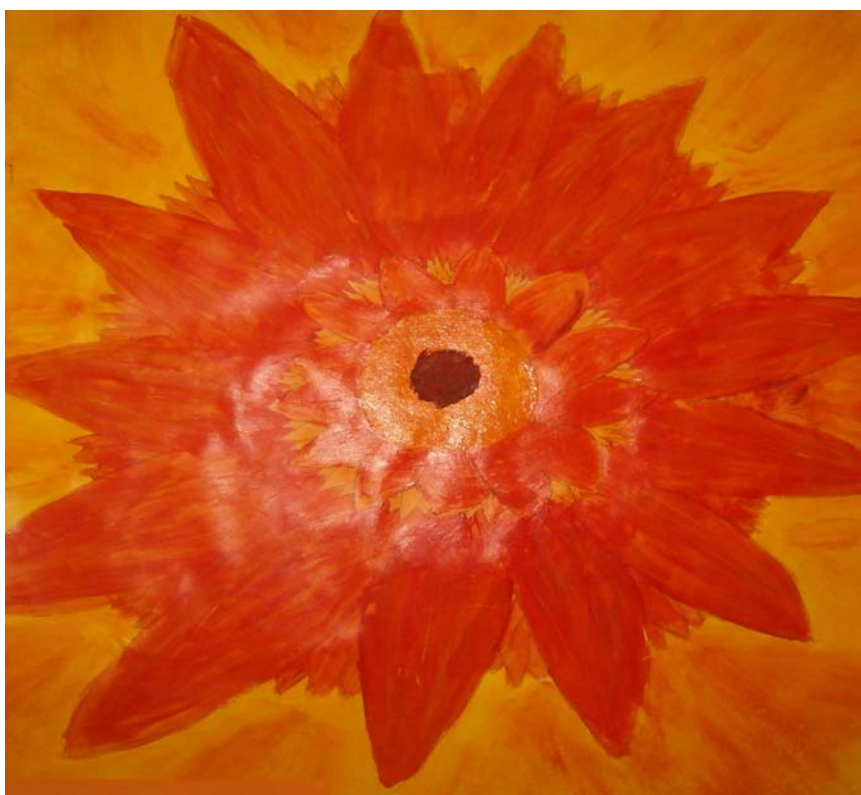


# REDWELL JUNIOR SCHOOL

Barnwell Road  
Wellingborough  
Northants  
NN8 5LQ

Telephone 01933 676040



**'Chrysanthemum' by Hannah Bird**

The school aims to help children become well-adjusted, responsible members of society. Academic success is important to us but, equally, we value the characteristics of good manners and respect.

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### **Welcome from the Headteacher**

I have pleasure in writing the introduction to the School's brochure, which I trust you will find informative.

The Staff and Governors are proud of Redwell Junior School. We believe that children receive high quality education at this school and our aim is to ensure pupils of all abilities achieve success.

The school makes a commitment to encourage and help your child achieve academic and personal success. The staff strive to help improve your child's achievement in all subjects.

We cannot, of course, achieve this in isolation. Your child needs to play a full part, being willing to learn and develop the necessary discipline and motivation which high achievement demands.

You too, have a vital role to play in educating your child. Giving support with homework tasks, encouraging learning and ensuring their good behaviour can make the difference between success and failure.

I look forward to working together with you, continuing to build the firm foundations which will ensure your child's future and success.

**Nigel Riches  
Headteacher**

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## School Staff

### **Headteacher**

Mr. Nigel Riches

### **Deputy Headteacher**

Mrs. Melanie Montgomery

### **Teaching Staff**

Mrs Jenny Appleby  
Mrs Natalie Arnold  
Miss Kelly Easton  
Mrs Gaynor Foxley  
Mrs Christine Green  
Mrs Melanie Montgomery  
Mrs Nanette Moore  
Mrs Sue Mutlow  
Mr Ian Tompkins  
Mrs Claire Bull  
Mrs Dilys Wooding

### **School Administrator**

Mrs Debbie Heffernan  
Mrs Viv Wills

### **Site Supervisor**

Mr Brian Turner

### **Ancillary Assistants**

Mrs Gillian Dowling  
Mrs Jennifer Rooke  
Mrs Sharon Parkins  
Mrs Nicola Gooderham  
Mrs Tracey Billson  
Mrs Andrea Hayes  
Mrs Joy Davies  
Mrs Maria Charlton  
Mrs Louise Collinson

### **Lunchtime Supervisors**

Mrs Eileen Davidge  
Mrs Sharon Parkins  
Mrs Ann Massoura  
Mrs Wendy Shelton  
Mrs Mandy Stevenson  
Ms Barbara Macey

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## Governors

<b>Community Governors</b>	Mr Martin Hawkins (Vice Chair) Rev. Melvyn Pereira
<b>Parent Governors</b>	Mr Michael Quincey Mrs Wendy Hickling Mr Nigel Holland Mr Paul Starr Mr Raman Mistry
<b>Teacher Governor</b>	Mrs Gaynor Foxley
<b>Staff Governor</b>	Mr Brian Turner
<b>Local Authority Representation</b>	Mr Paul McSharry (Chairman) Mr Kiran Parekh Mr Pritesh Patel Cllr. Alan Warwick Cllr. Mark Hollyman
<b>Headteacher</b>	Mr Nigel Riches
<b>Clerk to Governors</b>	Mrs Debbie Heffernan

The *Governors* serve for a period of four years. Full meetings are held each term to discuss issues relating to the running of the school and additional sub-committee meetings are held on a regular basis.

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JUNE 2008

Dear Parents

We would like to take this opportunity to welcome you and your children to Redwell Junior School.

The purpose of this letter is to inform you as parents/guardians about the role of the School Governing Body, and what its specific responsibilities are.

The Governors have a wide range of duties and responsibilities, and meet regularly in full meetings and committees to carry them out. Full meetings are held each term to discuss issues relating to the running of the school and the sub-committee meetings are held on a regular basis. The Governing Body consists of Community Governors, a Staff Governor, a Teacher Governor, a Representative from the Local Authority, Head Teacher and Parent Governors. All Governors serve for a period of four years.

The Governing Body has four sub-committees, each with its own Terms of Reference, which defines its organisation and key areas of responsibility. This process ensures that all issues are thoroughly reviewed and discussed prior to the formal decision and approval processes at Full Governing Body meetings.

The sub-committees have a specific and strategic responsibility to review and oversee the development of the school and cover the following areas of successful school management:

- Finance and Personnel
- School and Community.
- Curriculum and Standards; and
- Premises

On the previous page you will find details of the five Parent Governors who are part of the Governing Body. These Governors are elected by you the Parents and any parent of a child attending the school at the time of the election is entitled to stand for that election.

The next Parent Governor Elections are due in October 2008.

As Governors, we acknowledge that education is a process that involves the school, parents and the children. As parents, we ask you to support your child's education and development needs by:

- Adhering to the Home School Agreement;
- Supporting our Homework Policy; and
- Supporting your child at all times.

We wish each and everyone of you and your children a happy and successful time with us here at Redwell Junior School.

Paul McSharry  
Chair,  
On behalf of the Governors of Redwell Junior School

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## The Curriculum

The school curriculum comprises all learning and other experiences planned for the pupils. The 'National Curriculum' is an important part of this.

We value :

- ourselves as unique human beings
- other people
- truth, honesty and justice
- our surroundings

**Aims : the school has two broad aims for the curriculum in which these values are realised.**

1. The school curriculum aims to provide opportunities for all pupils to learn and achieve their potential.
2. The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities , responsibilities and experiences of life.

## Subjects included in the curriculum

English	Design and Technology
Mathematics	Geography
Science	Music
History	Physical Education
Art and Design	Information and Communication Technology (ICT)
PSHE + Citizenship	Religious Education

English, Mathematics and Science are often referred to as the 'core' subjects because of their importance. Children spend more time learning these three subjects with English and Mathematics having the most emphasis.

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## Subject Outlines

**English** - In studying English, children develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively.

The key skill of reading is taught in groups and whole class lessons rather than on an individual basis. However, individual reading will still be practiced by children and they will be encouraged to do this as part of their homework.

Personal writing is an important part of the curriculum and children will be taught how to communicate effectively in a variety of written forms, e.g. story, poetry, letter and information writing. None of this is possible without the correct emphasis being placed upon handwriting, presentation, grammar, punctuation and spelling.

**Mathematics** - Mathematics equips children with the skills and understanding to succeed in everyday life. It also stimulates moments of pleasure and wonder when a child solves a problem or understands a hidden connection for the first time.

The key skills of application of number includes understanding mathematical language, processing data, mental and written calculation and problem solving.

Basic skills, including multiplication tables and number bonds, are practiced regularly. The children refer to these as 'Torture Tables' and 'Brainy Bonds' and further information is in the front of your child's homework book.

**Science** - Science stimulates and excites pupils' curiosity about the world around them. Children are taught about scientific enquiry as well as the knowledge connected with life processes, materials and physical processes. In this subject, your child will learn about a wide range of science, including the human body, plant life, changing materials, electricity, forces and light and sound.

**Design and Technology** - It encourages creative problem-solving both as individuals and members of a team. Key skills for maths, such as measuring and marking out, are combined with assembling in order to solve a problem or meet a need.

**Information and Communications Technology (ICT)** - This is another area which prepares pupils for participation in a rapidly changing world. The true value of ICT comes when children are able to use it to find, explore, analyse, exchange and present information effectively.

ICT is an area in which the school has invested heavily, with the introduction of wireless laptops. Each class benefits from lessons in the classroom learning the skills necessary to enhance their knowledge in other curriculum areas. Data projectors and interactive whiteboards are fitted in all classrooms.

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**History** - This fires pupils' curiosity about the past. They learn about past societies, their beliefs and cultures and what the evidence tells us. As they do this, children develop a chronological framework and learn about important events and people. During their four years at the school, children will learn about Victorian Britain, Tudor times, Roman Britain, Ancient Egypt and Ancient Greece.

**Geography** - This develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative skills. Children learn about their local area, as well, as geographical themes such as settlements, landscape and environmental sustainability.

**Art and Design** - This stimulates creativity and imagination. Children use colour, form, texture, pattern and different materials in their work. They also explore ideas and meanings in the work of famous artists. Each child keeps a sketch book which is a record of their drawings over the four years at the school.

**Music** - Music is a powerful form of communication and develops children's ability to listen and appreciate, as well as encouraging active participation. Class music lessons are supported by a music specialist and there are opportunities for children to extend their skills by joining one of the choirs, learning to play an instrument or joining the orchestra.

**Physical Education** - P.E. plays an important role in developing a child's physical competence and their overall confidence. It provides opportunities for creativity, challenge and competition, as well as promoting a positive attitude towards healthy living. The school makes excellent provision for P.E. and is fortunate to be close to the Redwell Leisure Centre, enabling each class to enjoy a range of games in the main hall during the winter months.

**'Life-skills'** help to give pupils the knowledge, skills and understanding they need to lead confident, healthy lives and to make informed choices.

**Religious education** - is taught using the Northamptonshire Agreed Syllabus. It enables pupils to consider and respond to a range of important questions related to their own spirituality, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life. School assemblies often link closely to this, focusing mainly upon issues of morality and personal development within a Christian framework. Parents have a right to withdraw a child from Religious Education and collective worship.

**PHSE & Citizenship** - At Redwell Junior School pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wide world and the different communities within it. They learn how to make confident choices about their health and environment; to take more responsibility for their own learning, and to resist bullying.

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### Music Tuition

*All children receive lessons based upon the requirements of the National Curriculum.*

However, there are many more opportunities for talented children to learn to play an instrument. Music tuition is arranged for

violin  
viola  
'cello  
flute and clarinet  
trumpet, cornet and trombone

Interested children are invited to audition for instrumental tuition. This usually takes place each June after letters have been sent to parents. A charge is made for the woodwind and brass tuition of £54.50 per term.

The school orchestra meets every Monday after school for children to extend their playing. All children who receive music tuition are encouraged to perform in school assemblies.

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### **Sporting Aims and Provision for Sport**

*It is our intention to encourage all children to participate in, and enjoy, a wide range of sports during their four years at the Junior School. By utilising the Leisure Centre facilities, children are introduced to many games including : badminton, basketball, cricket, football, hockey, netball and tennis.*

Swimming continues to be provided for Year 5 children at the Wellingborough Pool and all children take part in gymnastics, dance and athletics.

In addition to this, keen and talented children are encouraged to participate in coaching and competitive games in basketball, cricket, football, netball and table tennis.

### **Out of School Activities**

*The teachers believe children should be encouraged to develop their leisure time pursuits and offer a wide range of activities:*

Basketball—Years 3 & 4 Years 5 & 6	Choir—Years 3 & 4 Years 5 & 6
Netball	Football with Rushden & Diamonds
Cricket	Recorders
Orchestra	Sewing—Year 3/4
Early Morning Reading	Table Tennis—Years 4-6
Gymnastics—Year 4	Golf—Years 3/4
Chess	Tag Rugby
Athletics	

These activities run at different times of the school year and not all are offered to every age group. However, we try to ensure that each year group is given the chance to participate in something.

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## School Library

*The Library facilities are excellent and children are encouraged to make good use of these.* The provision of books for individual, group and class reading gives children a wide selection of literature to enjoy.

Each class visits the library once per week to change their books. Children are allowed to select up to 4 books per visit. The Library is computerised and all loans are automatically recorded against the children's names.

It is essential for the smooth running of the Library that your child brings their books to school on the appropriate day. Children will be informed when their Library change takes place and this information will appear in the Homework Diary so that you are aware too.

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## **Sex Education**

*It is school policy to teach children the fundamental facts about physical and emotional changes during puberty. This is covered by Year 6 children as part of their Science and Health Education programme. Parents can choose to withdraw their children from all or part of the sex education programme. You will be informed before your child starts this work and are welcome to preview the video programmes used. These sessions are led by Mrs Rogers, the Community Nurse, with support from the class teacher.*

## **Special Educational Needs**

*A significant number of children have special needs at some stage in their school life. A system, based on a four stage process, is in place to help these children. If your child has special needs, this is the procedure which is followed :*

School Action	Your child's needs are identified through their normal classwork/behaviour. Your child's teacher and/or the SENCo (Special Educational Needs Co-ordinator) will explain the difficulties, how you can help and what action the school is taking. Your views and those of your child will be sought.
School Action Plus	This is when we seek help and support from outside specialists. You will always be consulted before this happens.
Request for Statutory Assessment	A full assessment of your child may take place at this stage, again in consultation with you.
Statement of Special Educational Needs	At this stage a statement of your child's special educational needs is issued by the Local Education Authority. This provides for extra support, monitoring and review of your child.

If you child has Special Needs you will be consulted about the procedures and arrangements for meeting their needs.

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## **Children's Behaviour**

**We expect and encourage good standards of behaviour and positive attitudes towards work.** We know this is something which you, as a parent, also value. Your help in encouraging your child to be self-disciplined and responsible will be of immense value.

We believe the best way to achieve good behaviour is to encourage children to develop their own responsibility for this. There are times, however, when a firmer response is required and children may, for instance, lose the privilege of going out at playtimes. If your child's behaviour is persistently causing a problem, we will contact you to seek your support.

In exceptionally rare cases, the school has the right to exclude children from staying for lunch or attending lessons. However, this sanction would never be used without appropriate consultation with parents.

**Bullying. *If your child experiences this, they will need help from you and the school.***

Bullying happens when someone sets out to hurt another person. It can take the form of physical or verbal abuse or silent bullying. Bullies spread unhappiness.

Thankfully, it is not a common occurrence but when it happens it can make life very miserable for the child concerned.

If this happens to your child, please come and talk about it so that we can help resolve the problem.

Further information is included in Appendix One.

**Further information about the school's Behaviour and Discipline Policy can be found in Appendix ONE of this brochure.**

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## Working Together

**Children benefit enormously when Parents and Teachers work closely together and support each other.** There are many ways this can be developed.

### **How will I know how well my child is doing?**

**Three times each year you will be offered the chance of feedback on how your child is performing at school.**

In Autumn and Spring, this will take the form of Parents' Evenings with a time set aside for you to discuss your child's progress. At the end of the school year a display of work evening will be held for your child to show you their work. In July a written summary of progress will be sent to you.

**Helping at Home.** All children will be expected to undertake homework each week. This usually involves learning spellings and multiplication tables as well as reading. Your help in encouraging this would be extremely beneficial. Your child will have a homework book listing what needs to be done and they also have a home reading card for your use. More detailed information about the School's Homework Policy will be sent to you shortly after your child starts at school.

**If something goes wrong** - You may feel, or your child's teacher may feel, that much closer contact needs to be made. This can be helpful in clearing up the small doubts and difficulties children experience from time to time. In emergencies, we will try to see you immediately, but a 'phone call to the School Office before your visit is the best way to ensure that someone will be available to see you.

**Complaints** - We believe in sorting these out at school level. If something goes wrong we need to know about it so that the mistake is not repeated. If you are not satisfied about the way a problem has been resolved you can speak to the Governors. If we are still unable to resolve the issue you can speak to the Local Education Authority. The school has a formal 'Complaints Policy' and a copy is available upon request from Mrs Heffernan, School Administrator.

### **Friends of Redwell Junior School (FRJS)**

The Friends of Redwell is a group of parents who support the work of the school in very positive ways. They are always on hand to help out at major school events and to raise vital funds to support projects. Through the hard work of the Friends, your children are provided with valuable equipment and books. New Parents are always needed and a letter will be sent to you in September seeking your support.

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## Useful Information

**School Times**                      **9.00 a.m. to 12 noon**  
   **1.00 p.m. to 3.30 p.m.**

Children can enter school at 8.55 a.m. but please discourage them from arriving earlier than 8.50 a.m. If you need to deliver your child by car, please respect these simple safety points :

- **Avoid parking on the yellow lines**
- **Avoid turning in the school entrance**
- **Be considerate to our neighbours and avoid parking across their drives.**
- **If parking at the Leisure Centre, please respect the 'staff only' notices.**

## Lunchtimes

Children who bring packed lunches are looked after by the mid-day supervisors and play on the playground afterwards. They are not allowed to leave the school grounds.

Children are encouraged to bring a healthy snack for the morning break and bring water-bottles as this is vitally important for both health reasons and because it improves concentration. To help increase children's water intake, drinking fountains have been installed in the playground.

## Uniform

We encourage children to wear appropriate school uniform. Sweatshirts in the school colours of red, grey or burgundy can be ordered through the School Office in June and cost £7—£8.50, depending upon size. Ties are also available from the School Office at a price of £1.30. Fleece in red or maroon are £12.00.

For P.E. and Games, black shorts, a plain white T-shirt and trainers/plimsolls are suitable. A white T-shirt with a school sporting logo is available at the price of £3.75. As space in the cloakrooms is limited, all kit should be kept in a draw-string bag or **SMALL** sports bag.

**Please help us to return lost clothing by clearly naming all items.**

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## Attendance Data

The latest comparative data relates to 2006/2007

	Attendance	Unauthorised Absence	Authorised Absence
Redwell Junior	96.5%	0.0%	3.5%
England	93.51%	1.0%	5.49%

- The attendance rate at the school in 2006/2007 was very high in comparison with other schools.
- The rate of unauthorised absence was below the national average.

## Absence from School

Absence from school disrupts your child's education and that of other children in the class. If you need to take holidays in school time, up to two weeks in any school year can be authorised. In such cases, a holiday form is available from the School Office. Since September 2006, **535** school days have been lost to holidays in term time and **105** children have missed at least 1 session for a holiday.

**For all other absences, please could you :**

1. **Phone school before 9.15 a.m. on the day of absence**

For your child's safety, we will try to follow up any unexplained absence by 'phoning you after 9.30 a.m. at home or at work.

2. Send a letter when your child returns to school.

An abridged version of the Attendance Policy is included at Appendix **FIVE**

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### Head Lice

Anybody can get head lice, but it is more common with children. Head louse infection is a problem of the whole community, not just the school's - many infections are caught from close family and friends. Transmission of lice within the classroom is relatively rare. When it does occur, it is usually from a 'best friend'. They are only transmitted by direct, still, prolonged head-to-head contact.

Two information sheets are included at the back of this brochure :

Have you got head lice?  
How to treat head lice with insecticide lotions.

These are produced by the Health Authority and give clear, practical guidance.

**Please see Appendix TWO of this brochure**

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### **Children's Safety and Jewellery**

For your child's safety, **no jewellery is permitted at school except studs in pierced ears.** For P.E., Games and Swimming, **these studs must be removed.** It is a good idea for children to leave their ear studs at home on the days they are having P.E. or Games.

If you are considering having your child's ears pierced, please have this done at the start of a long holiday, e.g. Summer. In this way, your child will be able to remove the studs by the time lessons begin in September, thereby not having to miss P.E.

Children with long hair will need a soft band to tie back their hair for P.E., Games and Swimming.

### **Security**

The school now operates with a security system for the main entrance and other doors are kept locked during the school day. If you are coming into school, please use the main entrance.

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## Standards

Everyone at the school is proud of the standards achieved by the children. Maintaining high standards is never easy and improving upon them is particularly difficult. However, the school is committed to a continuous process of raising children's achievement.

## National Curriculum Results

National Curriculum Tests in English, Maths and Science take place every May for all children in Year 6. You will be informed about your child's results.

These tables show the statutory assessment results of Year 6 children at each level in May 2007.

Figures may not total 100% because of rounding.

### National Curriculum Tests 2007

	Results for Redwell Children in %		Results for all of England in %	
	L4+	L5	L4+	L5
ENGLISH	88	52	80	34
MATHS	92	55	77	32
SCIENCE	93	68	88	46

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### What OFSTED said about the School

The School was inspected in January 2006 and the many strengths of the school which they recognised were:

- That standards are above average;
- There are good assessment procedures in English and Mathematics;
- Pupils' personal development and well-being is good;
- Care for others is embedded in the culture of the school;
- All staff are strongly committed to the care and support of pupils;
- The school has a good health education programme and offers a good variety of extra-curricular activities;
- There is a good emphasis being given to improving attainment;
- The school is highly regarded by the great majority of parents;
- Pupils speak warmly about the school as a result of the care they are given.

The area which Inspectors identified for improvement was the need for more of the higher ability children to achieve Level 5 in the Year 6 SATs. They also recognised that the 'issues that need to be addressed are reflected clearly in the School Improvement Plan'.

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**What Year 6 children say about the school after their four years :**

*"I am part of the School Council and there's no better way to solve problems"*

*Chloe Hobbs*

*"I have been at Redwell for four years and I achieved more than I would have ever expected"*  
*Max Billson*

*"It is impossible to come here and not have fun or make any friends. This school is like one big happy family"*

*Roisin Burton*

*"I have been at Redwell for four years and I can honestly say that I have loved every minute of being here. The experience at this school is so good that I don't want to leave"*

*Alex Murphy*

*"The last four years of my life will be unforgettable. Extremely sporty, educational and unspeakable fun"*

*Amanda Fitzsimons*

*"I love Redwell because of the wide range of sports, ICT equipment and the helpful staff. It's brilliant!"*

*Charlotte Tidbury*

*"The school is exhilarating with superb sports"*

*James Gibbs*

*"Redwell Junior School is fab. I have had a brilliant four years."*

*Danielle O'Reilly*

*"The trips are packed with fun and we learn at the same time!"*

*Laura Gooderham*

*"We have some awesome summer Fetes and Jamborees!"*

*Andrew Poulson*

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## **Other Information**

Contained in this section is a range of information which each school, by law, is required to include in the booklet.

### **Open Access to Records, Documents and Information**

A record folder is kept for each child and is updated annually. When your child leaves Redwell this folder will be passed on to the new school. The folder holds the following information :

- (i) Details given by you on the Admission Form
- (ii) Reports and records of your child's achievements.

Parents may, if they wish, ask to see their child's records by appointment with the Headteacher. In addition, parents are entitled to request access to up-to-date copies of

- (a) The Local Education Authority's statement of current policy
- (b) Any statutory papers sent to schools by the Department for Education and Employment
- (c) Any published reports by Her Majesty's Inspectors which refer expressly to the school
- (d) The schemes of work currently used by teachers in the school
- (e) The LEA's agreed syllabus for Religious Education.

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## **Charging**

*The schooling which children receive must, by law, remain free of fees or charges. However, schools are able to seek contributions from parents to off-set certain costs. The policy of the Governors of Redwell Junior School is to seek voluntary contributions from parents for day and residential visits. Whilst, by law, no child will be precluded from taking part due to the inability of parents to contribute, it must be pointed out that if parents do not pay then the school may not be able to fund such educational visits. In cases of genuine financial hardship, we are pleased to help and you should discuss this, in confidence, with the Headteacher.*

Behaviour and Discipline at Redwell Junior School

Schools are an integral and immensely important part of society for which we all have a responsibility at some time in our lives. Schools are affected by the values and beliefs held by society. However, they also have a responsibility to promote values which are believed to enhance the quality of life, both for individuals and collectively, within society.

**Aims**

This school has some fundamental aims upon which all its work rests.

These are :

- That children should be helped to develop their academic potential to the full.
- That the values of mutual respect, self-discipline and social responsibility should be fully promoted.
- For each child to believe in his/her own worth.
- To develop an awareness of the spiritual aspects of life.

**We believe the values of mutual respect, self-discipline and social responsibility are the foundations of good behaviour. Good behaviour makes effective teaching and learning possible in the same way that poor behaviour makes it harder for teachers to teach and pupils to learn.**

**Ethos**

The ethos of the school is, therefore, a conscious process of ensuring the above aims and values can be 'lived' by everyone in school. For this to happen the school should be :

- a place where all individuals are valued and respected;
- an enjoyable and safe environment;
- a place where children feel they will receive encouragement;
- a place where adults have faith in children.

**Expectations**

**We expect the best from all children, believing they can behave well.**

We expect children to :

- have respect for other people;
  - be courteous;
  - show consideration;
  - work hard;
  - care for their surroundings;
  - have pride in themselves.
-

### Encouraging Good Behaviour

This is most likely to be successful if children are clear about what is expected of them. Children without boundaries go in search of them.

We encourage good behaviour by :

- praising them for good work or behaviour;
- explaining the aims of our teaching and their learning;
- giving children constructive feedback about their work;
- valuing their efforts and determination;
- making time to get to know their personal qualities and interests;
- trying to be fair;
- having faith in children.

### Discouraging Unwanted Behaviour

However positive we are about promoting good behaviour, children will occasionally fall short of the standards we expect. When this happens we will :

- explain to children why their behaviour is causing concern;
- use a range of responses
  - non-verbal signals
  - humour to defuse a situation
  - give close supervision
  - give effective reprimands
  - isolate the child from the situation
  - use sanctions as outlined below.
- avoid personalising problem behaviours by being hard on the issues but caring towards the child;
- consider a range of sanctions. Examples of these :
  - clearing up any mess made;
  - loss of playtime or lunch play;
  - loss of choice within activities;
  - repetition of work or additional work;
  - withdrawal of attendance at school clubs;
  - report card detailing child's work and behaviour;
  - exclusion from school at lunchtime or other times.  
(This sanction would never be used without close consultation with parents).
- involve parents where their child's behaviour is frequently unacceptable or of a serious nature.

Examples of behaviour which we deem to be serious :

- Bullying.
  - Persistent disruption in class, at playtime or lunchtime.
  - Racism.
  - Rudeness/disrespect towards others.
  - Running out of school.
  - Stealing.
-

### Bullying

Bullying is a very emotive issue and occurs from time to time in all schools as it does in all walks of life. Bullying happens when someone sets out to hurt a person, to make them unhappy and scared. Bullying usually happens again and again. It includes physical and verbal abuse as well as silent bullying.

The school takes a very firm stance on bullying and will deal with it in a systematic way, both in terms of the child being bullied and the child accused of the bullying. Both will need help and guidance.

For those children suffering from bullying, a sympathetic approach will be taken and, once the facts are clear, then suggestions will be made to help the children overcome their fears. One of the major obstacles is the fear of telling others about it because of the belief that this will make matters worse. Nothing is further from the truth. Bullies rely on silence. Children will be encouraged to discuss the issue and seek help from parents and adults in school.

The child accused of bullying also needs help. Much time and discussion is spent encouraging the child/children to see the unreasonableness of their behaviour and to make amends. Reconciliation with the bullied will be the usual pattern with suitable apologies. In addition, the child/children will be told that future incidents will lead to the further involvement of their parents as well as punishment.

### Racism

We view racism as a very serious breach of behaviour. Children will be expected to explain such behaviour, to apologise for it and to ensure that it is not repeated. Parents will be contacted if their child behaves in a racist way and all incidents of racism will be recorded in a child's file as well as reported to the Local Education Authority.

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**Children's Code of Conduct**

These rules and expectations are intended to allow everyone to work and play successfully, safely and enjoyably.

This means that :

1. **In class you make it as easy as possible for everyone to learn and your teacher to teach.**
2. **You show courtesy and consideration to others at all times.**
3. **You move gently and quietly about school.** This means always walking, being ready to help by opening doors and taking great care in crowded areas.
4. **You always speak politely to everyone - shouting is discourteous.**
5. **You keep to the special rules for playtimes.**
6. **You keep the school clean and tidy** so that it is a welcoming place we can all be proud of.
7. **Out of school** remember that our reputation depends on the way you behave. This is particularly important when you visit the Leisure Centre or go on visits and residential.

**If you do this we will try to praise you.**

If you fail to keep this Code of Conduct you must expect to be told off and receive punishment. We will always try to be fair to you and listen to you, explaining what was wrong with your behaviour. It is then up to YOU to make the effort to improve your behaviour.

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**HAVE YOU GOT HEAD LICE?**

**Detection combing** - how to do it. This procedure will take about 15 minutes.

Your need : warm water  
towels  
plastic detection comb ( from the pharmacist)  
good lighting  
ordinary comb  
shampoo

- \* Wet the hair well, and wash with shampoo, then dry it with the towel. The hair should be damp, not dripping.
- \* Make sure there is good light. Daylight is best.
- \* Comb the hair with an ordinary comb.
- \* Start with the teeth of the detection comb touching the skin of the scalp at the top of the head. Draw the comb carefully towards the edge of the hair.
- \* Look carefully at the teeth of the comb in good light.
- \* Do this over and over again from the top of the head to the edge of the hair in all directions, working round the head.
- \* Do this for several minutes. It takes 10 to 15 minutes to do it properly for each head.
- \* If there are head lice, you will find one or more lice on the teeth of the comb.
- \* It may help to rub a handful of conditioner into the hair. If you do, you will need to wipe it off the comb with tissue paper and look for lice in it.
- \* Head lice are little insects with moving legs. They are often not much bigger than a pin head, but may be as big as a sesame seed (the seeds on burger buns).
- \* Clean the comb under the tap. A nail brush helps to do this.
- \* If you find something and are not sure what it is, stick it on a piece of paper with cellotape and show it to your school nurse or family doctor. There can be other things in the hair which are not lice.

**Notes :**

- \* You can buy a plastic detection comb from the pharmacist.
  - \* If you need help and advice, ask your local pharmacist, health visitor, school nurse or family doctor.
  - \* Don't use head louse lotions or any treatment method unless you are sure that you have found a living louse.
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**HOW TO TREAT HEAD LICE WITH INSECTICIDE LOTIONS**

**Notes :**

- \* Please read the paper - "Have you got Head Lice?"
- \* Don't treat unless you are sure you have found a living, moving louse.
- \* Don't ever use head louse lotions on your family "just in case". It's never a good idea to use chemicals if they are not really needed.

**If you are sure you have found a living louse :**

- \* Check the heads of all the people in your home.
  - \* Only treat those who have living, moving lice.
  - \* Treat them all at the same time with a head louse lotion (not shampoo)
  - \* Ask your local pharmacist, school nurse, health visitor or family doctor which lotion to use and how long to leave it on.
  - \* Put the lotion on to dry hair.
  - \* Use the lotion in a well ventilated room or in the open air.
  - \* Part the hair near the top of the head, put a few drops on to the scalp and rub it in. Part the hair a bit further down the scalp and do the same again. Do this over and over again until the whole scalp is wet.
  - \* You don't need to put lotion down long hair any further than where you would put a pony-tail band.
  - \* Use enough lotion - at least one small bottle for each head, more if the hair is thick. Use all the lotion up. Do not try to economise on lotions as this will lead to ineffective treatment.
  - \* Keep the lotion out of the eyes and off the face. One way is to hold a cloth over the face.
  - \* Let the lotion dry on the hair. Some lotions can catch fire, so keep well away from flames, cigarettes, stoves and other sources of heat. Don't use a hair dryer.
  - \* Treat all of them again seven days later in the same way with the same lotion, after examination as before.
  - \* Check all the heads a day or two after the second treatment. If you still find living, moving lice, ask your local pharmacist, health visitor, school nurse or family doctor for advice.
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**REDWELL JUNIOR SCHOOL**

**ADMISSIONS POLICY**

- The Governors wish this school to serve the parents and children of the surrounding community.
- It is our intention to provide the highest quality of education possible for this community. This can only be achieved by keeping classes to a manageable size, preferably no more than 30 children. The Standard Number for the school has been set by the Department for Education and Employment as 60.
- We wish to work closely with our partner school and, therefore, support a shared admissions policy with Redwell Infant School.
- The admission policy operated at the school follows the procedure laid down by the Local Education Authority.

**Admissions Criteria and Practices**

Places are allocated in the following order of priority :

- (i) Children in Care.
- (ii) Pupils who will have an older brother or sister continuing at the school at the time of the transfer of the younger child.
- (iii) Pupils who attend Redwell Infant School.
- (iv) Other pupils. Account will then be taken of the child's home address in relation to the preferred school, and also in relation to any other school which the child might attend.

**Admission Practices - Year 3**

1. Parents have a right to state a preference for the child's school. These preferences are sought in January each year. All parents of Year 2 children in Wellingborough receive a Preference Form which is returned to their child's Infant School. These forms are then passed on to the appropriate Junior School. If the school is over-subscribed, the Admissions Criteria will apply.
2. Parents who are not successful in gaining their first preference have a right of appeal to the Local Education Authority and will be given information about how to proceed with this.

**Admissions into Years 4, 5 and 6**

This is determined by the number of spaces available at the time parents make an application. The right of appeal to the Local Education Authority also exists if parents wish to exercise this.

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**APPENDIX FOUR**

NORTHAMPTONSHIRE COUNTY COUNCIL

SCHOOLS SERVICE

SCHOOL TERM DATES – ALL AREAS

Academic Year 2006-2007

<b><u>TERM 1</u></b>	Teacher Training Day - Close Teacher Training Day - Close School Re-opens School Closes TRAINING DAY	Monday 4 <sup>th</sup> September Tuesday 5 <sup>th</sup> September Wednesday 6 <sup>th</sup> September Thursday 19 <sup>th</sup> October Friday 20 <sup>th</sup> October	35 days
<b><u>TERM 2</u></b>	School Re-opens School Closes	Monday 30 <sup>th</sup> October Wednesday 20 <sup>th</sup> December	38 days
<b><u>TERM 3</u></b>	School Re-opens School Closes TRAINING DAY	Wednesday 3 <sup>rd</sup> January Thursday 8 <sup>th</sup> February Friday 9 <sup>th</sup> February	28 days
<b><u>TERM 4</u></b>	School Re-opens School Closes	Monday 19 <sup>th</sup> February Friday 30 <sup>th</sup> March	30 days
<b><u>TERM 5</u></b>	School Re-opens School Closes (Bank Holiday) School Re-opens School Closes	Monday 16 <sup>th</sup> April Monday 7 <sup>th</sup> May Tuesday 8 <sup>th</sup> May Friday 25 <sup>th</sup> May	29 days
<b><u>TERM 6</u></b>	TRAINING DAY School Re-opens School Closes	Monday 4 <sup>th</sup> June Tuesday 5 <sup>th</sup> June Friday 20 <sup>th</sup> July	35 days

**195 days**

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Holidays

Absence from school disrupts a child's education and that of other children in the class. If parents need to take holidays in school time, UP TO 10 SCHOOL DAYS in any academic year can be authorised by completing a holiday form. These forms are available from the School Office.

**Please note** : The school will not set work for children to take with them on term-time holidays.

**Attendance Information**

Each year the school is required to publish attendance data showing comparisons with national figures. This data will be published in the School Brochure. In addition, this Report will also include the total number of school days lost to term-time holidays.

A record of a child's absences will be reported to Parents as part of the annual report.

**Attendance Awards**

Certificates will be presented to those children who achieve high levels of attendance :

Gold Awards	100% attendance
Silver Awards	99% attendance (allows up to 4 sessions off per year)
Bronze Awards	98% attendance (allows up to 8 sessions off per year)

**The Role of the Education Welfare Officer (E.W.O)**

Education Welfare Officers support schools in their efforts to achieve the highest possible levels of pupil attendance.

If, after appropriate action, attendance/lateness problems cannot be resolved, the school will request advice from, and the involvement of, the Education Welfare Service. This may involve home visits. The Headteacher is responsible for liaison with the Education Welfare Service.

Further information can be found in the booklet :

'The Education Welfare Service'  
Policy and Good Practice Guide on School Attendance and Pupil Welfare

(A copy is kept in the School Office)

The Education Welfare Office for the Wellingborough Area can be contacted on  
01933 350195

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**Regular and punctual attendance at school is essential for enabling children to do their best.**

There are expectations for Pupils, Parents and the School to enable this to occur. These expectations are set out in the Partnership Agreement which is sent to all Parents. Briefly, these expectations are :

There are legal requirements placed upon both school and parents and the remainder of this policy will explain

As a Parent I will do my best to:	As a Pupil I will do my best to:	As a School we will do our best to:
<ul style="list-style-type: none"><li>- send my child to school on time</li><li>- inform school before 9.15 a.m. of any absence</li></ul>	<ul style="list-style-type: none"><li>- arrive at school on time</li></ul>	<ul style="list-style-type: none"><li>- encourage good attendance and punctuality</li><li>- follow up any unexplained absence by 'phoning parents after 9.30 a.m.</li></ul>

these. The following sections also set out how the school monitors and encourages good attendance.

### **Registration**

- This takes place every day at 9.00 a.m. and 1.00 p.m. If a child is absent without explanation, the class teacher will send a note to the school office by 9.15 a.m. The unexplained absence will be followed up with a 'phone call to parents from the School Administrator.
- **Lateness.** If a child misses registration, this will be recorded in the register. Parents will be contacted if their child is often late. Children who arrive after registration will sign in at the school office.
- Registers are marked using a system of codes.
- Children who leave school during the day, for example because of illness or medical appointments will need to sign out at the school office.

### **Authorised and Unauthorised Absence**

There are clear guidelines about which type of absence can/cannot be authorised. The responsibility for authorising absence rests with the school.

Some examples :

Absence from school will be authorised for the following reasons :

- genuine illness
- unavoidable medical/dental appointments
- days of religious observance
- exceptional family circumstances such as bereavement/serious illness
- music/dance exams and special performances
- holidays in term time, authorised in advance by the Head Teacher.

On returning to school after absence, a child should bring a note from parents explaining the absence.

Absence from school will not be authorised for :

- shopping
- birthdays
- minding the house
- caring for relatives
- Extending holidays beyond 2 weeks
- Pop concerts
- Watching sports matches
- A day out

THE FULL COMPLAINTS PROCEDURE POLICY IS AVAILABLE FROM THE SCHOOL OFFICE

CHILD PROTECTION POLICY

The school has in place a Child Protection Policy.

The school has a moral and legal duty to protect children from harm. In carrying out this duty it is recognised that the school does not work in isolation but must involve other agencies. If any situation arises where the school feels that a child is 'at risk' it will, therefore, discuss with external agencies significant concerns about any child which may indicate physical, emotional and sexual abuse or neglect.

The Designated Teachers for Child Protection are:

Mrs Sue Mutlow	SENCO
Mr Nigel Riches	Head Teacher