



Pre-Prep Handbook



Foreword

As Headmaster, it gives me great pleasure to welcome you and your child to South Lee.

As a school community we are very proud of our resources, the character and quality of our teaching staff, and the attitude of our pupils.

Much is made today of the ethos of schools and ours is quite simple.

South Lee is often described as a warm and friendly school where children are happy. I believe this to be true and credit it to the very personal investment each member of staff makes in the school. It is this caring and happy environment that nurtures each pupil and encourages the individual to make the most of his or her abilities, in all areas of the curriculum. As we say at South Lee, 'All have talent'.

This handbook is designed to help parents, carers and pupils with day-to-day organisation and to provide information on the many things we do at South Lee. Every effort has been made to ensure the accuracy of information at the time of publication. We hope, however, that parents will recognise that good schools do not stand still and the information included may change from time to time as we seek continuously to improve the life of the school for our pupils.

If in doubt please ask. If you have a suggestion, please tell us.

Derek Whipp

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1.

General Aims

- To develop and realise the full potential of every pupil, enabling them to become confident and fulfilled, both as individuals and as members of an ever changing society.
- To sustain a secure, caring and stimulating environment that will develop positive attitudes and sound relationships, both within the school and in the wider community.
- To encourage and develop positive attitudes and relationships between the home and school.
- To instil in pupils a sense of decency, commitment, self-reliance, responsibility, respect for others and healthy self-esteem.
- To develop social awareness and a concern for others, in order for the school and each individual in it to make a positive contribution to society.

2.

Pastoral care - staff to contact

Form Teacher

The form teacher has the responsibility for the daily routine and well-being of your child and should be the **first person** you consult if there are any problems.

If you need an urgent, but brief, word then it is possible to see the form teacher when you bring your child to school in the morning. However, this is a time when the teacher needs to settle all the children down for the start of the day. Should you require more time, please ask the teacher for an appointment.

The Headmaster

The Headmaster is always happy to see parents by appointment. In particular, he is available to discuss school policies and the overall management and working of the school. An appointment with the Headmaster may be made through his secretary, Mrs Day.

3.

Pre-Prep Daily Routine



08.55	Registration
09.00	Assembly
09.10	Lessons begin
10.30	Break
10.50	Lessons begin
12.10	Lunch – followed by break
13.25	Registration
13.30	Afternoon lessons begin
15.20	Lessons end
15.25	Children leave

Start of the Day

Children may arrive from 08.30 as ancillary staff are employed from this time to look after them. **Please do not leave children before this time**, even if staff are around. The teaching staff arrive

early in order to prepare for the day and they are not able to do this effectively if they also have to supervise children.

We try to encourage independence as the children grow older and would ask parents not to accompany Year 3 children into cloakrooms, etc., unless absolutely necessary.

Staff are always happy to have a quick word in the morning if there is anything urgent to discuss, but it is better to make an appointment to meet with the teacher at a less hectic time.

End of the Day

“Drink and biscuit” is available every day until 3.45 p.m., allowing parents to pick up children in Nursery, Pre-Prep and Prep together.

Parents may choose to collect children from either the Nowton Road or Mayfield Road exit, but please let staff know so that the children are at the correct door. Staff supervise the children leaving school and children should not go out of the door until given permission to do so.

Children not collected at 3.45 p.m. will be taken to After School Care, for which there will be a charge.

After School Care (Pre-Prep)

For a charge (added to the end of term bill), the children are looked after until 4.45 p.m. Those pupils staying for After-School Care will be taken to the **Mayfield Road** entrance for collection. Children may be booked into After School Care at the beginning of each day. **This service is only intended for those parents who cannot always collect their children at normal times, due to work commitments.**

4.

Bulletins

In order to keep parents informed as much as possible, we issue a fortnightly bulletin. This is usually sent home via the satchel post.

Parents are expected to read this information. If you do not receive a bulletin, please contact the office.

5.

Dropping Off and Collection of Children



Parents should **not** park in the road, or in the Victory Grounds (which is reserved for staff). At the end of the day, the doors open at 3.25 p.m. and 3.45 p.m. and it really only takes 10 minutes to clear all the children if parents respect the rules, **e.g. remain in your vehicle until you are opposite the school door(s).**

Please be considerate of other parents and road users.

In the morning: Parents may choose which entrance to use. Parents coming into school via Nowton Road should leave the main driveway free for through traffic. Children may enter via the garden gates.

Those coming into school via Mayfield Road should leave the left-hand lane clear for through traffic. Children should enter school through the main entrance or the West Wing door.

In the afternoon: there are two times for collection with the choice of two doors. Parents, including Nursery, may choose either door but **please let us know** so that your child is at the correct one.

Nowton Road users should line up parallel to the hedge (in pairs) and as far forward as possible (parents **should not** get out of their vehicles until they have passed the white line on the driveway).

At both exits, children will be called for cars parked in front of the doors. To ensure children's safety they are allowed out in batches **once ALL the cars have stopped**.

6.

General School Rules

We try to teach the children to behave by rewarding good behaviour and having a positive approach to discipline.

Pupils must show respect and politeness to one another, staff and visitors.

All pupils are expected to be neat and tidy when at school and should respect their uniform. **Earrings and jewellery are not allowed.**

Hair must be of an appropriate length and style, and of natural colour. Girls with long hair must have it tied back during the day.

All decisions as to what is acceptable rest with the Head and Governors.

Kindergarten pupils are encouraged to acknowledge a visitor entering the classroom, e.g. "Good morning". Year 1 and above are taught to stand up and greet visitors to their classrooms.

Children should walk when inside the school buildings.

Parental support for these rules is much appreciated.

Pupils may not leave the school premises during school hours unless accompanied by a parent or member of staff. This also applies to crossing the drive and going to the Victory Grounds.

All pupils are expected to go outside for breaks where staff will supervise them.

Children should bring only fruit or cheese for breaks. Sweets, crisps, nuts, biscuits, chewing gum, etc., are not permitted

Exclusion of pupils: Should there ever be a time when the conduct of a pupil leads the school to believe that, for the sake of other pupils or staff, it is necessary to take more serious action, the Head and Governors may take the decision to exclude him/her (for a defined period or permanently). Parents may take representations about an exclusion to the Governors.

7.

Bullying

Bullying should be distinguished from isolated acts of unkindness. 'Kidscape' defines bullying as, "...the premeditated incidents and belittling tyranny inflicted on a victim by a bully or group of bullies".

Most authorities on the subject stress that bullying is an on-going process. It does not include the occasional unkind, even cruel, remark that children sometimes make to each other. Such comments are unacceptable and are discouraged, but they are not bullying.

Recently the level of awareness of bullying has been an issue that has affected all schools. It is important for parents to know that if a problem occurs at South Lee it will be promptly dealt with.

We consider bullying to be a very serious matter. We would urge any parent worried about this to discuss it with us. We, in turn, would always contact the parents of children involved.

8.

Security

All visitors to the school must report to the reception. If they are "bona fide" they will be given a visitor's badge.

If it is necessary to come into school during the working day, parents must report to reception. Members of staff or children will then be called to meet them.

Staff will challenge people walking around the building without a badge. Pupils are asked to tell staff if they see anyone on the premises without a badge.



We would be grateful for your co-operation in helping us to make this environment as secure as possible for your children.

9.

School Uniform

Children should be encouraged to be proud of their uniform and to be as smart as possible.

We discourage "fashions", particularly in things such as hairbands, hairstyles, etc.

If there is a problem with uniform, the form teacher will contact the parent rather than speak to the child about it.

The South Lee tracksuit should be worn at break-times in cold weather.

New children joining the school may only use official South Lee bags i.e. shoe bags, reading folders and backpacks.

Children already attending the school may continue using their own bags until they need to be replaced, at which time South Lee bags must be purchased.

10.

Pre-Prep Uniform List

(Current uniform lists are available from the office)

11.

Homework

Initially this will be in the form of reading. Reading words or books are sent home each evening.



Please find time to look at what your child is reading to you as accuracy is important.

Quality is better than quantity, as it is important that children understand what they read. A few pages of the set reader, as well as lots of other books, help the child to understand that reading is both pleasurable and informative.

Further homework up to Year 2 will usually involve finding out, rather than writing.

There is also a spelling programme in operation throughout the school and children will be tested each week.

In Year 3 children will be allocated 25 minutes each evening for homework, which includes time for reading.

If there is a problem, please see the form teacher immediately or send a message back with the work.

12.

Reporting Procedures

There will be two written reports sent home to parents via the satchel post during the school year - one before the end of the Autumn Term and another towards the end of the Summer Term. Reports are sent home before the end of term so that if there is a need to discuss them with the form teacher this may be done before the break.

There are also two sets of Parents' Evenings organised each school year. The first is scheduled to take place just before the Autumn Half-Term and the second is early in the Spring Term. These are usually spread over two evenings and parents are sent a reply slip to indicate which evening(s) and time slots they would prefer. An appointment time is made with the class teacher and parents are notified in writing. In order to keep waiting time to a minimum, we do ask parents to keep appointments to ten minutes.

Please remember - if parents would like a longer meeting, another appointment can always be made with the teacher for a mutually convenient time.

Parents' Evenings are designed to allow parents to see their child's work and to be given a summary of their progress. It is most unusual at South Lee for a major problem to be raised at Parents' Evenings. We pride ourselves on our excellent communication with parents and do our utmost to address problems immediately they arise. Similarly, should a parent have any concerns, we urge them to make contact with the Form teacher as soon as possible.

Please ask rather than worry.

13.

The School Curriculum

The school curriculum and syllabus is designed to build each year throughout the school and we encourage every child to work to their full potential.

Usually, all of the children in a class will cover the same work. However, those who are capable will have opportunities to extend their studies, and those who need extra help will receive it.

Motivation and encouragement is given by the use of 'smiley faces' in the Kindergarten and towards the end of this year and above, via our 'Merit Marks' system. A Merit Mark is given for a good piece of work or for making an extra effort. It is not only given for academic work but for any area of school life.

During the week, the Headmaster visits each of the classes and looks at every child's books in order to encourage maximum effort.

14.

Reading and Spelling

Reading

Regular practice at home is recommended for all children. Reading aloud with your child will not only help to him/her to develop fluency and expression, but is also an opportunity to spend quality time together. Reading practice should continue at weekends and during holiday periods.

A few tips for shared reading:

- **Avoid comparing** one child with another. Parents sometimes become very 'competitive' with reading, comparing their child's level with that of a sibling, or even their friends' children.
- **Be patient and be thorough.** Make sure your child can not only read the words on the page ('decode') but, more importantly, can also **understand** what they have read.

As we adults are aware, reading involves a number of high level skills, particularly as texts become more complex. Children must learn to **recognise the main ideas** of a story and, as the level of the text progresses, processes such as **deduction** and **inference** become essential.

Once you have 'finished' the book, ask questions about the story and discuss what you have read together.

- Sit side by side and not opposite each other. Remember that you are 'sharing' the book.

- Find somewhere quiet to read, away from distractions.



- Encourage your child to read with expression and at an appropriate pace.
- Make sure you read along with your child and not just listen. Children often skip over 'difficult' words or insert their own words.
- **Remember** that reading is not simply the mechanical process of

verbalising a long procession of words - text has meaning.
Encourage your child to talk about the ideas in the story.

If your child has difficulty with certain words, you could:

- Help him/her by giving the sound for the first or last part of the word and then let your child try to work out the rest.
- Point to any picture on the page that may relate to the word.
- If he/she has no success, read the word yourself and then practise it together.

Finally, whilst the computer is a modern marvel and is a wonderful tool for education, it will never replace a good book. Try to instil in your child a joy of reading.

Please visit your local library together - **regularly**.

Spelling

Below is listed a number of ways in which parents can help their child with spelling:

- Always encourage your child to **check** spelling thoroughly. This may seem obvious but many children fail to spend time on this simple task.
- Do not immediately give the correct spelling to a word when your child asks. Encourage them instead to try to spell the word to you or to make an attempt on a piece of scrap paper.
- Try to come up with innovative ways of remembering difficult spellings.
- Make sure your child learns thoroughly any lists of spellings given by the teacher.

Please remember **to praise** your child when he/she spells correctly.

Common errors in spelling:

- **there, their and they're**
there is a word that indicates place,
e.g. I am going over **there** now.

their is a possessive adjective,
e.g. It is **their** book. (It belongs to them)

they're is a contracted form of **they are**,
e.g. **They're** going to collect it.
- **your and you're**
your is a possessive adjective,
e.g. It is **your** birthday, today.

you're is a contracted form of the words you are,
e.g. **You're** having a party to celebrate.
- **two, too and to**
to is a preposition,
e.g. I am going **to** town

two refers to the number,
e.g. There are **two** of us going to town.

too is an adverb, meaning also,
e.g. I am going to town **too**.

- **its and it's**

its is a possessive pronoun,
e.g. The dog ate **its** bone

it's is a contracted form of the words 'it is',
e.g. **It's** going to rain today.

Teacher's tip: When in doubt, read the word as it is. If it makes sense, put in an apostrophe to replace the missing 'i'.

15.

Pre-Prep Physical Education & Sport



Each class is allocated a certain amount of time each week with the specialist Physical Education teachers, as part of the curriculum. Skills are taught from an early age using equipment of appropriate size and design.

It is expected that all children will participate unless there is a medical problem that prevents this. Should this be the case, parents must inform the school in writing.

Extra opportunities for the children in the Pre-Prep (mainly Years 2 & 3) are available during lunch or break times and after school until 3.45 p.m. These extra activities are voluntary and only those children who are keen to take part should attend.

16.

Governors and Management

The Board is made up of twelve **Governors**, five to seven of whom must be parents of pupils currently at South Lee.

Any parent of a child at South Lee is eligible for election at the A.G.M., usually held at the beginning of the Spring Term. A copy of the 'Governors' Information Pack' is available from the school office.

The Board, which meets five times per year, decides the overall policy and is responsible for the financial and business management of the school.

Governors welcome your comments and the list of current Governors is posted on the school notice board.

The school is currently managed by a team consisting of the Headmaster, a Deputy Head and a Pre-Prep Co-ordinator. They are assisted in their duties by the Head of Nursery and the Bursar.

17.

Parent/Teachers Association

All parents in the school are automatically considered to be members of the P.T.A.

The aims of the association are to aid the education of pupils in the school by providing for, or assisting with, the provision of facilities and to foster relationships between parents, staff, governors and others associated with the school.

The association is 'non-political' and it is not a forum for the discussion of school policy.

The officers of the P.T.A. Committee are elected each year in the autumn. The full committee directs the activities of the P.T.A. Parents who wish to be members of the Committee should contact one of the current members (see list on notice board)

Please support your P.T.A.

18.

Illness and Accident

If a child is not well, please telephone the school in the mornings. Should a pupil be absent from school (for illness or any other reason), parents must send a note to the Form Teacher explaining the circumstances.

If a child is ill or has an accident, we will contact parents or designated emergency numbers as soon as possible. Please make sure that the office always has an up to date contact number.



19.

Medicines

The giving of medicines in school is discouraged. Our basic rules are that:

- (a) no child shall bring into the School any medication;
- (b) the School and its staff will not accept responsibility for medication, and the administration of it. Parents should ask the doctor to prescribe something that can be taken outside of School hours.

Should it be absolutely necessary for a child to receive medication during School hours, the School will try to accommodate, but teachers are under no obligation to carry out this duty. There is a School form that must be completed by the parent/guardian and the doctor, before a decision is made. This should be obtained from the School office.

The staff at South Lee have the welfare of the children at heart and are well aware that every aspect of a child should be taken into account to facilitate learning. It is therefore requested that form teachers should be informed of problems such as bed-wetting, hyper-activity, sleeplessness or any other difficulty that might hinder educational progress. This information will obviously be treated in confidence.

20.

Absence

Authorised - Parents are expected to inform school, in person, by telephone, e-mail or letter if their child is absent from school. Parents wishing to take their child out of school for the purpose of family holidays, special events, etc., must request permission to do so from the Headteacher.

Unauthorised - Any case of a pupil being absent from the school premises without the Headteacher's permission shall be recorded officially as unauthorised.

In the event of continued unauthorised absence, the Headteacher may, after consultation with the parents of the child and the school Governors, seek the permission of the Governors to permanently exclude the pupil concerned.

21.

Music and Optional Lessons



Our Director of Music gives class music lessons, as part of the curriculum.

Individual music lessons are given by specialist teachers, on a private basis, within the school day. Children are expected to practise between lessons. Contracts are made with the visiting teachers and fees are paid directly to them. Visiting teachers are not employees of South Lee School.

Lessons are organised between the specialist staff and the Form teacher at times most suitable, sometimes on a rota basis.

If a child does an extra activity in school time they may miss a lesson. An effort is made by both the child and the teacher to make up their time, but this cannot be guaranteed. **Before enrolling your child for individual lessons, please consult with the Form Teacher.**

22.

Extra-Curricular Activities

There are a number of clubs and activities on offer for the younger children. These usually take place during their lunch break and a few coaching sessions are on offer from 3.15 to 3.45 p.m.

Year 3 pupils showing exceptional ability in football may, on occasion, be invited to join in Prep School coaching sessions.

These activities change from term to term and the programme is published in the bulletin.

All activities are taken voluntarily by members of staff for children who wish to participate in the activity. Pupils may decide what they would like to do and should commit themselves for the whole term. It is the teacher's right to refuse to accept a child in an activity if the child is obviously not interested and is spoiling the activity for others.

23.

Scholarships



South Lee currently offers two minor academic scholarships (worth up to 25% of fees) for entry into Year 4 and two minor scholarships (one academic and one 'all-rounder') for entry into Year 7. Further details can be obtained from the school office.

24.

Future Schooling



The Headmaster is happy to discuss your child's future schooling and to outline procedures for entry to senior schools at 13+.

Entrance examinations vary greatly. Some schools use the Independent Schools Examination Board ('*Common Entrance*') Examination, whilst others set their own examinations. At South Lee, all our syllabuses are designed to prepare our pupils for the Common Entrance examination at 13+

Parents should choose which school they would like their child to enter and determine the specific entrance requirements of that institution. Having done this, they must inform Mr Whipp, who will then enter the pupil for 'Common Entrance', **should that be appropriate.**

The 13+ examination is taken in June for entry to senior school in the following September. The papers are set by the ISEB but are marked by the school for which the child is a candidate.

Scholarships are available at most schools. In many schools these are awarded not only for academic ability, but also for other areas such as music, art, sport, technology and all-round ability.

25.

Complaints Procedure

South Lee has a long established reputation for the quality of the teaching and pastoral care provided to its pupils. However, should parents be dissatisfied, they can expect a complaint to be dealt with by the school in accordance with the following procedure.

Pupils:

Any boy or girl who feels that he/she is being dealt with unfairly should feel that they have the freedom to report to his/her pastoral tutor or any other member of staff (including visiting members of the clergy) in whom they have confidence, at the earliest opportunity.

If he/she feels that no one at the school is able to meet their needs, then they should discuss the problem with their parents, who are encouraged to take the matter up with the Head.

Parents:

Stage 1 – Informal resolution

- It is hoped that most complaints and concerns will be resolved quickly and informally.
- If parents have a complaint, they should normally contact their child's form teacher/tutor. In many cases, the matter will be quickly resolved to the parents' satisfaction. If the teacher/tutor cannot resolve the matter alone, it may be necessary for him/her to consult a senior member of staff.
- Complaints made directly to a member of the management team will usually be referred to the relevant member of staff.
- The staff member concerned shall make a written record of all concerns and complaints and note the date on which they were received. Should the matter not be resolved within a reasonable time period, the parents will be advised to proceed with their complaint in accordance with 'stage 2' of this procedure.

Stage 2 – Formal Resolution

- If the complaint cannot be resolved on an informal basis, then the parents should put their complaint in writing to the Head. The Head will decide, after considering the complaint and having consulted relevant parties, the appropriate course of action to be taken.
- In most cases, the Head will speak with the parents concerned, as soon as is practicable, to discuss the matter. If possible, a resolution will be reached at this stage.
- It may be necessary for the Head to carry out further investigations.
- The Head will keep written records of all meetings and interviews held in relation to the complaint.
- Once the Head is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents informed. The Head will also give reasons for his/her decision.
- If parents are still not satisfied, they should proceed to 'stage 3' of this procedure.

Stage 3 – Panel Hearing

- Should parents seek to invoke stage 3 (following a failure to reach an earlier resolution), they will be referred to the Chairman of Governors, who shall establish a Complaints Panel.
- The Chairman will acknowledge the complaint and schedule a hearing to take place as soon as practicable.
- The matter will then be referred to the Complaints Panel for consideration. The panel should consist of at least three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school.

- Should the Panel deem it necessary, it may require that further particulars of the complaint, or any related matter, be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 5 days prior to the hearing.
- One other person may accompany the parents to the hearing. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- If possible, the Panel will resolve the parents' complaint immediately, without the need for further investigation.
- Should further investigation be required, the Panel will decide how it should be carried out. After due consideration of all the facts they consider relevant, the Panel will reach a decision and may make recommendations. The Panel will write to the parents informing them of its decision, stating the reasons behind the decision. The Panel's findings and, if any, recommendations will be sent in writing to the parents, the Head, the Governors and, where relevant the person about whom the complaint has been made.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will remain confidential except in so far as is required of the school by paragraph 6(2)(j) of the Education (Independent Schools Standards) Regulations 2003; where disclosure is required in the course of the school's inspection; or where any other legal obligation prevails.

Policies

Admissions

Aims

- To give children and parents as much information about South Lee and the education we provide as possible
- To make each child's start at South Lee a happy and successful one

Procedures

Children are admitted in each year group, generally up to a maximum of 36.

Parents are asked to ring to make an appointment to see the Headteacher in order to discuss their child's admission to the school, and to look round (preferably, with their child) prior to the child being admitted. No children are admitted until personal contact has been made with the parents and the Head has met the child.

Parents of children already in schools in the area are asked to discuss a possible move with the Headteacher of the school that their child is already attending. We adhere to IAPS guidelines and do not encourage parents to move their children from a local school without good reason.

Parents are provided with a copy of the School Prospectus, and are asked to complete a personal information sheet.

Children from Kindergarten age upwards are invited to spend at least a day in school before a place is offered. This serves two purposes:

1. For us to assess the child's suitability for South Lee School.
2. To give the child an opportunity (brief as it may be) to decide if they like our school and would feel comfortable here.

Once the child has been offered a place and admitted, parents are asked to keep in close contact with the class teacher to ensure that their child's transition to South Lee is a smooth one.

As soon as the child starts school the Headteacher's Secretary requests records from the previous school.

Anti-Bullying Policy

This policy is based on discussions with teaching staff in this and other schools, a review of similar documents from other schools and relevant organisations, and from the DfES publication: 'Don't Suffer in Silence'.

The policy is reviewed annually.

We believe that challenging bullying effectively will improve the safety and happiness of our pupils, demonstrate that the school cares and make clear to bullies that their behaviour is unacceptable at South Lee School.

Background:

There are many definitions of bullying, but most consider it to be:

- deliberately hurtful (including aggression)
- repeated often over a period of time
- difficult for victims to defend themselves against

The various types of bullying may include:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, making offensive remarks
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, etc.

Usually, one pupil starts to bully a victim. Often, others are also present.

These may:

- help the bully by joining in
- help the bully by watching, laughing and shouting encouragement
- remain totally uninvolved
- help the victim directly, tell the bullies to stop, or fetch an adult

Any child can be bullied. The following factors may make bullying more likely:

- lacking close friends in school
- being shy
- an over-protective family environment
- being from a different racial or ethnic group to the majority
- being different in some other respect
- behaving inappropriately
- intruding or being a ‘nuisance’

Rationale:

Though incidences at South Lee are relatively rare, we view bullying as a very serious issue. All staff, parents and pupils must be aware that bullying will not be tolerated and we shall make every effort to ensure that bullies are dealt with appropriately.

Aim:

The aim of this anti-bullying policy is to clarify for all members of South Lee School that bullying is always unacceptable. All pupils have the right to be happy at school and should feel safe. We aim to encourage a climate of positive support so that pupils realise that they do not have to tolerate bullying. All pupils are encouraged to inform someone if they are being bullied. Pupils must be confident that they will be listened to, that incidents shall be investigated and that appropriate action shall be taken thereafter.

Staff action:

1. Listen to all the pupils involved
2. Hear both sides
3. Ask for witnesses and question them
4. Protect all children from violence
5. Be firm
6. Agree that all forms of bullying are unacceptable
7. If in doubt, seek advice
8. Never promise to keep information confidential
9. Encourage pupils to talk to someone about their problem

Dealing with bullying

The victim:

- Listen to and reassure the pupil that the school will do all it can to help them
- Try to give them the confidence to tell you exactly what has happened

- Explain that revenge is not an appropriate response
- Deal with the incident yourself, initially, and complete an incident form (ask a colleague for help if you are unsure of what to do)
- Pass the completed form on to the Head or Deputy Head (Pastoral)
- Explain that we shall talk with the bully and try to help them to modify his/her behaviour
- Give continued support to the pupil concerned and check at a later date that bullying is not continuing

The bully:

- Make the bully aware that their behaviour is unacceptable
- Explain clearly and precisely what behaviour is causing distress to the victim
- Make the bully aware of the consequences if bullying continues
- Discuss ways in which the bully must change their behaviour
- Make notes of what action you have taken
- Inform the Head, Deputy Head (Pastoral) or House Tutor of any action taken
- Monitor the bully's behaviour over the next few weeks

The school curriculum

Where appropriate the school curriculum will be used to:

- Raise awareness about bullying behaviour and about the school's anti-bullying policy
- Challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos throughout the school

Constraints

However good our efforts are to resolve these problems, strategies often have to operate within a number of constraints:

- ❖ Incidents need to be resolved, not just smoothed over
- ❖ Those who feel aggrieved want to see 'justice' done
- ❖ Blame is rarely one-sided
- ❖ It may never be possible to prove what has really happened
- ❖ Exclusion of the alleged bully may not resolve the problem
- ❖ Levels of tolerance vary enormously for pupils and parents
- ❖ Expectations may be unrealistic
- ❖ The 'victim' may turn out to have been the bully!

Strategies

- There is a wide range of resources available commercially on how to deal with bullying. Some are already available in school or via the Internet. Staff are encouraged to make the Head aware of any other publications that appear to be particularly good.
The DfES publication: 'Bullying – don't suffer in silence' is kept in the staff room and is a valuable resource.
- INSED sessions focussing on the theme of bullying (NSPCC and DfES resources to be used, amongst others) to encourage a consistent and collegiate approach to any problem that may arise.
- Themed discussions in PSHE
- Posters around the school encouraging children to think and talk about bullying.
- Assemblies focussing on communication, assertive behaviour, being kind, thinking of others, etc.,
- Purchase of themed 'work books' to be used with Pre-Prep children.
- Reinforcement of the South Lee ethos in various ways:

- encouraging children to ‘look after’ new pupils
- policy of regular discussions of children ‘at risk’
- a proactive approach
- rewarding good behaviour/kind actions through merit marks, Richard Spring cup and Lady Miriam cup.

Behaviour, Discipline & Exclusion

Moral code:

The school’s policies aim to reflect high moral standards. We do not tolerate bullying or other anti-social behaviour. The school acknowledges, however, that problems are likely to have underlying causes, which the school will take account of and do its best to counter.

In general, the children at South Lee have a high standard of behaviour in school and when representing this establishment at other schools or locations. Good discipline and a caring school community is fostered by the relationships built up between everyone concerned with South Lee (children, staff, parents, governors, etc.,). Co-operation is the key.

It is evident that good standards of discipline result from colleagues taking a corporate responsibility for behaviour around the school and consequently a whole-school approach has developed at South Lee.

Lunch and play times are the occasions during which problems with behaviour are more likely to arise. These periods are therefore staffed accordingly in an effort to reduce such incidences.

Discipline should be developed by using a balance of praise and recognition of good behaviour, and constructive criticism when behaviour falls short of expected standards. We must always strive for consistency in our approach to discipline.

1.
 - a) In school we work together to help children, individually and corporately, develop self-discipline and a proper regard for authority.
 - b) At all times a good standard of behaviour is expected, which reflects well on home and school.
 - c) A high level of care and concern amongst children for other children and adults is encouraged.
 - d) Children are expected to treat all property (their own and that belonging to others) with due care.
 - e) We aim to promote good relationships within a positive environment.

2. To this end, it is the duty and responsibility of:
 - a) Every class teacher (and all staff who come into contact with the pupils) to promote good discipline amongst the children.
 - b) The management team to promote good discipline within the school as a whole by providing appropriate support for staff.

3. Whilst most disciplinary incidents in school will be dealt with on the spot by verbal reprimand from the teacher present, other procedures need to be available:
 - a) There are occasions when a child may be withdrawn from his/her class situation and asked to work alone. On such occasions the child should be in a situation that is safe and where it is reasonable to expect good work from that individual.

- b) A child's inability to play sensibly and safely may require him/her to be separated from other children on occasions - at lunchtime or at playtime.
- c) We reserve the right to withhold participation in educational visits or sports events, not essential to the curriculum, if we feel a child cannot be trusted to behave correctly.
- d) A child who persistently misbehaves, or whose misdemeanours are of a more serious nature, may be dealt with in the following manner:

- 1) referral to:
 - i) the class teacher/house tutor,
 - ii) the Deputy Head (pastoral)
 - iii) the Head
- 2) A telephone call would be made to the parents at an early stage to inform them of the problems.
- 3) Parents would be invited to school to discuss the situation.
- 4) In some cases, reporting systems that monitor a child's behaviour - on a daily or weekly basis - may be used. The outcome of these may be discussed with teachers, parents, the individual concerned and appropriate outside agencies should the need arise.
- 5) As a last resort, suspension (and possibly exclusion) proceedings should be used if a child's behaviour persistently causes difficulties for other children, teachers, non-teaching staff or is a danger to him/herself.

Rewards and sanctions: All rewards and sanctions must be applied fairly and consistently. None of the school's punishments should be degrading or humiliating.

Exclusion

Only the Head can exclude a pupil.

Pupils may be excluded for one or more fixed periods or permanently.

A decision to exclude a pupil permanently will only be taken as a last resort and when other strategies for dealing with disciplinary offences have been employed to no avail, or if an exceptional 'one-off' offence has been committed, e.g.:

- serious violence, actual or threatened against a pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

Parental co-operation: Parental co-operation forms part of any contract between the school and all parents of pupils at the school. A refusal to abide by the terms of exclusion may be considered a breach of contract.

Appeals: Parents are entitled to appeal to the governing body against exclusion. A letter stating the intention to appeal should be sent to the Chairman of Governors at the school. A hearing will be set up as quickly as possible.

The Governors' decision is final.

Child Protection

All who are involved in and are responsible for the care of children are required to be specifically vigilant in order to ensure, wherever possible, the prompt detection of any form of abuse.

At South Lee we recognise that the protection of children requires a close working relationship between all of the agencies involved in the protection of young people (eg police, NSPCC, social services, community health workers, doctors, etc.,).

When dealing with allegations and suspicions of abuse, it is vital that one should keep an open mind when conducting enquiries. Though there is an obvious need to act quickly and decisively, in cases where there is reasonable cause for suspicion that a child's safety may be at risk, one must also bear in mind the longer-term effects of any precipitate action.

Staff are aware that information required by the authorities in cases of suspected child abuse will, by the very nature of the problem, require searching questions regarding the child's background and intimate details of the alleged abuse.

Local authorities have a statutory duty to investigate where they have reasonable cause to suspect that a child is, or is likely to be, in danger. Effective child protection often depends on the skills, knowledge and judgement of all staff working with children.

All children have access to a payphone, via the office. If necessary, they are allowed to borrow money from the office to make a call.

The school has a designated member of staff and a Governor who have special responsibility for Child Protection.

Policy based on DfES 10/95, NSPCC and West Suffolk guidelines.

Curriculum

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the educational requirements of the National Curriculum and the Common Entrance syllabuses, but also the range of extra-curricular activities that the school organises in order to enrich the learning experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Values:

Our curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

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- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Aims

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each subject. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plans regularly.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

The Foundation Stage

The curriculum that we teach in the Kindergarten classes meets the requirements set out in the revised National Curriculum at Foundation Stage.

Our curriculum planning focuses on the Early Learning Goals and developing children's skills and experiences.

Our school fully supports the principle that young children learn much through play and by engaging in well-planned structured activities. Teaching in the Kindergarten classes builds on the experiences of the children in their pre-school learning.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Monitoring and review

The Head, Deputy Head and Pre-Prep Co-ordinator monitor the long- and medium-term plans for all teachers.

Subject co-ordinators monitor their subject throughout the school. They examine long-term and medium-term planning, and are available to discuss appropriate teaching strategies with their colleagues. Subject co-ordinators also have responsibility for monitoring the way in which resources are stored and managed.

Subject policies are available from the relevant subject co-ordinator.

Equal Opportunities

The Sex Discrimination Act of 1975, the Race Relations Act of 1976 and the Disability Discrimination Act of 2004 deemed illegal any act by an employer to discriminate (directly or indirectly) in recruitment, promotion, training and terms and conditions of employment on the grounds of sex, race, disability or marital status.

The community in and around Bury St Edmunds is growing, not only in number but also in a multicultural and multiracial sense. South Lee School takes a determined stand against racism and all forms of intentional discrimination on the grounds of ethnic origin, religion, gender or disability.

Aim: Staff

To ensure that equal opportunities are provided at South Lee School for staff and prospective employees, irrespective of race, religion, nationality, gender, disability or age.

Method

By seeking to focus on the needs and strengths of each individual and by assisting all members of the school to develop to their full potential.

Appointments and promotion:

Our main concern is to select the person with the most potential to do the job of work.

In this respect, all advertised posts should have a clear job description and person specification; the skills, knowledge and experience deemed necessary to fulfil the post should be clearly stated.

Aims: Pupils

- ❖ To prepare our pupils for living in a multicultural society by helping them to understand and value the positive contribution made to our society by a variety of cultures.
- ❖ To make our pupils aware of racism and to establish a school community that allows all pupils, irrespective of their ethnic origin, to achieve the level of success they deserve.
- ❖ To promote equality of opportunity for all.
- ❖ To provide a safe and welcoming environment for all members of our school.

- ❖ To provide a curriculum that promotes the positive aspects of a wide range of cultures.
- ❖ To instil in all our pupils a sense of good citizenship.

Individual Development Programme (introduced at South Lee in 1998)

“One knows from talking to children that the terms ‘special needs’ and ‘learning support’ have already become derogatory”.

Gary Thomas, professor in education, University of Leeds – 27th May 2005

Our Aim

- to ensure that all children are reaching their full potential
- to address, as far as possible, the individual academic needs of pupils across the ability range

Objectives

- to identify and diagnose individual needs from Nursery to year 8, at all levels of ability; early intervention being the key principle. All pupils are monitored by a series of tests measuring underlying ability, achievements in literacy and mathematics, once a year. Some are given further diagnostic tests.
- to liaise with all staff and parents, to advise and support the **differentiation** of learning at all age and ability levels. Either parents or staff can initiate discussions if a cause for concern is felt. If there is a need, we will call in the expertise of outside professionals, which may require a specified fee.
- We all need to realise that recognition of a problem does not mean it is curable but we will do our best to follow the professional's recommendations as far as we are able [within our financial constraints]. Recommendations to parents by professionals are expected to be followed up, if the school is also to attempt to fulfil its role. If extra 1:1 lessons are wanted, these can be privately arranged through Mrs. Cletheroe.
- to develop Individual Development Programmes for those with specific identified needs, on a half-yearly basis. The meeting of those needs is by supplemented, individual and/or small group learning with either an I.D. ancillary or the I.D. teacher. The review of these plans would take place at least twice a year and parents are required to counter-sign, indicating their willingness to support any extra input that may be required
- to apportion I.D. teacher and I.D. ancillary support where most needed and best used, mainly on short-term programmes. In the Prep. School, ancillary support is often classroom-based so that academic lessons are not missed.
- to develop those skills that enable children to be aware of their own strengths and weaknesses and to recognise those methods of learning they use best to enable those strengths to support and compensate for their weaknesses. To build an increasing number of strategies to tackle problems and boost achievements.

Personal, Social and Health Education

The whole curriculum contributes to PSHE. How the curriculum is organised influences PSHE as does its delivery. The ethos of school is a major contributor to PSHE.

Intentions:

1. To help learners to think and act independently, but with social responsibility.
2. To aid responsible decision-making.
3. To assist in building a framework of qualities which are socially acceptable.
4. To aid in the understanding of and respect of other's values.
5. To help develop humane action.
6. To gain an understanding of oneself.
7. To distinguish right from wrong, so as to have respect for law and order.
8. To gain an insight into other's cultures and religions.

It is concerned with:

Citizenship

Economic and Industrial Understanding

Health Education

Environmental Education

Content

Aspects of the self

Physical

Moral

Spiritual

Social

The focus is on:

Personal Responsibility

Social Awareness

Informed decision-making

Every teacher must be involved. However, the education begins at home, and is extended through a child's time in school, in liaison with parents and others in the community.

Visits/Trips

At South Lee, educational visits are seen as an integral part of school life. As part of our aim to provide a broad and balanced curriculum, educational visits:

- Have a stated educational purpose
- Provide children with first hand experiences
- Enhance learning opportunities
- Develop personal and social skills
- Provide a positive contribution to the development of cross-curricular dimensions
- Enhance our curriculum plans

Visits include:

- Walks around the local area

- Local visits
- Half or full day visits which need transport
- Residential visits (Prep School)

Preparation:

Once a member of staff has decided on a visit location that needs a coach, detailed preparation starts well in advance.

A risk assessment form is completed as part of the planning for all trips. Once completed this must be checked by the Educational Visits Co-ordinator/Head.

Once the details of the visit have been confirmed then a letter to parents is sent. The letter should include details of:

- Venue
- Date
- Departure and arrival times
- What to wear
- What to take
- Packed lunches
- Cost
- A clear reply slip giving permission must be included for parents to return

Child – Adult Ratio:

Ratio of children to adults should preferably be at least 1: 6 in Kindergarten, rising to a ratio of 1:12 in Year 8. The number of adults needed would depend on the nature of the visit and the amount of supervision needed.

Uniform:

It is easier to identify children if they are wearing their school uniform. If the visit is likely to involve a lot of outdoor activities, for example, to a farm, then we request that parents send their children in suitable clothing and footwear.

Safety:

- Children are supervised by an adult at all times, including lunch times
- A suitable place for lunch and toilet facilities needs to be considered
- Staff must make an assessment of any potential hazardous situations before the visit takes place, for example children’s playgrounds
- All adults need to be comprehensively briefed so that they know the itinerary, which group of children are in their charge, the aims of the visit, and exactly what their duties are.

Pocket Money:

This is at the discretion of the class teacher.

Amendments/additions: