

# GOATHLAND PRIMARY SCHOOL



# PROSPECTUS

# GOATHLAND PRIMARY SCHOOL

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# Welcome to Goathland Primary School

Dear Parents

I am delighted to present you with our brochure containing information about Goathland Primary School. Many details of the school's routine, aims and organisation are given in the hope that any questions you have will be answered. Our aim is to provide an education in a caring environment in which your child can develop as a whole person and which encourages high qualities of learning and social development.

This coming academic year promises to be another exciting and challenging period for our school as we continue to build on our successes and strive to further improve, ensuring excellence and enjoyment for every child.

We are proud of our school and always try to ensure that all our children and their parents can identify with our stated aims and values. We thank you for trusting us with the responsibility for caring for your child and of ensuring that their education develops successfully.

Please do not hesitate to ask for further information regarding any of the points raised in this booklet. We are also pleased to welcome prospective parents and their children to visit our school.

We want you to feel it is your school as well as your child's and we do value your support and co-operation at all times. Above all, we hope your child will have a happy and successful school life with us at Goathland.

Yours sincerely

Headteacher, Staff & Governors of  
Goathland Primary School

# Goathland Primary School

## The School Aims Statement

- **To provide a secure, happy and caring environment in which all children can fulfil their potential and achieve the highest standards of which they are capable.**
- To equip children with the appropriate knowledge and skills in the National Curriculum which will enable them to contribute positively to the community both now and in the future.
- To develop a positive attitude towards school and learning by giving children worthwhile and challenging experiences.
- To generate in all children a sense of self-esteem and worth.
- To develop habits of self discipline and acceptable behaviour.
- To develop a meaningful concern for other people, appreciating and respecting their feelings views and capabilities.
- To encourage in the children a sense of responsibility for their environment.
- To develop an understanding of the interdependence of individuals, groups and peoples.
- To help children develop lively and enquiring minds so that they may discuss confidently and rationally.
- To promote inclusive education for all irrespective of gender, race or ability.
- To promote equal opportunities for all children, staff, parents and carers.
- The overall aim is to lay foundations that will enable our children to develop into contented adults, who will be positive participants in society, and imaginative, responsible contributors to community life in the future.

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## SCHOOL INFORMATION

Goathland Primary School is an attractive school catering for children from age 4 to 11 years. Originally built at the beginning of the 1800's it was tastefully modernised and extended in the 1970's. The building is situated at the edge of the village of Goathland surrounded largely by beautiful moorland. There is a hard surfaced playground which is marked out for netball, a grass area and a small garden, which is usually tended by the children themselves.

Internally the school building comprises of two large classrooms and a shared area used as a Library and for Assemblies, and a kitchen. The children are taught in two classes by motivated and dedicated teachers, all of whom have high expectations of pupil behaviour and achievement.

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Telephone Number	01947 896230
E-mail address	<a href="mailto:admin@goathland.n-yorks.sch.uk">admin@goathland.n-yorks.sch.uk</a>
Web address	<a href="http://www.goathland.n-yorks.sch.uk">www.goathland.n-yorks.sch.uk</a>
Headteacher	Mr C Hellowell
Chair of Governors	Mrs H Beeforth
School Classification	Community
Maximum Admission Limit	7
Local Education Authority	North Yorkshire County Council County Hall Northallerton North Yorkshire DL7 8AE
Tel: 0845 0349494	

The Governors have a number of responsibilities such as ensuring the National Curriculum is taught in accordance with the regulations, drawing up policies relating to Sex Education and charging for School visits. They also establish how many staff are employed in the school and take part in interviewing and appointing candidates. The Governors also deal with Finances; Premises matters including Health and Safety; and Staffing. Collectively they monitor the curriculum and provision for Special Educational Needs. If you have any matters which you would like to bring to the Governors attention please approach them or write to the Clerk or Chairman at the school address. They will do their best to help you.

## Staffing 2017 - 2018

Headteacher	Mr C Hellowell
Class Teachers	Ms V Bordoli 3 days - Base 2 Mrs C Bennion 2 days - Base 2 Mrs S Tipple - Base 1
Teaching Assistant	Mrs L Bennett
Secretary/Bursar	Mrs S Stevenson
Cook	Mrs C Turford
Midday Supervisory Assistants	Mrs L Bennett Miss I A Blenkinsop
Caretaker	Mrs C Morley
Music Teachers	Mr Bryce (P)

<b>Governing Body 2017 - 2018</b>	
Chairman	Helen Beeforth (Co-opted)
Vice Chairman	Jason Wood (Co-opted)
Governors	Clive Hellowell (Headteacher)
	Charles Wordsworth (Co-opted)
	Angus Nicholson (Parent)
	Kate Bennett (LA)
	Lisa Lonsdale (Parent)
	Cathy Bennion (Teacher)
Clerk to Governors	Helen Stapley

## Proposed arrangements for Teaching/Classes for Year 2017/2018

Ms Bordoli - Base 2 for 3 days.

Mrs Bennion - Base 2 for 2 days.

Mrs Tipple - Base 1

Classes:           Years 3-6 in Base 2

Numbers being:           13 in Base 2

                          Years R-2 in Base 1

                                  9 in Base 1

There will be some occasions when the children will be split into different groups for subjects such as Music, Art, Games, DT and ICT.

## EDUCATIONAL AIMS AND THE CURRICULUM

The Governing Body has discussed and adopted the North Yorkshire LEA Curriculum Statement which is:

### Principles

- Every child is entitled to a broad, balanced, relevant, coherent, progressive and differentiated curriculum.
- At all stages of development learning should be structured and a stimulating, enjoyable and worthwhile experience in its own right.
- Equality of access and equality of opportunity should underpin provision for all.

### General Aims

- **The curriculum should be broad:**  
So that it provides a wide range of knowledge, skills and experiences.
- **The curriculum should be balanced:**  
So that each element is given sufficient time to contribute effectively to learning.
- **The curriculum should be relevant:**  
So that it is directly related to the learner's experience.
- **The curriculum should be coherent:**  
So that each element is linked, to make the learning experience more meaningful.
- **The curriculum should be progressive:**  
So that what is taught builds upon what has gone before, to develop skills, knowledge and concepts in a systematic and appropriate way.
- **The curriculum should be differentiated:**  
So that what is taught and how it is taught is matched to the aptitude, ability and learning style of individuals.

### Aims for Children

In a rapidly changing world, in partnership with parents and guardians, to help children:

- To enjoy learning and to become independent, self-disciplined and self-motivated and achieve the highest standards of which they are capable.
- To develop lively, enquiring, imaginative and creative minds, the confidence to question, and the ability to argue rationally.
- To acquire knowledge, skills and training relevant to their own lives and to adult life and employment.
- To develop and act on a personal set of well founded moral values, beliefs and attitudes, to recognise and value a sense of right and wrong; and to understand the society in which they live and recognise their obligations towards it.
- To develop a concern for the quality of their immediate environment and an understanding of the world in which they live and work, and the inter-dependence of individuals, groups and nations.
- To develop an awareness and appreciation of human achievements and aspirations in our own and other societies.
- To gain understanding of and respect for religious and moral values and an appreciation and tolerance of other groups, races, religions, ways of life and points of view.



## THE CORE SUBJECTS

### MATHEMATICS

In primary schools, the effective teaching of mathematics should be firmly based in practical experience. New skills and topics will to be introduced through appropriate practical activities using a variety of suitable apparatus and equipment.

It is essential that mathematical links are identified in and developed across the curriculum. The mathematical curriculum needs to be enriched and enlivened by relating it, wherever possible, to real life situations and to children's own experience. The most important elements are understanding, application and enjoyment. The main areas of work developed in mathematics are a good understanding of the language and processes of number, including the four arithmetic rules, place value, fractions, money and decimals; the measure of length, weight, time, capacity and volume; the ability to collect, record and present data pictorially and interpret this information; and an understanding of shape and space.

We aim to develop a positive and confident attitude towards mathematics and, wherever possible, mathematics is related to the whole curriculum and to the child's environment and experience, involving problem solving and practical work. Calculators are also used in relevant situations. All children will work at their own level of challenge and will be encouraged to reach their full potential.

### SCIENCE

Science provides a way of seeing, exploring, understanding and explaining the world in which our children live. Through our teaching of Science we aim to:

- Encourage and develop children's curiosity and fascination with the natural and physical world;
- Maintain a good balance between process skills and scientific content, whilst keeping 'hands-on' activities at the heart of all we do;
- Use a variety of teaching and learning styles i.e. investigation, illustration, exploration, basic skills, using models and ICT in order to enhance the children's learning;

Cover the N.C. Areas of study and wherever possible include visits which raise the children's awareness and understanding of how Science plays a key role in the world around us.

## ENGLISH

The most important aspect of this subject is the development of the child's language skills. This includes reading, listening, talking and writing and forms an integral part of learning across the whole curriculum. These skills are developed by teachers planning practical and stimulating tasks for the children which involve discussions, drama, listening to and writing stories and poetry, or finding out information for class and personal topics.

Upon entry into school phonological awareness is taught through the 'Jolly Phonics Scheme'. A structured approach to introducing the 44 (approx) phonemes of the English Language. This is followed by the segmenting and blending of sounds (as each child is ready) and this forms the foundation for spelling and de-coding words and then texts. Reading skills continue to be developed throughout the school and each child follows a programme of reading consisting of books written with a structured vocabulary, but also a wide choice of 'real' books grouped at the same interest level or level of reading ability. When the children reach the end of the structured reading scheme a wide range of literature is available.

Children are encouraged to take their first real books home to share with parents, and advice to parents on helping their children to read is available on request.

The school bookshelves contain a wide selection of reading material and the children have access to these at all times, to choose books that may help them with their work, or develop their interests further.

A child's written work takes many forms, it may arise from a piece of research into a topic, or be more creative and descriptive through teachers providing an interesting stimulus, prior to the child writing a piece of prose or poetry.

The children are encouraged to write neatly, following prescribed handwriting schemes and to develop a regard for neat presentation and appearance when producing a piece of work.

The teaching of spelling and punctuation is linked as closely as possible with the child's written work and reading. The child is made aware of the pattern and structure of spelling and of the importance of being able to communicate effectively. Children are also taught the value of communication through the spoken word and information technology to reflect the world in which they live.

## THE FOUNDATION SUBJECTS

### HISTORY

History chronicles, records, investigates and attempts to explain the past. An understanding of the past also helps and understanding of the present. The work particularly with our younger children is based on their own lives and that of the community around them, thus giving relevant contexts for learning.

Its central concept is change and its effect upon the lives of people throughout the ages. The curriculum should offer appropriate experiences for children to:

- Think historically with the growing awareness of the continuous evolution of the present shaped from the past.
- Use evidence and first-hand experience, primary and secondary sources in historical investigation and role play to develop historical imagination.
- Develop a feeling and understanding for individuals in the period and state of society in which they lived.
- Appreciate how existing human outlooks affect the choice of action.

Pupils at Keystage I study changes in Everyday Life in Britain during and beyond living memory, the lives of famous men and women from British History and Events in the Past e.g. The Gunpowder Plot and the Olympic Games.

Pupils at Key Stage 2 study the following units:

- Romans, Anglo-Saxons and Vikings in Britain
- Life in Tudor Times
- Victorian Britain / Second World War
- Ancient Greece
- Local History

Children will be taken on appropriate visits to support many aspects of the History curriculum.

### GEOGRAPHY

Geography is the study of the form, feature and climate of the world and of the dynamic relationship that exists between the location of places and people, the environment in which they live and the lifestyle they have. The curriculum should provide appropriate experiences for the children to:

- Think geographically through practical investigations and acquire appropriate geographical knowledge of the immediate locality and of people and places further afield in the world.
- Think critically about their own geographical situation and the reasons for the location of people and places.
- Collect and process information about the elements of the landscape; develop a range of geographical skills including the use of maps, through outdoor studies, visits and other relevant experiences.

## **DESIGN AND TECHNOLOGY**

Technology aims to raise children's awareness and ability to identify the need and opportunities for design and technology in their environment.

Opportunities are provided for children to design and make artefacts and systems, working to a plan, using appropriate materials and resources. They are encouraged to evaluate their own designs, plus those from other times and cultures.

The children will be given opportunities to design and make using a wide range of materials.

## **INFORMATION COMMUNICATION TECHNOLOGY**

The children are made aware of the important contribution made by Information Communication Technology to the study of all areas of the curriculum. They are given practical experience of working with a computer and other equipment which responds to commands or signals. ICT equipment will be used to communicate ideas and information in a variety of forms e.g. graphs and pictures. It will also be used to understand how to control equipment to achieve specific outcomes by giving instructions. This involves working not only with computers, but also with programmable robots, tape recorders, calculators and digital and video cameras.

Our aims are:

- That children enjoy using ICT and tackle all applications with confidence and a sense of achievement.
- That children will develop practical skills in the use of ICT and the ability to apply their skills to the solving of relevant and worthwhile problems.
- That children understand the capabilities and limitations of ICT and the implications and consequences of its use.

## **ART**

Pupils understanding and enjoyment of Art, Craft and Design is developed through activities that require them to both Investigate and make Artefacts and also acquire a knowledge and understanding of their own and other people's work. The children will have access to and experience of a wide range of media throughout their school life e.g. paint, clay, textiles etc.

## **MUSIC**

Pupils understanding and enjoyment of music is developed through a wide range of Activities including Performing and Composing and Listening and Appraising. There are many opportunities to take part in school performances and productions. We are able to offer through the County Music Service peripatetic tuition in violin and guitar, and we are fortunate to have a number of both of these instruments in school to support these extra - curricular activities.

All children in Base 2 also receive some instruction in the playing of recorder and percussion, as well as singing.

## **P.E.**

We aim to:

- Provide all pupils with opportunities for the development of physical skills and understanding, within a structured, safe and supportive environment;
- foster a positive attitude towards fitness, health and personal hygiene;
- ensure each child receives a balanced programme of physical activities as set out in the National Curriculum i.e. Games Skills, Gymnastics, Dance, Athletics, Outdoor Activities and Swimming.

We participate in Inter School sporting events and festivals. We believe that all children should have equal opportunities for active involvement, experiencing success regardless of ability while at the same time being enabled to fulfil their individual potential.

At Goathland we bring external coaches in to enhance the delivery Physical Education (e.g. Football, Cricket, Tri-golf). We run an extra-curricular sports club and also encourage our children to become involved in clubs in the local community.

We are fortunate to have Mrs Bennion, a P.E. Specialist, to teach most P.E. in school.

## **RELIGIOUS EDUCATION**

Religious Education meets requirements of North Yorkshire LEA agreed syllabus. It is provided as part of the school curriculum and its aim is to contribute educationally to the development of children as individuals and members of society by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of mankind.

Christianity, as the main religion of our society, forms the major part of our teaching, however in addition all pupils learn about Judaism and at K.S.2 pupils also are taught about other religions including Islam. The children take part in the Harvest and Christmas celebrations at Goathland Church.

Parents have the right to withdraw children from religious education and collective worship in school after discussion with the Headteacher.

All members of staff teach R.E. and share in the collective acts of worship.

## **ACCESS TO DOCUMENTS**

All statutory documents from the Department for Education and Employment, the local Education Authority and certain school documentation may be seen by parents at any time by prior arrangement with the Headteacher.

## **SCHOOL ORGANISATION**

### **ADMISSION OF CHILDREN**

The School is a Primary School catering for children from four years to eleven years of age. The Admissions Policy is revised as follows:-

Children who are five years old between 1 September and the last day of February of the Academic Year may start school, in September, at the beginning of the Autumn Term - half days only for the first three weeks and then full days.

Children with their 5th birthdays between 1 March to the end of August will be admitted to school in September on a part time basis - half-days and only until the beginning of January. This period may be extended if parents or teachers feel it is in the best interest of the child. Reception children will be invited to visit school for 2/3 afternoons in the term prior to being admitted.

At present the Local Authority, in agreement with the School Governors have set a maximum admission number of 7 pupils in the reception year.

### **SECONDARY SCHOOL**

Upon leaving Goathland School the majority of our pupils move to Eskdale School, although parents can exercise individual choice should they so desire. Parents and the children concerned are invited to visit Eskdale School prior to the children attending full time.

### **CLASSES**

The School is organised in two main classes. The older children are taught in Base 2 by the Ms Bordoli 3 days and Mrs Bennion 2 days, Mrs Tipple is responsible for the younger children in Base 1. The children transfer to Base 2 class either at the end of Year 2 or Year 3 depending on the balance of numbers in school at that time, in order to ensure that each child will receive more individual attention.

The children are, as far as possible, treated individually and the work the children do is based on their ability rather than their age.

### **SCHOOL HOURS**

School starts at 9.00 a.m. and there is a break for lunch at 12.15 p.m.

Afternoon school is from 1.15 p.m. to 3.15 p.m.

Children should not arrive at school before 8.45 a.m.

Actual teaching hours are as follows:

Reception to Key Stage 1	22hrs 30 mins
Up to Key Stage 2	23hrs 30 mins

## **ASSESSMENT**

Children are assessed in many ways throughout the year. However children are tested formally at the end of Keystage I and Keystage 2. Parents are informed of their own child's levels of attainment, but national test results are not published for all the children when there are fewer than ten pupils sitting these tests, as this would be a breach of confidentiality. See appendix 1 for National Tests Results.

The optional Year 3/4/5 tests are used as appropriate.

## **CHILDREN WITH SPECIAL NEEDS**

If children are felt to have needs which are additional or different to the rest of their class, they will be placed on the school's Special Education Needs Register. An Individual Education Plan will be written for that child and this will be discussed with both the child and the child's parents. At times it will be felt that some children will benefit from an assessment or 1:1 work with a learning support teacher from outside of the school. Again, this will be discussed fully with parents.

If you have any further questions regarding special needs you are welcome to come into school and discuss the matter with Mr Hellowell or Mrs Tipple, who will take you through the school's Special Educational Needs Policy.

## **ATTENDANCES AND ABSENCES**

Punctual attendance is requested and if the children are late for school parents should telephone the school before 9.15 am, or send a note of explanation so that children are not unjustly blamed. When children are absent from school owing to illness or for other reasons, parents are requested to telephone the school on the first day of absence before 9.15 a.m., and to send a note to the class teacher when the child returns.

### **2016/2017**

Authorised Absences 3.74% - Unauthorised Absences 0.63%

## **HOLIDAYS**

A list of school holidays is sent to parents each year. List included (back of brochure). Where exceptional circumstances make it necessary for children to be absent in term time for a family holiday, parents are requested to complete a 'Holiday Form' obtainable from school. Schools have a discretionary power to grant up to 10 days authorised absence in a school year. Each application is considered individually, taking into account factors like timing of the holiday and the child's attendance record.

# **HOMEWORK**

## **Definition**

'Homework' refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

## **The Purposes of Homework**

- to develop an effective partnership between the school and parents in pursuing the aims of the school
- to consolidate and reinforce skills and understanding, particularly in literacy and numeracy
- to exploit resources for learning, of all kinds, at home
- to reinforce and extend school learning
- to encourage pupils as they get older to develop the confidence and self discipline needed to study on their own and to prepare them for the requirements of secondary school.

## **Our Aims**

The school will aim through our 'Homework' Policy to:-

- ensure consistency of approach throughout the school
- ensure progression towards independence and individual responsibility
- ensure the needs of the individual pupil are taken into account
- ensure parents have a clear understanding about expectations for themselves and the pupil
- improve the quality of learning experience offered to pupils
- extend and support the learning experience via reinforcement and revision
- provide opportunities for parent, pupils and school to work in partnership
- provide opportunities for parents and pupils to work together to enjoy learning experiences
- encourage children to develop long term strategies for their future learning needs
- prepare Year 6 children for transfer to Secondary School.

## **Literacy Tasks**

### **Reading**

At KS1 homework should, very largely, consist of regular reading with parents and carers, looking at a wide variety of books together and reinforcing phonics.

At KS2 fluent readers should be able to read on their own daily for at least 10 to 20 minutes.

### **Other Literacy Tasks**

May include learning spellings, practising handwriting and punctuation.

### **Numeracy Tasks**

In numeracy, set tasks range from number games in the early years to tables and formal exercises in upper KS1 and KS2.

At Key Stage 2 homework tasks may also include:-

- finding out information
- reading in preparation for lesson
- memorising words for performances
- written assignments



### **Homework Cont...**

#### **Recommended Times Allocated for Homework**

Y1/Y2 1 hour in total per week (on average 10 mins daily) reading, spellings, tables and other literacy and numeracy tasks.

Y3/Y4 1.5 hours in total per week (on average 15 mins daily) literacy, numeracy and occasional assignments in other curricular areas (including spellings & tables).

Y5/Y6 2.5 hours in total weekly (on average 30 mins daily) literacy, numeracy, science and other curricula areas (including spelling & tables).

As children obviously work at different speeds and with varying degrees of commitment, homework may occasionally take longer than the suggested time

#### **The role of parents and carers in supporting.**

Parents should try to:-

- provide a reasonable peaceful, suitable place in which pupil can do their homework - alone or, more often for younger children, together with an adult - or help pupils attend other places where homework can be done, such as homework clubs or study support centres;
- make it clear to pupils that they value homework, and support the school in explaining how it can help their learning;
- encourage pupils and praise them when they have completed homework.

#### **Monitoring and Evaluating the Homework Policy**

All staff will be responsible for monitoring and evaluation the efficiency and effectiveness of the homework policy. Information collected will be shared at designated staff meetings.

The criteria used to measure the success of the Homework Policy will be the extent to which the policy is contributing to a pupil's progress and to his/her attitude to learning.

## **EQUAL OPPORTUNITIES**

At Goathland Primary School our primary objective is to educate and develop life skills in all our children irrespective of ethnicity, background, culture, origin, attainment, handicap or gender. Each pupil and teacher will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, the individual. The school acknowledges the complexity of British society and the frustrations of minority groups. We are committed to emphasising the common elements and values of our multiple culture rather than highlighting conflicting areas.

We aim to help all pupils:-

- Develop their own self esteem and their respect for others with different customs, history, language and beliefs.
- To understand the world in which they live, and the inter-dependence of individuals, groups nations and the environment.
- To appreciate the multicultural and multi-ethnic character of society in Britain today, and to value the richness that diversity brings.
- To develop attitudes which are opposed to discrimination against any person or group on grounds of colour, religion, culture, handicap or gender.

To achieve their full educational potential. Where individual children have particular educational needs because of ethnic, religious, cultural or linguistic background, those needs will be recognised and met.

## **SCHOOL DISCIPLINE POLICY**

### **SCHOOL ETHOS**

At Goathland School we aim to foster a warm and caring environment in which positive attitudes to self, others and school can be developed. Fundamental to our approach is the development of good relationships in the school between teacher/child, child/child, teacher/parent and teacher/teacher. We believe this helps to make a secure and consistent atmosphere which is essential in a well disciplined school. We aim to build from a child's strength promoting self-esteem and confidence. Every opportunity is taken to further a caring attitude towards others and towards our school environment. High standards of behaviour and politeness are expected and considered important by all staff.

### **ENSURING GOOD BEHAVIOUR**

All children need to feel they have been listened to fairly and that problems have been fully sorted out. As a staff we place great emphasis in finding time to investigate problems thoroughly.

### **SCHOOL RULES**

School rules are kept to a minimum and they exist to ensure personal safety, provide effective conditions for teaching and learning and to help children to develop considerate behaviour towards others.

Four main rules cover discipline in the school:

- We aim to treat others as we would wish to be treated ourselves.
- We need to move around the building sensibly.
- We listen whenever someone is talking to us.
- We treat all equipment carefully and look after our surroundings.

### **SANCTIONS**

On occasions, some children may overstep the boundaries which have been set and sanctions may be needed. As a staff we have agreed the use of the following sanctions, appropriate to the child and situation.

- Putting right what they have done wrong.
- Removal to another classroom.
- Writing a letter of apology.
- Missing a playtime.
- Exclusion from a particular activity.
- Use of other staff to make sure child is well aware of everyone's disappointment.
- Working in isolation from other children.
- Report system between home and school.

### **PLAYGROUND BEHAVIOUR**

Playground behaviour will often be discussed with the children giving them reminders about our rules and the reasons for them. The children have equipment to use at playtimes so that they can be actively occupied. If children are behaving unacceptably in the playground they are asked to hold a teacher's hand or are given a period of withdrawal from the playground. Serious problems are always reported to the Headteacher.

## **BULLYING**

Bullying will always be taken seriously and will be fully investigated. It is made clear to all children that bullying is unacceptable and it is discussed as an issue in the classroom and in assemblies. The Headteacher will be involved if bullying is found to be taking place. Parents of both children will be involved and full support given to both victim and perpetrator. Name calling can be a form of bullying and can be extremely damaging. This will be dealt with firmly by all staff.

## **CHILDREN CAUSING PARTICULAR CONCERN**

In the case of serious and repeated misbehaviour notes about incidents are always kept. This enables detailed patterns of behaviour to be built up. Advice and help may be requested from behavioural support teachers.

If a child is unable to cope with an incident and decides to leave school premises, the following procedure is followed:

- Inform the Headteacher or other member of Staff.
- The parents to be contacted
- If a child is not located after 15 minutes, the police should always be informed as a precaution.
- The parents should be invited to return to the school with the child to discuss the matter with the Headteacher.

## **PARENTS AND DISCIPLINE**

We aim to involve parents fully in the achievements of their children. If a child's behaviour is causing concern a parent will be involved initially with the class teacher and then the Headteacher.

## **CHILD PROTECTION**

Goathland Primary School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including Goathland Primary School, follow the North Yorkshire Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request.

If you require more information then please go to the following websites:

[NYSCB www.safeguardingchildren.co.uk](http://www.nyscb.org.uk) [NSPCC www.nspcc.org.uk](http://www.nspcc.org.uk)

[CEOP www.ceop.gov.uk](http://www.ceop.gov.uk) [Parents Protect www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)

<http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/YourChildsWelfareAtSchool/index.htm>

## **SUSPENSION**

In certain situations and where no other solution is possible, suspension from school is the ultimate sanction. The procedure for suspension is as follows:

- Parents must be informed of the suspension in writing.
- The date, and time and reason should be given and parents informed of their rights of appeal to *Governors*, with an indication of how they go about it. They should be asked if they wish to exercise such a right.
- *Governors* and the *Education Office* are informed.
- Form *SD/2* is completed.
- If a resolution to the case is not possible, the matter will be referred to the *Governing Body*. Parents can attend the *Governor's* meeting or make a written submission.

Detailed guidance on suspension is given in the *General Regulations for Primary Schools*.

## **MONITORING BEHAVIOUR**

Staff and *Governors* will be responsible for monitoring behaviour and if particular problems are causing concern, these will always be raised with staff and parents as appropriate.

## UNIFORM

Your child will be involved with a variety of activities during the school day. Therefore their clothes should be comfortable, easy to wash and easy for them to change out of for P.E. It is the opinion of the Governors of the school and the vast majority of parents that children should wear school uniform.

<b>Girls:</b>	<b>Winter -</b>	Black or Grey skirt or traditional school Trousers (not leggings or jean type trousers), Burgundy School Sweatshirt/Cardigan Sky Blue Polo Shirt
	<b>Summer -</b>	A Summer dress in school colours e.g. Gingham type pale blue/burgundy and white check. Black/Grey shorts
<b>Boys:</b>	<b>Winter -</b>	Black/Grey trousers Burgundy School Sweatshirt Sky Blue Polo Shirt
	<b>Summer -</b>	Black/Grey shorts (traditional school shorts not cycling etc.).
<b>P.E. (Boys &amp; Girls):</b>	<b>Indoor Kit:</b>	Plain blue/black shorts, white t-shirt and plimsolls (kept in a draw string bag).
	<b>Outdoor Kit:</b>	Tracksuit trousers for cold weather White T-shirt Sweatshirt Trainers

The children should have a pair of sensible low-heeled shoes/trainers (preferably not plimsolls) to be worn inside the school as well as those they come to school in. The weather can also change rapidly and your child should have a warm coat in winter and a coat or school sweatshirt/cardigan for the summer.

Please name all items of clothing and P.E. kit. The school does have Match Kit for the children to wear as appropriate. Sweatshirts are currently available from the school office at a cost of £7.50, poloshirts for £6.50, P.E. Bags £3.50 and Book Bags £4.20. Sweatshirts and Polo Shirts with the school logo, can be purchased through school - annually in the Summer Term. Book Bags and P.E. Bags with the school logo, can be purchase through school anytime.

**Jewellery** - should not be worn in school. If a child has pierced ears only studs should be worn and should be removed or covered (bring own plasters to cover earrings) before school P.E.

Your child will need a book bag when they enter school and a drawstring bag to hold their P.E. Kit, (both are available to purchase from the school office). The school provides all other materials required.

## **MEDICAL MATTERS**

### **MEDICATION**

A child who is unwell should not be sent to school. However there are occasions when a child is fit to return to school but requires prescribed medication in order to complete a course of treatment. On such occasions parents should not allow children to bring medicine to school without adopting the following procedure as laid down by the Education Authority:

If a child requires medication at lunch time the child should either return home or the parent should come to school to administer the medicine. If this is not possible the smallest practicable dose should be brought to school by the parent in a labelled container with clear written instructions for administration, the name of the child and the G.P. who prescribed the medicine. The medicine should be handed to the child's teacher. The medicine should be self-administered if possible under the supervision of two adults - teacher or secretary, or written authorisation to administer the medicine to the child should be given to the Headteacher.

### **ILLNESS AT SCHOOL**

If a child is ill at school parents will be contacted, but should a parent not be at home an alternative contact telephone number such as parents' work or a relative should be given to the school to be placed on file and be used in the case of an emergency. Parents are asked to notify us immediately of any change of home or emergency telephone numbers. Staff have regular First Aid training.

## **HEALTH EDUCATION IN SCHOOL (Including Medicals, Sex Education, Health Education and Drug Awareness)**

### **The School Nurse**

Our School Nurse is - Kay Foster - she can be contacted at Whitby 824245.

Most children during their first year at school will be invited to attend a health assessment with the school nurse. Parents are asked to complete a health questionnaire and an appointment will be made to which parents are invited to attend. Some children will continue to be seen by the school doctor. The school nurse can advise teachers and children and is available for discussions with any child. School nurses support teachers in the health education part of the curriculum and work closely with the GPs and other health professionals.

There will also be checks on hearing and sight. Routine hair checks are no longer made and I would ask parents to regularly check hair for any infestation. Please inform us if you do need to treat your child's hair.

The school nurse also talks to pupils in Year 5 and 6 about puberty and adolescence including sex education and reproduction. Parents are given the opportunity to preview any material that will be used. You may withdraw your child from such lessons. Please talk to the Headteacher first.

Please arrange a meeting with the school nurse if you have any health concerns regarding your child so that, through discussion and liaison, these can be taken into account during your child's school life. The nurse is based in the Child Health Department at Whitby Hospital and can be contacted by telephoning 824245.

A list of checks offered to children during their school life are as follows:

### **School Health Timetable**

5 to 6 Years of Age	Hearing and Vision Tests Health Assessment by School Nurse or Medical by School Doctor
6 to 7 Years of Age	Vision Tests
10 to 11 Years of Age	Vision Tests Puberty talk & Sex Education
5 to 16 Years of Age	Assessments/Medicals as necessary

### **Bi-annual Health Education Weeks**

We hold Health weeks every 2 years to focus on specific areas of Health e.g. Health and Sport, Health and Food. These are thoroughly enjoyed by the pupils.

### **Healthy Schools**

We have achieved our Healthy Schools Mark for many years.

**Drugs Awareness Education** - This is covered through various aspects of Health Education. We aim to promote the message that medicines are drugs but not all drugs are medicines.

## **FOOD IN SCHOOL**

### **LUNCHESES**

The school has won awards for 100% take up of school meals for very many years. School meals are cooked on the premises and enjoyed by children and staff in a family service system. If you think your child may qualify for free school meals, please do not hesitate to inform us.

Dinner money for the whole week should be paid on the Monday morning of each week either in cash or by cheque, the cheque made payable to 'Goathland Primary School'. Payments can also be made for a whole term or half term if parents wish. It would help us a great deal and save a lot of class teachers and school secretary's time if the money could be sent in an envelope clearly marked with the child's name. Current prices for lunches and milk can be found in the coloured section at the back of this brochure.

### **OTHER FOOD**

Children should not bring sweets or any other consumables to school, although may bring a piece of fruit to eat at break time. All infant pupils are offered a piece of fruit everyday. Milk may be ordered on a termly basis to be consumed at break, under 5's receive free milk. Milk money should be brought on a Monday and paid to the secretary with dinner money.



## **HOME/SCHOOL CONTACT**

### **RECORDS AND REPORTS**

There will be an opportunity in the Autumn and Summer Terms for parents to come into school and discuss their child's progress with the class teacher. These visits take place after school and are based on an appointment system.

Records are kept relating to progress in all subjects. Similarly, if we are informed by a parent or the School Medical Services that a child is suffering from a medical disability, a record will be kept to ensure that throughout his/her stay at the school the child will receive the correct help and support.

### **VOLUNTARY HELP IN SCHOOL**

Some times parents and other adults assist the teaching staff during school time in a non-teaching capacity. We have found this parental help invaluable. Any parent who is interested and has the necessary free time is welcome to contact the teaching staff to discuss possible contributions. On occasions parents may be asked to kindly assist us by providing transport for children to a specific function. Before volunteering you should check with your Motor Insurance Company that you are covered to carry children for this purpose.

### **EVENTS AND FUND RAISING ACTIVITIES**

Throughout the year there are events which bring parents, teachers, children and members of the community together in a warm and friendly atmosphere - Harvest Festival, Open Days, Christmas Play, Spring Fair, Sports Day. Everyone is welcome and we always look forward to seeing friends or family in school.

There are also occasions when we request support in our fund raising, either for school or a charity.

## **EDUCATIONAL VISITS AND CHARGING POLICY**

### **EDUCATIONAL VISITS**

Each year the children may be taken on educational visits. The ability to carry the visit may be affected by the Local Education Authority Charging Policy in relation to the school day, details of which are set out below. Children from other schools may combine in such an educational visit. Organised study trips or field days enable children to develop socially with his/her peer group and see a different geographical environment, perhaps for the first time, under the close supervision of teachers.

### **LEA FORMAL POLICY FOR CHARGING IN SCHOOLS**

Education Reform Act 1988:

In accordance with DES Circular 2/89, the school will:

"invite voluntary contributions for the benefit of the school or in support of any activity organised by the school whether during or outside school hours."

It is noted that parents cannot be obliged to contribute to any activity and that a child cannot be excluded because their parents cannot or will not pay. However, it is further noted that if insufficient contributions are received, the proposed activity may not go ahead. Special arrangements can be made in exceptional circumstances.

### **COMPLAINTS PROCEDURE**

Under the 1988 Education Reform Act a complaints procedure has been drawn up by the Local Authority to enable parents to express concern about the school curriculum and other related matters including the provision of Religious Education and Collective Worship.

In the first instance parents should discuss their concerns with the class teacher or the Headteacher. Should the issue not be resolved the matter may then be the subject of a formal complaint and if appropriate referred to the Governing Body in writing. If the complaint is still unresolved a parent may then make formal representation in writing to the Local Education Authority. A copy of the Authority's Complaints Procedure is available for inspection in school.

## SCHOOL PROFILE

The Education Act 2005 changed the duty of the school governing bodies from the requirement to produce an annual report and hold an annual meeting for parents, to completing and annually updated a School Profile.

The School Profile is an electronic document and is available on the parents centre website at <http://www.parentscentre.gov.uk>

If any parents are without internet access then hard copies can be ordered from school.

## HOLIDAY DATES SEPTEMBER 2017 – JULY 2018

<b>AUTUMN 2017</b>	Return	Tuesday 5 September
<b>HALF TERM</b>	Break Up Return	Friday 20 October Monday 30 October
<b>CHRISTMAS 2017</b>	Break Up Return	Friday 22 December Tuesday 9 January 2018
<b>HALF TERM 2018</b>	Break Up Return	Friday 9 February Monday 19 February
<b>EASTER</b>	Break Up Return	Thursday 29 March Tuesday 17 April
<b>MAY DAY</b>	Break Up Return	Friday 4 May Tuesday 8 May
<b>HALF TERM</b>	Break Up Return	Friday 25 May Monday 4 June
<b>SUMMER</b>	Break Up	Friday 20 July

### Training Days included in the above list:-

Monday 4 September 2017  
 Monday 30 October 2017  
 Monday 8 January 2018  
 Monday 16 April 2018  
 Monday 4 June 2018

## HOLIDAY DATES

### SEPTEMBER 2018 – JULY 2019

<b>AUTUMN 2018</b>	Return	Wednesday 5 September
<b>HALF TERM</b>	Break Up Return	Friday 26 October Monday 5 November
<b>CHRISTMAS 2018</b>	Break Up Return	Friday 21 December Tuesday 8 January 2019
<b>HALF TERM 2019</b>	Break Up Return	Friday 22 February Monday 4 March
<b>EASTER</b>	Break Up Return	Friday 12 April Tuesday 30 April
<b>MAY DAY</b>	Break Up Return	Friday 3 May Tuesday 7 May
<b>HALF TERM</b>	Break Up Return	Friday 24 May Monday 3 June
<b>SUMMER</b>	Break Up	Friday 19 July

### Training Days included in the above list:-

Monday 3 September 2018  
 Tuesday 4 September 2018  
 Monday 7 January 2019  
 Monday 29 April 2019  
 Monday 22 July 2019

# GOATHLAND PRIMARY SCHOOL

## Information for New Starters

**School times:** 9.00 am to 12.15 pm morning session  
(children to be in school no earlier than 8.45 a.m.)

1.15 pm to 3.15 pm afternoon session

**Lunch:** £2.10 per day - £10.50 per week  
(cheques to Goathland Primary School payable on Mondays)

**Morning Milk:** 18p per day - 90p per week  
(payable on Mondays - no charge for under 5's)

No sweets, crisps etc. A piece of fruit may be brought for morning break.

**Indoor Shoes:** preferably not plimsolls (feet not given enough support during day)

**P.E.:** White t-shirts and blue or black shorts, plimsolls.

**Games in Winter:** Tracksuit or old loose clothing and training shoes.

**Painting/  
Art and Craft:** An old shirt with cut down sleeves or suitable apron.

We Goathland Primary School are a data controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data and use it to:

- Support your teaching and learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well your school / educational setting is doing.

Information about you that we hold includes your contact details, national curriculum assessment results, attendance information, any exclusion information, where your child goes once they leave Goathland Primary School, and personal characteristics such as your ethnic group, any special educational needs you may have and relevant medical information.

**We will not give information about you to anyone outside the school without your consent unless the law and our rules allow us to do so.**

We are required by law to pass some of your information to the local authority, North Yorkshire County Council, and the Department for Education (DfE) and where appropriate we will send to relevant national health service personnel (e.g. school nurses) information on individual pupils changing school (or address) to ensure continuity of health care. If a child moves to another school we will ensure a handover of appropriate data we hold, and we will cooperate with other schools s/he has attended to endeavour to complete any outstanding issues.

DfE may also share pupil level personal data, which we supply to them, with third parties. This will only take place where legislation allows it to do so and it is in compliance with the Data Protection Act 1998. Decisions on whether DfE release this personal data to third parties are subject to a robust approval process and are based on a detailed assessment of who is requesting the data, the purpose for which it is required, the level of sensitivity of data requested, and the arrangements in place to store and handle the data. To be granted access to pupil level data, requestors must comply with strict terms and conditions covering the confidentiality and handling of data, security arrangements, and retention and use of the data.

For more information about how this sharing process works, and for information on which third part organisations (and for which project) pupil level data has been provided to, please visit:

- **Sharing Process:**  
[www.gov.uk/guidance/national-pupil-database-apply-for-a-data-extract](http://www.gov.uk/guidance/national-pupil-database-apply-for-a-data-extract)
- **Third Party Information:**  
[www.gov.uk/government/publications/national-pupil-database-requests-received](http://www.gov.uk/government/publications/national-pupil-database-requests-received)

If you want to see a copy of the information we hold and share about you then please contact school.

If you require more information about how the Local Authority (LA) store and use your information, then please go to the following websites:

- **North Yorkshire County Council:**  
[www.northyorks.gov.uk/schoolrecords](http://www.northyorks.gov.uk/schoolrecords)
- **DfE Website:**  
[www.education.gov.uk/researchandstatistics/datatdatam/b00212337/datause](http://www.education.gov.uk/researchandstatistics/datatdatam/b00212337/datause)

If you are unable to access these websites, please contact the LA or DfE as follows:

- Information Governance Manager  
North Yorkshire County Council  
Internal Audit Service  
County Hall

Northallerton  
DL7 8AL  
website: [www.northyorks.gov.uk](http://www.northyorks.gov.uk)  
email: [infogov@northyorks.gov.uk](mailto:infogov@northyorks.gov.uk)  
Telephone: 01609 533219

- Public Communications Unit  
Department for Education  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT  
website: [www.education.gov.uk](http://www.education.gov.uk)  
email: [www.education.gov.uk/help/contactus](http://www.education.gov.uk/help/contactus)  
Telephone: 0370 000 2288