12:25pm	1:00pm – 3:10pm

Morning break 15 minutes

NB Reception class pupils will take breaks as and when their teacher judges they are needed.

Assemblies

Whole School Assembly	9.00am – 9.15am (Monday, Friday)
Class Assembly	9.00am – 9.15am (Wednesday)
Key Stage Assemblies	15 minutes (Tuesday, Thursday)

Arrival and departure

Children need to arrive in school between 8.45am and 8.55am. Children should not arrive before 8.45am unless they are attending the Early Birds Club which starts at 7.45am. Children should go directly to their classroom and they will be registered at 8.55am. Parents/Carers of Reception and Key Stage 1 (Years 1 and 2) may stay with their children and work along side them on their early morning task until registration at 8.55am.

Lessons finish at 3:10pm. Up to Year 4 all children must be collected by an adult. If there is to be a change of the adult collecting a child then school must be informed. Children should not be collected by anyone under the age of 13 Years. From Year 4, particularly the Summer Term, parents/carers start to allow children to independently walk home or to an agreed meeting point. School must be informed in writing if a child is to leave school unaccompanied.

Mobile phones. Only children arriving at or leaving school unaccompanied should have a mobile phone in school. On arrival at school phones should be handed in to the office for safekeeping until the end of the school day. Parents/Carers should remind children not to give their mobile number to others.

Break Times

Morning break time: 15 minutes

Pupils may bring a portion of dried or fresh fruit or vegetable to eat at morning break. Year R, 1 and 2 children receive free fruit as part of a government initiative. To encourage healthy eating habits we ask that no other type of food is provided for this time in the day. Milk can be ordered at break-time, order forms are available from the school office. Children under 5 years of age receive free milk.

Lunch times

Children may have a school dinner, bring a packed lunch or go home for lunch. School dinners are free for children in Reception, Year 1 and Year 2. They are priced at £2.15 per day for children in Year 3, 4, 5 and 6. School dinners can be paid for online, or dinner money can be sent into class on a Monday in an envelope marked with the child's name. You may also pay half termly or termly and by cheque. Those receiving income support may be entitled to free school meals and milk. Further details are available from the school business manager.

Those bringing packed lunches are asked to have their boxes clearly named. We would ask that parents/carers send their child with a healthy lunch, not including glass bottles, fizzy drinks, sweets or any product containing nuts (in order to protect those of our children who suffer from extreme allergic reactions to nuts)

Lunchtime ancillary staff, who hold a first-aid certificate, supervise the children while they eat and play during the lunch hour. There are organised games with our Play leader. A senior member of staff is always on duty at lunchtime.

Water is available at all times. Drinking water is filtered through charcoal in porcelain filters, and dispensed at room temperature or cooled. Children are allowed to refill their bottles as they wish and should take bottles home nightly for washing.

ATTENDANCE

Regular attendance at school is essential to maintain good progress. The school is required to provide the LA with details of attendance.

The average percentage attendance at the school for the 2015/2016 academic year was 96%. We aim for 96% attendance and reward children achieving 100% with no lates each half term.

Where attendance falls below 95% the situation is monitored by the Education Welfare Officer. If a pupil's attendance falls below 90%, the Education Welfare Officer may invite the pupil's parents in to school for a meeting.

Absence:

We adhere to the Attendance Policy agreed by all schools in the Ryde Partnership and do not authorise absences for holidays in term time. Family holidays should be taken within the school holidays, rather than term time.

Parents/Carers must complete a School Absence Form (available from the school office) if they wish to take their child out of school during term time.

If your child has to be away for any reason, we need to know in order to meet legal requirements.

Please telephone the school between 8.45am and 9.30am on the first morning of absence. On your child's return, please send a note of confirmation.

Please do not send your child to school if he or she is unwell.

SCHOOL PREMISES AND SECURITY

The main entrance door has a security code. The school is fenced all round and gates, which are locked between 9:00 and 3:05pm, prevent access by the public to the playgrounds, fields and classroom doors.

Anyone entering the school during the day can only use the main front door which is manned.

Steps have been taken to keep pedestrians and traffic apart, particularly at the start and end of the day.

Many children use scooters, walk or cycle to and from school or at least part of the way. We have a covered cycle rack.

THE ORGANISATION OF THE SCHOOL

There are around 210 children in the school arranged into 7 classes. Within and across classes children may be grouped by ability for specific curriculum areas. As well as the teachers, other adults work with the children and around the school. These include teaching assistants, special needs teachers and visiting specialists, mealtime supervisory assistants, support staff and catering staff. They all work together as a team and help to ensure that the school is a good place in which to learn. Also we value volunteer helpers in school.

We foster links with other primary schools, playgroups and secondary schools to ensure continuity and to make transfers as smooth as possible. Children will transfer to secondary schools at the end of Year 6.

HOW TO APPLY FOR YOUR CHILD TO BE ADMITTED TO THE SCHOOL

Children can be admitted to Binstead in the September following their fourth birthday. This means if your child is four between 1 September 2016 and 31 August 2017 they can start school in September 2017.

Binstead has an admissions number of 30 for September 2017, and children are allocated places in line with the admissions criteria, which you will find on the Local Authority's (LA) website iwight.com.

On the website iwight.com you will also find a copy of [Educating Your Child - A Guide for Parents](#) booklet. You can contact School Admissions direct at:

**School Admissions
Education and Community Development Directorate
County Hall
Newport
Isle of Wight
PO30 1UD**

01983 823455

school.admissions@iow.gov.uk

It is very important that the admission form is completed online or is returned to School Admissions at the above address (not the school).

Visits are arranged for children who are due to start school. These are held during the latter half of the summer term before entry. Parents/Carers are always welcome to visit the school in order to assess the opportunities provided for their child and should contact the school for an appointment.

Parents/Carers are invited to INSPIRE Sessions prior to Reception Year in order to familiarise themselves with the school, develop an understanding of the ways in which their children will be taught during their first year and to learn how best to support their children.

Parents/Carers who wish their child to transfer to a different school during the school year must contact School Admissions at County Hall on the above number for an application form.

Children remain in Binstead Primary School until the end of Year 6 (Age 11).

Transport to and from School

Some primary age pupils may be eligible for free home-to-school transport. Please see the Local Authority [Home to School Transport Policy](#) on iwight.com for further details or contact School Admissions.

All requests for free transport should be made using the Isle of Wight Council's application form for free transport which can be obtained from the Admissions and Transport Team, County Hall, Newport, (Telephone 823455) or online at www.iwight.com/schooladmissions. Completed forms should be returned via the child's current school or direct to the School Admissions and Transport Section at County Hall.

WHAT ARE THE CLOTHING REQUIREMENTS?

We request that all pupils wear the school uniform. This gives a sense of belonging and equality. We value a smart and tidy appearance.

School Uniform

Royal blue school v necked sweatshirt with logo
Light blue short sleeved shirt or blouse.
Grey/black school trousers
Grey skirt/pinafore.
Blue & white checked dress
Black or dark blue shoes, which should be practical and sensible
No trainers, canvas shoes or flip flops please

PE and GAMES

A PE Bag (drawstring bags are ideal) containing:
Royal blue shorts
White school or plain round necked T Shirt
Track suit or jogging bottoms and warm top – crucial for Key Stage 2 who do outdoor PE in most weather conditions. (Blue or black if possible please)
Trainers

(Football boots and shin pads are essential when playing school matches)

PLEASE PUT A NAME ON EVERY ITEM and make sure name remains visible over the year.

Jewellery:

Plain stud earrings may be worn but your child must be able to remove them independently for PE and outdoor play apparatus. In the interests of safety and security no other jewellery is allowed.

You can buy uniform clothing from:

Kids & Co. (High Street, Ryde) and most high street retail stores.

Uniform bearing the school name is available only from Kids and Co.

All children are entitled to a broad, balanced, rich and relevant curriculum. Binstead Primary School Curriculum is designed to fulfil statutory requirements, and also to enthuse children's learning through fun and challenge. The school will regularly review the curriculum to ensure the best possible opportunities are offered to all learners.

Aims

The school aims to:

- Ensure that all statutory elements of the National Curriculum are covered.
- Ensure the balance of subjects taught provides a wide range of knowledge, skills and experiences.
- Ensure that each child's education has continuity and progression, building in a systematic way on what has already been learned.
- Create and maintain an exciting, stimulating and challenging learning environment.
- Ensure that a range of teaching strategies are used to take account of the different ways in which children learn
- Ensure learning links to children's real-life experience in the world at large.
- Use opportunities to enrich learning by using our local area and visitors where appropriate, and through residential visits to deliver high-quality enriching experiences.
- Support every child to achieve the highest possible standards, catering for their individual needs and ensuring that there is a match between the child and the tasks that are set.
- Facilitate children's intellectual, emotional, social, physical, personal, moral, spiritual and creative development in order that they may become independent, responsible, confident and considerate members of the community.
- Ensure that there is equal opportunity for all.
- Recognise the critical role of parents and carers in their child's education, encouraging parental involvement.

The school curriculum will help our children to:

- Learn how to learn, and to regard learning as an enjoyable and lifelong activity.
- Be able to listen and read for a variety of purposes and to be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurements, shape and space, and handling data.
- Develop an enquiring mind and scientific approach to problems.
- Have an opportunity to solve problems using technological skills.
- Learn to be adaptable, to solve problems in a variety of situations, to work independently and as members of a team.
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events.
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music and drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity.
- Have some knowledge of the beliefs of the major world religions.
- Develop agility, physical co-ordination and confidence in and through movement.
- Know how to apply the basic principles of health, hygiene and safety.
- Develop perseverance and self-motivation in their learning.

- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour.
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions.
- Be prepared for the opportunities and responsibilities of life in a changing world.
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.
- Develop an understanding of democracy and the rule of law.
- Be happy, cheerful and well balanced
- Be enthusiastic and eager to put their best into all activities.
- Care for and take pride in their environment.

Religious Education (RE)

Children are made aware of the importance of religious beliefs and practices in the lives of individuals and communities and they develop a questioning respect for differing beliefs and practices.

The Isle of Wight Agreed Syllabus has to be followed. RE teaching is non-denominational and children learn about various beliefs and practices. They also consider secular celebrations. Local clergy and visits to local places of worship enrich RE work.

Parents/carers have the right to withdraw their children from RE. If any parent/carer wishes to exert this right they must inform the Headteacher.

Sex and Relationship Education

Sex and relationship education is about developing positive attitudes and values, becoming confident in personal and social skills and gaining knowledge and understanding of the ways people relate to others safely, happily and responsibly.

Parents and carers are the key figures in helping their children cope with the physical and emotional aspects of growing up and in preparing them for the experiences, challenges and responsibilities which sexual maturity brings. The school recognises its responsibility and teaching seeks to be complimentary and supportive to the role of parents/carers. Sex and relationships education in school is part of:

- Response to children's questions
- Personal, Social and Health Education
- Integrated studies and themed work
- Science education
- Discrete teaching dependent on age of child

Parents/carers have the right to withdraw their children from sex and relationships education except for the parts identified in the National Curriculum (Science), which is statutory. Parents and carers should contact the Headteacher if they wish to withdraw their child. Parents and carers are invited to participate in regular policy reviews.

Full policy and guidelines are available upon request from the school office.

Monitoring and Assessment

Assessment is used to make learning and teaching more effective

- Is on-going throughout learning experiences and is integral to effective teaching and learning
- Draws on a wide range of evidence of pupils' learning
- Promotes a broad and engaging curriculum

- Maximises pupils' progress and attainment
- Gives helpful feedback for the learner, teachers and parents/carers
- Helps identify clear targets for improvement
- Links to national standards
- Informs future planning and teaching
- Uses tests and tasks as benchmark points
- Develops self and peer assessment

Accountability through

- attainment and standards compared with other schools locally and nationally
- behaviour and attendance records
- community participation
- healthy lifestyle choices
- tracking pupils' progress, including through the next phases of their education

The curriculum enables children to learn together through fun and challenge.

Self-evaluation is validated externally.

COMPLAINTS

Complaints about the Curriculum

The school adheres to the Local Authority Complaints Procedure. A copy of the complaints procedure is available in school, on the school website and at the Education Department, County Hall.

General Complaints Procedure:

The procedure for matters of concern and complaint is as follows:

Should parents or carers have matters of concern with regard to their child's education or welfare, they are urged to contact the school so that the matter can be discussed and resolved.

Parents/carers should first contact the class teacher. If, after discussion with the class teacher, there remains a matter of concern or complaint then the Headteacher should be contacted.

If the matter cannot be resolved the Chair of Governors can then be contacted through the school office and if the matter remains unresolved it can be referred to the Director of Children's Services.

The matter can be referred to the Department for Education if it cannot be resolved locally.

SPECIAL EDUCATIONAL NEEDS (SEN)

'Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- Have a significant greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- Are under compulsory school age and fall within the definition above or would do so if special provision was not made for them

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area.

Under the SEND Code of Practice: 0 to 25 years (July 2014) special educational needs and provision are considered as falling under four broad categories:

Communication and Interaction
Cognition and Learning
Social, Mental and Emotional Health
Sensory and/or Physical

Aims

- create an environment that meets the special educational needs of each child;
- ensure that the special needs of children are identified, assessed and provided for;
- enable all children to have full access to all elements of the curriculum;
- enable all children, where possible, to have full access to all elements of the school
- ensure that parents are informed and able to support their child's education;
- identify the roles and responsibilities of staff;
- ensure that the child has a voice in the process, and feels safe at school;
- make clear the expectations of all partners in the process;
- ensure that all staff have an awareness of the special needs of pupils in the school
- promote pupil awareness of special needs

We value all children equally and try to ensure that each child's needs are met. We aim to identify their special needs early so that we can make appropriate provision. Parents and Carers will be involved from a very early stage and we ask parents and carers to let us know if they are concerned. If a child is having significant difficulty, parents and carers will be invited to attend regular reviews and will receive a copy of the Pupil Passport/Individual Education Plan their child is working to. Some children will need additional support for a short period while a particular difficulty is resolved and some may need longer-term additional support.

We aim to ensure as full as possible integration to the mainstream classroom with differentiated work and appropriate support as necessary. We foster and maintain positive links with outside agencies.

We have a Special Educational Needs Co-ordinator (Hannah Watkin) and a link SEN governor (Sue Harrison). If prospective or new parents/carers know, or think, that their child has Special Educational Needs please inform the SENCO as soon as possible so that appropriate

support can be discussed. Both the SENCO and the SEN Governor meet parents/carers through the SENDIASS (Parent Partnership) group.

We have access for wheelchairs and toilet and shower facilities for the disabled.

The school's full SEN Policy and SEN Offer may be obtained from the school office or via the website. Regular monitoring and evaluation of this policy and its implementation is carried out by the school's Senior Leadership Team and the SEN Governor who feeds back to the Governing Body. The policy is reviewed annually in consultation with parents and carers of children on the SEN register.

HIGHER ATTAINING CHILDREN

Some children will be gifted or talented or of significantly higher general ability than other children of the same age. We aim to identify their abilities early so that they can make full use of their potential and so that work can be differentiated to suit their needs and extend their progress. They generally work within the mainstream classroom but opportunities are taken for them to work with others within and outside the school with similar abilities. Similarly, outside teaching support will be sought if appropriate.

We have a Lead Teacher for Higher Attaining Pupils (Aby Hughes).

EQUAL OPPORTUNITIES

Every member of the school is valued equally, irrespective of their race, gender, sexuality, background, age or level of ability. Every child has an entitlement to equal access as far as is possible and participation in all aspects of school life. As a community, we recognise and value diversity of cultures, languages, religions, opinions and beliefs in our society. We seek to engender an atmosphere of respect and sensitivity so that at Binstead we are all conscious of the needs of others, both in school and in the wider community.

Racial Incidents There have been no reported racial incidents in 2015-16.

Accessibility

Our accommodation is all on ground level and we have an accessible toilet and shower room. Teachers differentiate activities to cover the range of needs of all pupils.

It includes:

- Improving the physical environment of the school, mainly ensuring that as areas are repainted consideration is given to needs of visually impaired eg contrasting colours for doors. Ensuring any redesigned areas allow wheelchair access and consider needs of other disabled users within our community.
- Improving delivery of written information as needed to respond to needs of families to include the development of large print information or other formats which respond to needs of current pupils and their families and their preferred means of communication.
- Using IT where needed to support disabled pupils and those within our school community

PUPIL PREMIUM

All schools receive additional funding to enable them to 'narrow the gap' and enhance learning for certain pupils who may be disadvantaged. Details of how this funding is used, and outcomes/effectiveness are available on the school website.

SPORT AND RECREATION

Sport and recreation are viewed as an integral part of the development of the whole pupil and should enable the pupil to grow, learn and develop confidence. Through a wide variety of physical activities, including extra-curricular clubs and teams, we aim to increase children's knowledge, self-esteem, respect for others, ability to co-operate and contribute and lead them to adopt a healthy lifestyle.

Sport is taught as part of the curriculum as entitlement for all. We have a playing field for our exclusive use, two hard outdoor play areas, and a school hall with a good range of appropriate equipment. Visiting qualified coaches are used throughout the school. The school participates in friendly sports matches and festivals with other local schools.

A sports day is held annually and parents, carers and friends are welcome to watch. The children compete for personal and house points.

Children are involved in Island Sports Events to foster particular talents.

We aim to:

- Encourage children to take pride in improving their own performance, to enjoy sport and to work together as part of a team. We participate in friendly competition.
- Encourage enjoyment from participation in the activities of the community as a whole, such as sport, fitness, dance and outdoor activities.
- To promote the pupils' self-esteem, positive attitudes, moral codes and values to help them to make choices for a healthy lifestyle.
- To promote safety awareness within and through sport and recreation.
- To enable pupils to develop an environmental awareness of the resources required for sport and recreation, such as, playing fields, waterways, and outdoor education.

We have a Lead Sports Teacher (Stuart Harris) who helps organise inter-school competitions and works with teachers from other schools.

THE ARTS

The arts are taught within the curriculum as entitlement for all. Visits or visiting specialists are utilised in order to enrich the curriculum especially for music, drama and art.

In addition to this there is: -

- Visiting music/theatre groups or individual performers.
- School clubs include Art and Craft, Dance, Drama, Music, Textiles and Family Carnival Club.
- Tuition - currently available in brass, violin, cello, guitar and woodwind. Tuition fees are paid directly to the Music service.
- Opportunities to participate in performances during school, in after school clubs and to audiences. We have a strong tradition of giving good quality performances both in school and in the community e.g. local residential homes.
- We are active participants in Big Sing events.

COLLECTIVE ACTS OF WORSHIP AND ASSEMBLIES

We hold a collective act of worship each day, usually from 9.00am to 9.15 am. Assemblies are led by staff, pupils or visitors to the school. They are of a broadly Christian, non-denominational nature and provide an opportunity for the school to meet together as a family, raise spiritual awareness, explore feelings and celebrate achievements or festivals. Each term every class leads an assembly to which their parents/carers are invited.

Sometimes acts of worship will take place out of school e.g. a local church for the end of year service. Parents/Carers will be informed in advance if this is to happen and permission requested for their child to attend. Parents/Carers have the right to withdraw their child from Acts of Worship and need to inform the Headteacher if they wish to do so.

ASSESSMENT

Children's progress is monitored throughout each session. Assessment tells us what each child can do and what they need to be able to do in order to progress. During the child's first year at school the Unique Child Profile is used. As the child progresses through the school they are assessed against national curriculum age related expectations. Skills and attitudes are also assessed.

There are termly assessments in reading, writing, spelling, phonic progression and mathematics. Teachers use on going assessment for learning to inform their planning. End of year assessments include national standard assessment tests (SATs)

Individual assessments may be made.

We think it important to share our knowledge of each child's progress with his/her parents or carers. Children have targets that they work towards.

KNOWING ABOUT YOUR CHILD'S PROGRESS

The most important way in which this takes place is through discussion with your child's teacher. This happens in a number of ways, informally, at the end of the day, and more formally, at Parent consultations.

We invite parents and carers to discuss progress individually every term at Parent Consultation evenings. We hope that parents and carers will come to see the teacher where they will be able to see their child/children's work and records. Where there is a special concern, parents/carers may ask to make additional appointments to come and see the teacher, or a teacher may request a parent/carer to meet with them. We consider Parent Consultation meetings vitally important for discussing children's successes and difficulties and planning together the best way forward.

Keeping us informed: Please remember to let us know if circumstances at home change e.g. Place of work, contact telephone number etc.

We send an annual report home to parents/carers towards the end of the summer term.

Parents and Carers Rights and Responsibility

We believe that parents and carers have the right to open and full information about their children. This will usually be provided by the class teacher, or on occasion the Headteacher. Parents/carers also have the right to have any complaint heard and these will usually be resolved by the Headteacher. If, in rare cases, the parent/carer is still unhappy, they can contact the Chair of Governors, or another governor, or the Local Authority.

Parents/carers and school share the responsibility for the health and safety of children. It is important that the children attend every day and arrive punctually. After school children must be collected promptly and it is important for the school to know collection arrangements each day, especially when these vary. Parents/carers should also inform the school of any changes in the child's home circumstances, especially if there are court orders or injunctions affecting the child's welfare.

Helping: At Home

Parental attitudes to learning and to school life are vitally important and we value parental input. It is important that children know that their parents/carers are working with them and with us to help them make progress. Parents/carers can reinforce enthusiasm for learning and pride in achievements.

Children take home a reading bag containing a home/school reading book and reading record book. There may be reading, spelling or number games or activities. From Year 1, children will also have a piece of English and a piece of mathematics homework weekly. Early in the school year, parents/carers are invited to a meeting with their child's class teacher. This is to inform parents/carers of curriculum plans for that period and we hope that it will enable parents/carers to be tuned in to what their children will be learning so that they can enrich school work at home. An information sheet is available for parents/carers who cannot attend the meeting.

Periodically there will be curriculum meetings for parents/carers to learn more about a specific area or development.

Helping: In School

We are delighted when parents/carers offer to join in school activities. If you would like to help or you have a particular skill to share, please let us know.

Children and teachers greatly appreciate help with a range of activities, some of which are difficult without the help of parents/carers e.g. cookery, sewing and other crafts. Regular help with reading is also greatly valued, as is general help in the classroom.

There are many ways in which parents/carers and other members of the community are involved in the life of the school, e.g. Helping with clubs, accompanying children on school trips, or making equipment such as book sacks and games for our younger children. Please do come forward and let us know if you are able to give of your time or expertise.

All volunteer helpers must have DBS checks, which the school arranges.

In order to help parents/carers know how best to support their children's learning we have:

- Induction meetings, 'Inspire sessions', during the Summer Term for parents/carers of new September entrants
- 'How' drop in sessions for parents/carers who want support in current methods of teaching .

- Parent Partnership – Meetings for parents/carers of children with Special educational Needs
- Other adult learning may take place where there is a specific demand
- Family workshop events

Communication

We communicate:

- Weekly - The Binstead Buzz Newsletter
- Annually - Parents/Carers & Pupils questionnaires, which form part of our self evaluation process
- Electronically through texts, Facebook, Twitter and e-mail.

WHAT ELSE CAN YOUR CHILD DO AT BINSTEAD?

Educational Visits and Visitors Visits out of school and visitors into school are seen as an important way of linking activities in school with the “real” world and a powerful way of stimulating interest. They are arranged by staff to relate to work that is being undertaken in the classroom and are planned in accordance with Governors guidelines on charging and with health and safety in mind.

Year 4 pupils have the opportunity to participate in a short, Island based, residential visit.

Year 5 pupils have a long day visit to London

Year 6 pupils have an activity based residential visit to a mainland location or the opportunity to enjoy a week of activities on the Island.

Music Tuition Expert tuition is utilised in the form of peripatetic music teachers and instrumental tutors. At present we offer tuition in violin, cello, guitar, brass and woodwind. A fee is charged.

Clubs There are a variety of after school or lunchtime clubs organised by staff or sometimes by parents.

Adult Clubs Badminton group meets on Tuesday evenings. New members are welcome.

Road Safety Awareness and Cycle Safety Awareness sessions in this important area are held throughout the school within Personal, Social and Health Education. Throughout Years 5 and 6 safety awareness will be extended with a view to extending independence. Year 6 children have the opportunity to take part in Bikeability. Personal safety is taught within the context of Personal, Social and Health Education (PSHE) and is part of our curriculum for all children throughout the school. Community Police Officers, the Fire Service and St. John’s Ambulance regularly work in school with our children.

Citizenship

As well as being part of our curriculum we have the following groups in which are elected to represent their class:

- School Council
- ECO Group
- SNAG (School Nutrition Action Group)

GOVERNORS

The Governors have the overall responsibility for the running of the school. They are responsible for seeing that the school fulfils its legal requirements (for example with regards to the curriculum), they decide how to allocate the school budget and they appoint the head and teaching staff. In all these areas the Governors work closely with the Headteacher and school staff.

The Governors play an active role in strategic planning and in developing the School Development Plan (SDP). They participate in school self evaluation through monitoring standards, progress of implementation of the SDP and compliance with policies.

Governors are always pleased to hear the views of parents and carers. The Chair of Governors is in school most Wednesdays from 8.45am to 9.15am.

Governors will always listen to concerns or ideas that you have. The Chairperson and clerk to governors can be contacted through the School Office.

The full governing body meets twice a term. In addition, governors are members of at least one committee which meet at least once a term:

- Achievements, Standards and Curriculum
- Health, Safety and Premises
- Leadership and Management
- Vision and Strategy – Chairs of all committees plus Chair and Vice Chair of Governors, Head

The governors visit the school throughout the year and support the school in events and celebrations whenever possible. Governors attend relevant training courses within the school and externally. They are involved in interviewing candidates for staff vacancies when they arise.

PROFESSIONAL DEVELOPMENT

The Governors are committed to the vision of the school as a learning community and recognise the importance of continuing professional development (CPD) and have therefore allocated funds for this purpose.

All members of staff undergo training relevant to their roles and to the school Development Plan. The benefits of CPD are monitored through staff evaluations; feedback at staff meetings; Teacher Appraisal; Performance Management Reviews; observing outcomes for pupils and through staff responsibilities and appointments

Binstead Primary School expects and encourages good behaviour and self-discipline from all pupils in order to achieve a secure, happy and effective learning environment. The school has a positive and inclusive approach to managing behaviour through a range of positive behaviour management strategies. Regular praise and encouragement for good behaviour is part of the school ethos. Bullying in any form is not tolerated. We have few school rules and those that we do have were drawn up with the children. We also have classroom rules, which the children in each class formulate annually and review termly. These rules are to ensure a well-ordered community and the safety and well-being of all. This policy should be referred to in conjunction with: Anti-bullying Policy, Physical Restraint Policy, PSHE Policy and E-safety Policy.

Rational

Good behaviour, based on mutual respect and care, is viewed as crucial for the emotional well-being and academic achievement of all. Self-discipline, responsibility and good citizenship are crucial for later life.

Aims

- To support the rights of all to be safe and feel safe, to speak and be listened to, and to learn and teach
- To ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well
- To enable pupils to develop a sense of self-worth, self-discipline, respect and tolerance for others.
- To enable pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- To treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves
- To deal with problems as they arise, as fairly as possible, recognising that by treating people fairly we may not treat everyone the same
- To teach strategies for overcoming problems
- To encourage everyone to accept responsibility for their own behaviour
- To liaise with parents/carers to promote good behaviour

Rewards

Positive reinforcement should be given to encourage and reward good behaviour. This includes:

- Noticing good behaviour
- Giving immediate verbal and non-verbal praise responses e.g. well done, thank you, or thumbs up.
- House point, stickers, etc. for good behaviour, as well as for good work, with an explanation of reason for the reward.
- Gold cards
- Class rewards for good behaviour of class – eg Cubes in jar with agreed number achieved resulting in a whole class reward, negotiated and agreed with class.

Consequences

- Should aim to help children understand why certain behaviour was not appropriate.
- Strategies should be given to help children know how to make a better choice if the same situation arises again.
- Consequences should be aimed at the behaviour not at the child.

Sanctions

Sanctions are put in place at the discretion of the Headteacher, and the context and pupil's needs will be fully taken into account when sanctions are applied.

Sanctions have been devised by the School Council and the Governing Body.

Sanctions are based on rule reminders, choices and warnings, positive phrasing, immediate logical consequences, and consistency.

1. Pupil given choices and opportunity to alter behaviour
2. Inappropriate behaviour discussed with pupil and opportunity given for better choice of behaviour (warning and choice)
3. Brief time out e.g. moves of place or misses part of break time to think about behaviour and correct it. (Yellow card)
If a pupil receives a number of yellow cards then parents may be contacted.
4. Discussion of behaviour with adult involved, Class teacher, Headteacher or Senior Leader.
5. Loss of free time (detention) with task e.g. written apology, written reflection on behaviour. (Red card)
6. Discussion with parents/carers and behaviour improvement plan agreed.
7. Support from external agency.
8. Exclusion for limited time in agreement with LA and statutory policies and procedures.
9. Permanent Exclusion

The children helped devise a penalty card system- verbal warning, yellow card, red card. Two yellow cards in one week = red card.

Parents are notified if their child receives a red card. If a pupil receives a red card, they will have a detention at lunchtime (Years R – 4), or after school (Years 5 and 6) with the Headteacher or Senior Leader.

School Rules

Rules are discussed and agreed by pupils and staff at the start of each year and reviewed regularly. They are taught directly through PSHE, indirectly through example and assemblies and role model behaviour.

- Do as we are told by the adult in charge of us
- Keep hands and feet to ourselves
- Walk inside and on paths around the building
- Be caring of each other, of all living things and of property
- Tell the truth

Prejudice-Related Incidents We report to the Local Authority termly on prejudice related incidents. In 2015 -16 there were no such incidents reported.

CHARGING POLICY

All activities that take place mainly in school time are free and fees can only be charged in certain circumstances, for example music tuition. Activities that are mostly out of school time and optional may be charged for. The 1988 Education Act requires governors to have a policy on charging for school activities.

Charges and Remission of Charges for School Activities:

The policy states that the education provided in the school is free of charge except that:

- Parents/carers will be asked where necessary either to provide or pay for ingredients and materials for practical lessons and they will own the finished product,
- board and lodging will be charged on any residential trip in school time,
- parents/carers will be expected to provide clothing incidental to school lessons, e.g. games kit, cookery/art aprons (this also applies to the provision of school uniform).

Also, parents/carers may be asked to make voluntary contributions towards the costs of school activities, particularly school trips and visits where these are undertaken during school hours.

We are not able to finance all the fees and fares for our school-time activities from school funds. So, even though we cannot charge for an educational trip or visit, we may ask parents/carers for a voluntary contribution. Parents/carers do not have to pay, but if contributions received are not sufficient then the activity would have to be cancelled. In practice, we know how much benefit children gain from these visits and hope that parents/carers will continue to give their unqualified support. Governors support our belief in the value of visits.

Parents/carers of pupils in receipt of tuition in the playing of a musical instrument will be expected to meet a charge as levied by the Isle of Wight Music Service, subject to annual review and parental cases of hardship.

Payment for goods and services:

The photocopier and fax machines are available for the wider use of members of the local community. The following charges apply and must be paid in full at the time of use:

Photocopies:	10p per copy
Private telephone calls:	20p per local call

SAFETY IN SCHOOL

The safety of all children and adults in the school is a prime concern. We provide adequate supervision at all times; playtimes are supervised by teachers and ancillary staff, and at lunchtimes, by midday supervisory staff under the overall direction of the head or senior teacher.

In the case of accidents or illness, the school must have a telephone number to contact the parent/carer or a responsible person. Please keep the contact details up to date and let us know, in confidence, if there are any particular circumstances that might affect your child.

If there should be an accident or your child is unwell, we will contact the parents or carers. If they are unavailable, then we will try the other contact numbers. Children are only taken to hospital in an emergency if there is no time to contact the parents/carers first. A paramedic would have attended first.

If you notice any safety hazards please let the school know. Most teaching and ancillary staff hold qualifications in first aid. It is our aim that all staff hold basic first aid certificates.

In the interests of safety, pupils may not bring glass bottles, jewellery (see “Uniform”) or toys into school unless specified or agreed with the class. Sweets and fizzy drinks are also not allowed as part of our policy to encourage healthy lifestyles.

We do not allow smoking or drugs, including alcohol, on the school premises. (Including the grounds).

HEALTH AND SAFETY

The Governing Body has a Health, Safety and Premises Committee which generally meets termly. It takes an overview of health and safety in the school and ensures that all health and safety policies are in place and consistently adhered to.

The Governors make a formal tour of the premises (buildings and grounds) termly to check on health and safety issues.

- We must have a daytime telephone number or address so that we can contact you in case of accident or illness.
- Please do not send your child to school if he or she is unwell, or has been sick in the night; it is likely to be passed to others.
- If your child has to be absent and you know in advance, eg. Medical appointments, please let school know beforehand.
- If he or she is absent through illness, please telephone the school by 9.30am and send a note on their return.

Medical Service

There is a school nurse, Mrs Caroline Jacobs, who can be contacted through the school for advice, or if need be, directly on 01983 821388. The medical service provides:

- Inspections for school entrants;
- Inspections for other children on request;

The school nurse does not inspect for head lice. We ask you to check your child's hair regularly and treat if necessary. Head lice are a considerable nuisance, but we have a collective responsibility to keep this to a minimum. If your child has active head lice we may ask you to treat them so that they do not pass to other children.

Medicines

Staff do not normally administer medicines in school, though in exceptional cases it may be possible to arrange this – this is normally for conditions such as asthma. We require parents/carers to complete a consent form available in the school office.

LINKS WITH THE COMMUNITY

The school and governors would like to thank parents, carers and friends for their continued support and interest in the work of the school, which benefits pupils in school, on school trips and at home. Volunteers from the local community give up their time to help at the school in a number of ways: helping in the classroom, hearing pupils read, helping to run clubs, helping on school trips. This support is of great benefit to the pupils and is much appreciated by staff and governors.

The school is an active member of Binstead Community Partnership, which is made up of local community groups and businesses. They seek to work together in improving the local area and facilities. The children's views and involvement are always valued. The Partnership organises an Act of Remembrance, where our children read the Roll of Honour at the local War Memorial.

We have very strong links with our local residential homes and sheltered accommodation. Residents visit us at Harvest, Christmas, Easter and Mid-Summer dance to join our celebrations and have tea with our pupils. We visit them to Carol Sing and distribute gifts at Christmas. Local sheltered accommodation residents occasionally have lunch in school.

The school participates in events in Ryde eg Sporting Tournaments and Carnivals and takes part in Walk the Wight.

Friends of Binstead School

All parents and carers are automatically members of the Friends of Binstead School and are very welcome to participate in all events and meetings. The Friends organise a mixture of social/family activities and fund raising events such as Christmas and Summer Fairs. They also help support at events such as sports day, meetings for parents/carers, and an annual Book Fair. Our Friends are enriched by the involvement of members of the local community and ex-parents. Friends fund reading bags for all new reception entrants and support school priorities. The new adventure play trail – 'Jubilympic Trail' and outdoor stage were fully funded by Friends.

Friends of Binstead - Chairperson

Ms. Manda Tinsley

Contact through school