



# **ARNOLD JUNIOR SCHOOL**

## **PARENT HANDBOOK**

<b>Some Words of Advice for Parents.....</b>	<b>3</b>
<b>The School.....</b>	<b>4</b>
<b>School Life.....</b>	<b>5</b>
<i>Assemblies.....</i>	<i>5</i>
<i>Breaktime.....</i>	<i>5</i>
<i>Lunchtime.....</i>	<i>5</i>
<i>Snacks and Water.....</i>	<i>5</i>
<i>Houses.....</i>	<i>6</i>
<i>Rewards and Sanctions.....</i>	<i>6</i>
<i>Homework.....</i>	<i>6</i>
<i>The School Shop 01253 336258.....</i>	<i>6</i>
<i>Internal Examinations.....</i>	<i>6</i>
<i>The Senior School Entrance Examination, Scholarships and Bursaries.....</i>	<i>6</i>
<i>Key Stage Examinations.....</i>	<i>7</i>
<i>Reporting to Parents.....</i>	<i>7</i>
<i>Parents' Evenings and Meetings.....</i>	<i>7</i>
<i>Photography.....</i>	<i>7</i>
<i>Lost Property.....</i>	<i>7</i>
<i>School trips and holidays.....</i>	<i>7</i>
<i>School teams.....</i>	<i>8</i>
<i>Learning Support.....</i>	<i>8</i>
<i>Buses.....</i>	<i>8</i>
<i>Parking.....</i>	<i>8</i>
<i>Charity Work.....</i>	<i>8</i>
<i>School Policies.....</i>	<i>8</i>
<b>Attendance.....</b>	<b>9</b>
<i>Absence.....</i>	<i>9</i>
<i>Illness.....</i>	<i>9</i>
<i>The start of the school day.....</i>	<i>9</i>
<i>The end of the school day.....</i>	<i>10</i>
<i>Late Room.....</i>	<i>10</i>
<b>Personnel.....</b>	<b>11</b>
<i>The Headmaster and Senior Team.....</i>	<i>11</i>
<i>Teachers and Nursery Nurses.....</i>	<i>11</i>

<i>School Secretaries</i> .....	11
<i>Pupils with Positions of Responsibility</i> .....	11
<i>Teaching Staff 2004-05</i> .....	12
<b>What Pupils Require for School (or may want but don't need)</b> .....	<b>13</b>
<i>School Uniform</i> .....	13
<i>Stationery Requirements</i> .....	14
<i>Mobile phones</i> .....	14
<i>Jewellery and valuable items</i> .....	15
<b>The Curriculum</b> .....	<b>16</b>
<i>Foundation Stage</i> .....	16
<i>Infant Years 1 and 2</i> .....	16
<i>Junior Years 3-6</i> .....	16
<b>Keeping in touch</b> .....	<b>18</b>
<i>Parents' &amp; Friends' of Arnold*</i> .....	18
<i>Ladies Luncheon Club*</i> .....	18
<i>Calendar and Newsletter</i> .....	18
<i>Communications</i> .....	18
<i>Useful phone numbers</i> .....	18
<i>Useful Websites</i> .....	18
<b>Selected School Policies</b> .....	<b>19</b>
<b>Mission Statement</b> .....	<b>20</b>
<b>Whole School Policy on the Administration of Medicine</b> .....	<b>21</b>
<b>Arnold School Request to Administer Medication Form</b> .....	<b>24</b>
<b>Arnold School Administration of Medication Record</b> .....	<b>25</b>
<b>Rules, Rewards and Sanctions</b> .....	<b>26</b>
<i>The Code of Conduct</i> .....	26
<i>Incentives and Rewards</i> .....	27
<b>Homework Policy</b> .....	<b>31</b>
<b>Learning Support Policy</b> .....	<b>33</b>

## Some Words of Advice for Parents

*Arnold Junior School is a member of the IAPS, Independent Association of Preparatory Schools. In the academic year 2003-4 the Chairman of the Association was Mr Simon Carder, a Junior School Headmaster. Writing in the Autumn edition of the association's magazine he offered some very worthwhile advice for parents and I have based the following points on his article.*

- The class teacher is a very important person in the life of your child; this is especially true of our infants when that one individual might be responsible of 95% of his or her school week, but is also true of junior pupils. Any time you spend in forming a good working relationship with the class teacher will be time well spent. By working together and sharing your knowledge of your child you diminish the possibility of misunderstandings leading to problems.
- Don't believe everything you hear. No matter how honest your children are, do not accept unquestioningly everything they say. They may have misheard or misunderstood something they have been told. They may have heard something from an unreliable source or drawn an incorrect conclusion from insufficient evidence. Many children have vivid imaginations! I think it's called creative reporting. I always think that parents and schools should make a contract: you promise not to believe everything that your children tell you about school and we promise not to believe everything they tell us about home.
- Schools have to be run in a businesslike way but they are not merely businesses. We provide services but, for us, it is a vocation not a business. We genuinely care about your children. We don't charge you by the minute for the time we give them or you, it is given freely – or at least as freely as our commitments allow. We don't see the children and you as customers and consumers although, of course, in a sense you are. We see you rather as friends and partners, even as family.
- Please be active in supporting the school and get involved. We realise that parents are busy people but your attendance at a concert or the netball match, or your support for a Parents and Friends event will be much appreciated and help you to feel part of the school community. It also helps to confirm in the eyes of your child just how much you value the school and its activities.
- Please read the information we send you. Put dates in your diary and then you won't be in the embarrassing position of having to telephone the overworked school secretary to find out what time the parents' evening is or whether the cricket match is at home or away. Or worse, turning up for the start of a new term a day early or a day late. Clear communication between staff and parents is very important, if you know the school rules and are certain of what the school expects there is more chance of us working in harmony for the sake of your child.
- There will be times when we get things wrong and I expect a concerned parent to let me know when they believe we are in error – but don't forget to express gratitude when things go well. Don't wait until after your child is about to leave before you drop a note to the head teacher or to a particular member of staff who has made a positive difference to your son or daughter. We all like being thanked but for teachers a thank you note can mean so much, out of all proportion to the time and effort it takes you to put pen to paper.
- Please do everything you can to avoid taking holidays in term time. Think of the effect on the children – both yours and the ones who are not going on holiday during term time. Yours will miss lessons and the others will be let down in the hockey team or the concert or the play.
- Be loyal. Always support the school and staff publicly. When you have complaints express them to the individuals who can help rather than on the playground. Spread the good word, not the bad one. By showing loyalty to the school you will set an important example for your children to follow.

CFD White (with help from Mr Carder, August 2004)

## The School

Arnold School provides education for girls and boys between the ages of 2 and 18 and the Principal is responsible for the whole school. Although children may enter or leave at any time according to circumstances, it is hoped that a pupil joining us at two years of age will make suitable progress and will want to stay for the whole of the period of their formal education. Transfer to the Senior School is subject to an entry examination taken in the January of a pupil's final year, Year 6.

The Senior School accommodates around 780 pupils aged 11-18 whilst the Junior School accommodates 340 pupils aged 2-11.

Our youngest children are taught in the Kindergarten housed in its own secure grounds, but close enough for them to feel a real part of our school family. At the age of four children enter the main school building and join the Reception classes. At the end of the Infant years (years 1 and 2) they become Junior pupils and progress through years three, four, five and six at which stage they prepare for the transition to life in the Senior School.

ARNOLD JUNIOR SCHOOL	Age 2-4	Kindergarten	foundation stage
	Age 4-5	Reception	
	Age 5-6	Infant year 1	key stage one
	Age 6-7	Infant year 2	
	Age 7-8	Junior year 3	key stage two
	Age 8-9	Junior year 4	
Age 9-10	Junior year 5		
Age 10-11	Junior year 6		
ARNOLD SENIOR SCHOOL	Age 11-12	Senior year 1	key stage three
	Age 12-13	Senior year 2	
	Age 13-14	Senior year 3	
	Age 14-15	Senior year 4	key stage four
	Age 15-16	Senior year 5	
	Age 16-17	Sixth Form L6th	
	Age 17-18	Sixth Form U6th	

## School Life

### **Assemblies**

Assemblies provide an opportunity to present information to the school and to tackle social, moral and spiritual issues. They are an important means by which the school's ethos and community spirit are promoted. Though essentially Christian they are not services which intend to develop a single religious doctrine or belief. All pupils are expected to attend.

The pattern of morning assemblies is as follows:

- Monday - all children 4-11 years of age
- Tuesday - hymn practices for juniors and infants (alternate weeks)
- Wednesday - junior and infant assemblies - separately
- Thursday - infant presentation assembly (juniors have PSHE)
- Friday - junior presentation assembly (infants have PSHE)

Assemblies on Monday, Wednesday and Friday include a prayer and hymn and a presentation from the Headmaster. Presentation Assemblies allow us to congratulate children on their school or extra curricular achievements, and this may include the awarding of certificates and trophies. Parents should encourage their children to bring to school items such as certificates and trophies which we will re-award in front of their peers.

### **Breaktime**

All children are encouraged to spend break periods in the open air and it is the responsibility of parents to ensure that their children can do so, ie that they are well enough and properly dressed. For this reason children should not return to school after a period of illness until they are well enough to take part in all aspects of school life and must wear a school coat in the Winter. Infants use the front playground and access from the road is restricted during break periods. Juniors use the rear playground. All break periods are supervised by adults. Wet playtime is conducted in classrooms or in the infant library area.

### **Lunchtime**

All pupils are expected to attend for school lunch. Menus are posted in the school foyer and are sent to parents at the start of each term. Any parent who is concerned about either the quality or range of food available should make their feelings known to the Headmaster. *School meals are the source of much misinformation from pupils!*

### **Snacks and Water**

Children are encouraged to drink water throughout the school day and research has suggested that being well hydrated improves the ability to concentrate. Children are allowed to have water in small (500ml) spill-proof containers available during lessons, these may be refilled from filtered water dispensers positioned on both floors. They may also bring snacks to school to be eaten at break-times. These should be nutritious and not based on sugary sweets or food containing high proportions of additives.

Here are a few suggestions for healthy snacks:

- fruit - fresh or dried, by far the best, simplest and healthiest option
- bread or crackers eaten with cheese or meat or tinned fish
- hard boiled egg, cold sausage, cheese, low fat crisps, unsalted nuts
- individual pack of wholegrain breakfast cereal
- a drink - water, fresh fruit juice, milk or low sugar drinks (non-fizzy)
- vegetables - cut into bite sized pieces, carrots, celery, cucumber, peppers
- yoghurt, fromage frais or other potted deserts

Useful advice can be obtained from:

[www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk) and [www.doh.gov.uk/school/fruitscheme](http://www.doh.gov.uk/school/fruitscheme)

### **Houses**

All children from year 3 to year 6 (juniors) are assigned to one of four houses. Children can contribute to the success of their House through regular sporting competitions in athletics and swimming, and on a day to day basis by being awarded house points for good work, good behaviour or good manners. At every Friday assembly the house points raised during that week are announced and contribute to a termly total, the best house receiving the House Trophy. At the end of the school year a Cup is awarded to the best House overall.

The Houses are:

- Jebb - Eglantine Jebb was the founder of 'Save the Children'.
- Scott - Sir Peter Scott was the founder of the 'World Wildlife Fund'.
- Ryder - Sue Ryder was the founder of the 'Sue Ryder Foundation'.
- Dickens - named after the author and social reformer Charles Dickens.

### **Rewards and Sanctions**

Teachers and Nursery Nurses employ a variety of techniques to encourage sensible behaviour, good manners and productive levels of effort, and to dissuade children from inappropriate actions. A copy of the 'Rules, Rewards and Sanctions booklet' is contained in this handbook.

### **Homework**

Homework, in addition to extending a pupil's period of study, serves other important functions:

- It is an important link between home and school involving parents in school work.
- It is a reminder that education does not only take place in school hours or in the classroom.
- Parental interest reinforces the importance of school work.

Homework increases in quantity and complexity to keep pace with a child's intellectual development and we hope that parents will ensure:

- that written homework and reading are completed in a quiet location and in good light; written homework will need to be completed at a desk or table.
- that the homework diary or reading record is signed only when a parent has seen the completed work. The booklet should also be used to express useful comments or pass messages to the teacher.
- that in taking an interest parents do not take over and are aware that techniques and even facts may have changed since they were at school.

A copy of the Homework Policy is contained in this Handbook.

### **The School Shop 01253 336258**

The School Shop is normally open:

Monday- Friday 11.00am-12.00noon, and 12.30pm-4.30pm. Times will vary during vacations.

### **Internal Examinations**

Written tests of ability are a necessary part of school life and help teachers to set targets and monitor progress. Year 6 pupils are tested in October, pupils in Years 3,4 and 5 are tested in December.

### **The Senior School Entrance Examination, Scholarships and Bursaries**

This takes place on a Saturday morning in January or February, at a date agreed by all the independent schools in the area. Year 6 pupils are entered for the examination by contacting the School Registrar. The examination consists of one Mathematics paper, two English papers and one non-verbal reasoning test. Results are available within two days and pupils seeking scholarships for Music, Sport, Art and Design Technology have to submit to additional practical tests and interviews. Academic scholarships and bursaries are determined by the performance on the day of the examination. Full information and advice can be given by the Registrar - 01253 346391.

### **Key Stage Examinations**

Year 2 children take their end of KS1 examinations and Year 6 children take their end of KS2 examinations in May. These are nationally standardised tests and results are made available as soon as possible, often in the first weeks of the summer vacation. Parents are advised of the specific dates well in advance and leave of absence will not be granted during the week of these examinations. There are practice examinations in preparation for these.

### **Reporting to Parents**

Teachers are happy to share their views on a pupil's progress at any time, though it may be necessary to arrange an appointment, and they are keen to learn of any situations at home which may influence attainment at school. In addition to informal ad hoc meetings, the school reports formally in the following way.

**Winter Term** - Parents' Evenings for all pupils. Parents arrange an interview with any/all of the teachers with whom their children come into contact.

**Spring Term** - Mid Year reports. Every child\* receives a written report covering all aspects of school work. Received by parents at half term.

**Summer Term** - End of Year reports. Every child\* receives a written report covering all aspects of school work. Received by parents at the end of term. Children ending Year 2 and Year 6 also receive the results of the Key Stage examinations and an explanation of their grades compared nationally.

*\*with the exception of some younger Kindergarten children.*

### **Parents' Evenings and Meetings**

During the Autumn term, when so many children are new to the school and all children are settling in to new classes and new work, all parents are invited to attend school on one of a series of open evenings. These evenings provide an opportunity for parents to discuss progress and problems, visit classrooms and look at school work.

Meetings are also arranged to explain the transfer from Kindergarten to Reception years, Infant to Junior years, the special nature of Year Six and the process of transfer to the Senior School.

Other meetings are arranged on an ad hoc basis to plan and review school trips.

### **Photography**

The children are regularly photographed on an informal basis as part of our desire to illustrate school life within the school family and through the media. In addition we organise photographs with a professional photographer which can be purchased by parents:

A whole school photograph - usually every 3 years

Class photographs - September/October

Individual photographs – October/November

Team photographs - as necessary, usually in the Summer Term.

Please read the school policy on photography for greater detail.

### **Lost Property**

It is a school requirement that all items of clothing and possessions such as sports equipment and stationery be named. A member of staff looks after a lost property box which can be checked by pupils when convenient. Named items are returned promptly but the school cannot be expected to keep unmarked clothing for more than four weeks.

### **School trips and holidays**

The School arranges a variety of 'out of school' experiences. These range from day or part day excursions to places of educational interest which support the curriculum, to foreign trips which may be considered as holidays. Some trips are a necessary part of the curriculum whilst others

are optional. Parents are always informed in advance and any charges are included on the termly invoice. A senior colleague, Mr John Storey, is responsible for co-ordinating the efforts of all our staff and is particularly concerned with health and safety issues relating to out of school events.

### **School teams**

An essential part of school life is competition and the school organises sporting and other competitive fixtures with similar schools within a fifty-mile radius. If a child is selected to represent the school their parents are expected to ensure that they are available.

Fixtures are detailed in the school calendar and letters are sent home to explain the arrangements for collecting and returning children at times which do not fit the normal school day.

### **Learning Support**

Please see the policy included at the end of this booklet.

### **Buses**

Junior School pupils are normally escorted to and from school by their parents, but this is not always possible. The School does operate its own bus routes but these are intended for pupils in the Senior School (11+). Junior School pupils may use these buses but parents must realise that they are not supervised by adults, and we are unable to escort pupils between the bus and the school premises. In the case of older junior pupils, especially those accompanied by siblings in the Senior School this is less of a concern.

On four or five occasions during the year the evening bus times vary to fit in with changes to the Senior School day. The school will inform parents of these dates in advance. Full details of the bus routes and charges can be obtained from the Finance Bursar 01253 349468.

### **Parking**

The periods of greatest traffic congestion are at the beginning and the end of the school day. At present we can offer no off road parking to alleviate the problem for parents or our neighbours but we are in negotiation with the local authorities and discussing ideas which might help in future. ***In the meantime it is in the best interest of pupil safety if all parents observe the parking restrictions which are in force in the area around the school and observe the common courtesies of not obstructing access for pedestrians or local residents.***

The front and rear playgrounds will be open for parking for certain school events, when it is convenient and safe to do so.

### **Charity Work**

The School encourages support for the less fortunate and fosters greater social awareness through various fund raising activities in support of a number of local and national charities. We recognise and applaud the role parents play and their generosity in helping us to teach children to be thoughtful and caring individuals. In the academic year 2003/4 our children raised a total of £9,500 for causes such as: Samaritans Purse, Trinity Hospice, Barnado's, cancer research and the homeless.

### **School Policies**

A file containing all the school policies is available to parents in the Junior School Office and can be viewed at any time.

## **Attendance**

An attendance register is completed twice per day and children are marked as being absent or present. Absences can be one of two kinds:

Authorised - agreed in advance as with a holiday or doctor's appointment or accounted for after the event such as a period of illness.

Or Unauthorised - an absence which is unexplained and therefore counts as truancy.

### ***Absence***

A request for absence must be made in writing to the Headmaster giving at least two weeks notice and will receive a written reply. Notification of an unplanned absence due to illness or other hastily arranged commitment must be made by phone to the School Office 01253 346391. Parents will receive a phone call by 10.00am if an absence remains unexplained by that time. A letter explaining the cause of the absence should always accompany the child on his or her return to school. Teachers will only provide work during a period of unavoidable absence and not for a child who is on vacation taken during term time.

It is strongly advised that all holidays are taken at times when the whole school is on holiday. The disruption caused to lesson planning and the proper delivery of the curriculum can be significant, not just for the absent pupil but also his/her classmates. The Headmaster is not obliged to accept a request for absence, and leave of absence for a holiday will only be granted when the following points have been considered:

- The child's previous attendance history
- The age of the child
- The child's stage of education
- The time of year (SATS or other exams)
- The nature of the activity for which permission is sought
- Whether parents are restricted in terms of leave from their employment

Only in very exceptional circumstances would a child be granted more than 10 school days leave in any one school year.

### ***Illness***

Please also read the Policy on the Administration of Medicines contained in this Handbook.

The administering of medicines is not encouraged within school, therefore it is advisable that children remain at home until fully recovered and free of medication. In rare circumstances where it is desirable for medicines to be administered at school, please either arrange to administer the medicine yourself, or seek permission from the class teacher. When a child returns to school following a period of illness they will be expected to take part in all the normal school activities which includes PE and games and playing outside at break-times.

It is very important that we know if your child has a medical condition which may require the regular self administration of mild medication such as an inhaler. Allergies or conditions which make a child susceptible to periods of distress must be made known and the Headmaster will create an individual protocol and ensure that staff are notified of agreed procedures.

If your child is taken ill during the school day we will use the contact numbers you have supplied. It is therefore important that these contact numbers are kept up to date.

### ***The start of the school day***

Pupils are expected to arrive no sooner than 8.15am and no later than 8.40am (8.00am for Kindergarten). Children can go to their classrooms from 8.30am, prior to this they are supervised in the hall. Pupils enter via the front door situated off the Infant Playground on Lytham Road. A

crossing warden is on duty at the beginning and at the end of the school day. Parents are requested to exercise due care for children and the School's neighbours when parking or dropping off.

It is usual for parents to escort children to classrooms when they are new to the school to help to establish contact with staff and new surroundings. Juniors will then expect to be left at the gate quite soon. Infants grow into this level of independence at varying rates and parents will be advised by class teachers when they think their children are ready.

### ***The end of the school day***

Infant children are ready for collection from the front door at 3.30pm. The class teacher will remain with them and ensure that they depart with a parent or nominated representative. Junior children are ready for collection at the front door at 3.40pm. Some children may stay in school for organised after-school activities.

Junior School staff are responsible for children until they are:  
collected from school premises at the end of the school day,  
or from the late room until 6.00pm  
or from an organised school activity in which they have taken part

***We cannot accept responsibility for the safety of your son or daughter under any other circumstances. If you must make arrangements (juniors only, not infants) to meet off site or after a period of time which means that they are unsupervised, the Headmaster should be in receipt of a letter explaining that you are accepting full responsibility.***

### ***Late Room***

**Duration** - 3.30pm (infants), 3.40pm (juniors), until 6.00pm every school day, children may be collected at any time before 6.00pm. Please go to the Kindergarten front door when collecting children.

**Cost** - There is a charge per session payable on the school bill at the end of term. The full price is payable whatever the duration of a child's stay or age.

**Facilities** - There are three facilities according to the age of the child:

1. Reception children are escorted to the Kindergarten and spend their time in mainly recreational activities, supervised by nursery nurses.
2. Infants (Yrs 1 and 2) are supervised by nursery nurses and at 5.30pm any who are left will transfer to the Kindergarten for the last 30 minutes.
3. Juniors (Yrs 3, 4, 5, and 6) go to the Resource Room to be supervised whilst they do their homework (unless parents request that homework is done at home). Help will be on hand from a dedicated member of staff to ensure that it is completed well and any remaining time can be spent in recreational activities.

## **Personnel**

There is a board located in the entrance foyer which displays photographs of all our teachers, nursery nurses and secretarial staff. More information can be found on the website.

### ***The Headmaster and Senior Team***

The Headmaster is usually available to see any member of the Arnold community, without an appointment, between 8.00am and 8.30am each day. He is keen to discuss any matter which is of concern to parents but would prefer the first contact to be with the class teacher when that is appropriate. Appointments can be made at short notice; the Headmaster considers that responding to parents is a priority during the working day. The Head of Infants and Early Years and the Head of Key Stage Two, can also be contacted when necessary and can arrange meetings, but have less flexibility during the school day. In addition to the staff mentioned above the School Trips and Co-Curricular Activities Coordinator is also part of the senior team.

### ***Teachers and Nursery Nurses***

The success of your child's education depends upon good communication between home and school, and this cannot be stressed strongly enough. In addition to formal school reports and parents' evenings, parents are encouraged to make contact with teachers and to be prepared to discuss problems and organise informal meetings at times which are mutually convenient. The homework diary is also a very useful way of recording concerns or making observations.

### ***School Secretaries***

The school office, adjacent to the front door, is manned throughout the school day and for much of the school holidays. The School Secretaries perform a number of functions in the school and are very knowledgeable. Many issues can be dealt with quickly over the phone and they can be consulted over routine matters concerning school life.

### ***Pupils with Positions of Responsibility***

The Prefect - Prefects are chosen from our Year 6 cohort by the Headmaster in consultation with the teaching staff and normally remain in 'office' for one year. Working alongside the Head of KS 2 the selected prefects support the adults in our school community by acting as role models for their peers as well as younger children and performing certain duties. Becoming a Prefect should not be seen purely as a reward, but as an opportunity to display and develop a sense of responsibility, leadership and community spirit. For this reason Prefects do not have to be academically distinguished or have a record of perfect behaviour. Teaching and support staff are asked for nominations and the list is displayed in the staff room to invite further comment. We aim for a balance of girls and boys, but recognise that this may not be possible.

House allegiances are not important.

Typical tasks of Prefects:

- Wet play – assisting teachers and assistants in managing behaviour in classrooms.
- Normal play - being a reliable presence in the playground, acting as role models and mentors for their peers and younger children, responding pro-actively to potential problems.
- Assembly - setting out and clearing away.
- Acting as hosts at certain school functions.
- Regular duties in which they manage the movements of pupils and monitor behaviour.

*The School Council Member* - Members of the School Council are elected by their peers. One pupil from each junior class (years 3-6) will represent the views of their classmates at regular meetings with the Headmaster. Form Teachers guide the process of election at the start of the school year, and give an opportunity for class discussion prior to a meeting with the Headmaster. Topics for discussion will be distilled into an agenda for the meeting chaired by the Headmaster. Minutes will be posted in school.

### **Teaching Staff 2005-06**

Mr CFD White	Headmaster, Deputy Principal of Arnold School
Mrs FA Lawson	Head of Infants and Early Years, KS1 Co-ordinator, infant class teacher
Mrs A Dickson	Head of KS2, junior class teacher - year 6
Mr JS Storey	Head of Physical Education, Co-curricular Activities Co-ordinator, junior class teacher - year 6
Miss JL Allen	infant class teacher - reception
Mrs AJ Briggs	junior class teacher - year 5, Numeracy & History Co-ordinator
Mrs L Buck	infant class teacher - reception
Mrs L Cole*	junior class teacher - year 6
Miss L Corrie,	kindergarten nursery assistant
Mr A Coyne	Head of ICT
Mr A Crowther	Science Co-ordinator
Mrs T Dagger	senior nursery nurse - infant
Mr G Dresser	junior class teacher - year 4
Mrs LC Fielder	junior class teacher - year 4, with shared responsibility for music
Mr RA Fielder	junior class teacher - year 5, Head of Music, KS2 Music Co-ordinator
Mrs GE Foster	infant class teacher – year 1
Mrs L Gray	nursery assistant - kindergarten
Miss KL Hartley	kindergarten supervisor
Miss J. Hamer	nursery nurse - infants
Mrs P. Hodson	junior class teacher - year 5
Mrs M Hecht*	learning support
Mr AR Hodgkinson	junior class teacher - year 3
Miss R Hutchinson	senior nursery nurse - kindergarten
Mrs J Laing	nursery nurse - infants
Miss N Metcalfe	nursery nurse - kindergarten
Mrs W Parkinson	infant class teacher - year 2
Miss C Rainford,	nursery nurse - infants
Mr T Reaney*	brass tutor
Mrs SR Rigby	infant nursery nurse, NVQ assessor, SENCO
Miss L Robinson	nursery nurse – infant
Miss S Robinson	nursery nurse – kindergarten
Mrs A Rosser*	piano tutor
Mr M Skyrme*	woodwind tutor
Mrs D Smith	infant class teacher – year 2
Mrs S Taylor	infant class teacher - year 1
Miss E Walker	deputy kindergarten supervisor
Mrs GM Ward*	teacher of French
Mrs JJ Woodhead	KS2 Literacy Co-ordinator, junior class teacher - year 3

\* part time staff

## What Pupils Require for School (or may want but don't need)

### **School Uniform**

The wearing of the full school uniform is important and is enforced every day.

### **ARNOLD JUNIOR SCHOOL CLOTHING LIST**

Our School Shop which sells new and as new uniform, as well as a range of books, is based on the ground floor of the Bursary. The telephone number is 01253 336258. Term time opening hours are as follows.

Mon - Fri. 11.00 a.m. - 12.00 noon, 12.30 p.m. - 4.30 p.m.

#### **Please note:**

- \* We expect Arnold pupils to be clean, neat and tidy in their appearance. Hair should be natural (uncoloured) and of sensible length and style and in the case of long hair tied back from the face.
- \* The wearing of makeup is not permitted during the school day.
- \* All items of school clothing must be clearly marked.
- \* For the sake of safety, pupils may not wear earrings or any other form of body piercing jewellery.
- \* Though trainers are listed as all white, predominantly white (95%) trainers are acceptable.

### **School Uniform**

#### **Kindergarten**

White polo shirt, Arnold green sweatshirt, short white socks, plain black shoes, Arnold School coat, Arnold green jogging bottoms. In addition the shop stocks a selection of summer clothing which is optional.

#### **Girls: Reception**

**Winter and Spring terms:** white polo shirt, Arnold green sweatshirt, long green socks, plain black shoes, bottle green skirt, Arnold School coat.

**Summer term:** Arnold Summer dress, bottle green cardigan, short white socks, white briefs, plain black shoes.

#### **Boys: Reception**

**Winter and Spring terms:** white polo shirt, Arnold green sweatshirt, long grey socks, plain black shoes, short grey trousers, Arnold School coat.

**Summer term:** short grey trousers, short grey socks, white polo shirt, Arnold sweatshirt.

#### **Girls: Year 1 - Year 6**

**Winter & Spring terms:** Arnold School blazer, all round box pleated green kilt skirt, white long sleeve blouse, Arnold School bow tie, bottle green cardigan, Arnold School outdoor coat, bottle green knee length socks or green tights, bottle green briefs, black shoes - low heeled/plain style.

#### **Summer term:**

Year 1-Year 5: Arnold Summer dress, bottle green cardigan, short white socks, white briefs.

Year 6: As for the Winter and Spring terms but with a short sleeve white blouse.

#### **Boys: Year 1 - Year 6**

**Winter & Spring terms:** Arnold School blazer, School trimmed v-neck pullover, white long sleeve shirt, grey shorts, long grey socks, (Year 6 boys wear long grey trousers and short socks) Arnold School tie, Arnold School outdoor coat, plain black shoes – laced.

**Summer term:** As above but with short sleeve white shirt, Yrs 1 & 2 & 6 short grey socks, Yrs 3-5 long grey socks.

## **Clothing required for Physical Education**

### **Kindergarten and Infants up to and including Year 2**

**Boys/Girls:** white shorts, plain white round necked T-shirt, black gusset plimsolls, short white socks. Year 2, summer term only, Arnold track suit, all white trainers.

### **Juniors: Year 3 up to and including Year 6**

**Boys:** white short sleeve polo shirt, white shorts, short white socks, all white pumps or all white trainers, reversible Arnold plain green-plain white rugby shirt, navy blue shorts, Arnold green football socks, shin pads, football boots, Arnold tracksuit, Arnold green swimming trunks  
Arnold kit bag, gum shield.

**Girls:** School green leotard, short white socks, all white pumps or all white trainers, Arnold white P.E. blouse (short sleeved polo style), Arnold green netball skirt, School tracksuit, green swimming costume, white swimming cap, Arnold kit bag, gum shield, hockey socks, shin pads.

**NB. The Arnold fleece may be worn as a spare tracksuit top or over a tracksuit top but it is not considered to be a substitute for an outdoor coat.**

Last revised August 2004

### ***Stationery Requirements***

Pupils in their infant years will be provided with all the equipment they need by their Form Teacher. All juniors require the following items:

A pencil case	HB pencils	30cm ruler
pencil sharpener with container	eraser	coloured pencil crayons
fine felt tip pens	art overall	

An Arnold School Bag (medium or large size) available from the school shop. If you buy a briefcase please ensure that it does not have a combination lock.

Also:

Year 5	calculator	fountain pen
	thesaurus	pair of compasses
	180 protractor	
Year 6	felt tip pens (fine and brush)	
	pencil crayons (including water based)	
	stencils (various sizes)	
	files (A4 with plastic wallets)	

*All the above need to be named*

### ***Mobile phones***

Mobile phones are quite unnecessary in school but are not banned. Parents may consider that a child needs to use a phone on the way to or from school or when on a school trip or returning from a sporting fixture, in order to avoid a delay in being collected. It should be remembered that pupils may call home at any time from the school office.

If parents feel that a mobile phone is necessary for the reasons given above then it should be handed in at the school office as soon as the child arrives and collected on departure at the end of the day. On a bus travelling between sporting fixtures or other school trips a phone must be given to the teacher in charge for the duration of the journey/visit. Pupils will not be allowed free access to mobile phones whilst in the care of school staff.

***Jewellery and valuable items***

The wearing of jewellery is not permitted, other than for religious reasons. It is our experience that the wearing of earrings in pierced ears can lead to painful accidents in school. It is for this reason that we do not allow children to wear jewellery in piercings whilst in school. The best time to have ears pierced is during the long summer vacation which gives sufficient time for ears to heal and permit earrings to be removed during the school day.

The carrying of expensive items is not encouraged. Whilst items such as electronic games are not banned they are brought into school entirely at the owner's risk and the school cannot be held responsible for loss or damage to expensive and educationally unnecessary items.

## The Curriculum

### **Foundation Stage**

Our Early Years children, i.e. Kindergarten and Reception children follow the nationally established Foundation Stage Curriculum. This curriculum sets out a clearly defined group of six Early Learning Goals that most children are expected to achieve by the end of their Reception Year.

- |   |   |
|---|---|
| 1. Personal, Social and Emotional Development | 4. Knowledge and Understanding of the World |
| 2. Communication, Language and Literacy       | 5. Physical Development                     |
| 3. Mathematical Development                   | 6. Creative Development                     |

The curriculum is carefully structured, planned and organised into achievable stepping stones, and contains three strands:

- 1. Provision for the different starting points of children (building on what they already know and can do).*
- 2. Experiences that match the different levels of need.*
- 3. Planned and purposeful activities that give real opportunities for teaching and learning both indoors and outside.*

Our Early Years children learn through play and in other ways, and the planned curriculum takes account of this.

### **Infant Years 1 and 2**

At Key Stage 1 (ages 5-7) the school seeks to provide a rich and stimulating environment designed both to fulfil the academic requirements of the National Curriculum, and to promote an environment where the children are encouraged to develop an awareness of their individual strengths and how to make use of them.

English, Mathematics and Science are taught by the class teacher, and the teacher concerned builds differentiation into the planning of each subject. Each class has a dedicated lesson given by a specialist Information Communication and Technology (ICT) teacher, and is taught by the class teacher as a cross-curricular subject in each classroom. History and Geography are taught within topics, each year following set topics that cover the requirements of the National Curriculum for that subject. Art and Design, and Music are taught by the class teacher and follows the guidelines of the National Curriculum. In Year 2, a specialist French teacher teaches conversational French. Personal, Social and Health Education (PSHE) is taught by the class teacher and also in school and class assemblies. P.E. is taught by the class teacher and follows the guidelines laid down in the National Curriculum. At the end of Year 2 all children take part in the National statutory tests (SATs) at Key Stage 1, and the results are reported to parents.

### **Junior Years 3-6**

At Key Stage 2 (ages 7-11) pupils in the School follow a wide and varied curriculum. Emphasis is given to the four core subjects; English, Maths, Science and I.C.T.

The children in these years are set according to ability for Maths and English lessons so that teachers are able to differentiate when planning their work and children progress at a rate appropriate to their needs.

Other subject areas covered by our junior classes are History, Geography, Design Technology, Art and Design, Music, French, PSHE (Personal, Social and Health Education), Religious Education and Games. French, Music, Games and I.C.T. are taught by specialist subject teachers.

Though not obliged to follow the National Curriculum our lesson planning is influenced by it as well as by D.F.E.S. published schemes of work.

We take part in National Tests (KS2 SATs) at 11 in English, Maths and Science and the result of the most recent KS2 SATs tests are contained in this Prospectus. Throughout Key Stage 2 we also carry out twice yearly formal testing in English and Maths to complement the continual assessment done on a daily basis by all teachers.

French - Junior pupils follow a specially designed scheme developing understanding and vocabulary. They learn about France and the French way of life with a continuing emphasis on the spoken word. We have a friendship link with Ecole Jeanne d'Arc in Lyon. This provides the opportunity for pupils to correspond with French boys and girls using letters, tapes and video film.

School visits to France give the children first hand experience of French culture and everyday life. In recent years school groups have visited Normandy, Paris and Provence. The French Club meets each week providing more opportunities for French conversation. Throughout our school children are prepared for the wider European world which will be so important in the future.

Music - All children are taught Music - and musical skills are encouraged and developed through the school. From Kindergarten to Year 6, boys and girls are helped to enjoy Music with a wide range of activities. These include singing, playing pitched and percussion instruments, learning notation and appreciating the work of different musicians. Our special Music Room provides a quiet area where teaching, playing and listening can develop without interruption. Music composition lessons make full use of the new ICT Centre's facilities.

Visiting musicians offer weekly tuition on brass, strings, wind instruments and piano, and there are opportunities for ensemble work. During break-times there are two clubs for recorder players; one for beginners and another for more advanced descant and treble players.

Our School Choir and Junior Orchestra meet regularly, performing works by classical and contemporary performers. All Junior musicians are encouraged to perform. There are public performances each term - with opportunities each week for individuals or groups to perform in school.

Information Communication Technology - Our ICT Centre is fully networked and makes excellent use of modern Pentium computers, CD Roms, Inkjet and Laser Printers and colour Scanners. The Centre also has Internet Access and Video Conferencing facilities.

All children are taught Information Technology (Kindergarten - Year 6) by a specialist teacher. Children follow a carefully structured ICT scheme which embraces all aspects of the National Curriculum. This includes Word and Data Processing (including Desk Top Publishing) Logo Programming, Art and graphics, Simulations and Databases.

To extend and enhance ICT studies, a Computer and CD Rom Club, open to all Juniors, meets every week. French, Science and Maths Clubs regularly make good use of the Centre's facilities.

The carefully structured lessons, comprehensively equipped ICT Room and networked classrooms ensure that all pupils at Arnold Junior School are fully prepared to meet the ever increasing demands of ICT in modern society.

## Keeping in touch

### ***Parents' & Friends' of Arnold\****

The Friends of Arnold School was established in 1991 as a result of an amalgamation between the Senior and Junior School Associations. Its Committee meets once every half term in the Principal's Study and several members of staff attend. The Association exists to enable parents to meet socially and to provide support for the members of the School, although it has no major fund-raising ambitions. All parents are automatically members and entitled to attend all open meetings and events.

Regular events include: Barn Dance, Hallowe'en Party, Burns Night Supper, Summer Ball and Christmas Dinner Dance. Family Days in the Lake District.

### ***Ladies Luncheon Club\****

The Luncheon club meets monthly (November to April) in a local Hotel. There are social occasions and Senior staff usually attend its Christmas Luncheon and its Spring Gentlemen's Evening.

*\*For further details and contact names for these associations please call the school office.*

### ***Calendar and Newsletter***

School calendars and illustrated newsletters are distributed on a termly basis and will inform you of forthcoming events and report on school activities respectively. I hope you will find both very useful and ask for further copies if necessary.

### ***Communications***

Please help us to keep our records up to date by informing us of changes of address and relevant personal details.

### ***Useful phone numbers***

There are a number of numbers printed in the school calendar

### ***Useful Websites***

Information about us:

[www.arnoldschool.com](http://www.arnoldschool.com)

Information about school in general and the National Curriculum:

[www.dfes.co.uk](http://www.dfes.co.uk)

[www.nfer.ac.uk](http://www.nfer.ac.uk)

[www.nc.uk.net](http://www.nc.uk.net)

[www.teacherweb.com](http://www.teacherweb.com)

Sites that might help with homework etc:

[www.bbc.co.uk/education/schools](http://www.bbc.co.uk/education/schools)

[www.channel4.com/learning/primary.html](http://www.channel4.com/learning/primary.html)

[www.gridclub.com](http://www.gridclub.com)

[www.primary-zone.com](http://www.primary-zone.com)

[www.angliacampus.com](http://www.angliacampus.com)

[www.argoshere.com](http://www.argoshere.com)

[www.digitalbrain.com](http://www.digitalbrain.com)

[www.atschool.co.uk](http://www.atschool.co.uk)

[www.bizykidz.co.uk](http://www.bizykidz.co.uk)

## **Selected School Policies**

A file containing all the school policies is available to parents in the Junior School Office and can be viewed at any time.

## Mission Statement

### **Mission**

Our mission is to maximise the aspirations and achievements of all members of Arnold School, both pupils and staff, so that they and their families enjoy happy, caring and fulfilled lives.

### **Aims**

To this end, the School will:

- a) provide an environment that is free from discrimination of gender, creed, race or disability;
- b) enable all pupils to develop an awareness of their individual strengths and abilities, and encourage them to make full use of them;
- c) provide a structural framework within which skills may be learned and knowledge gained, so that pupils may cope successfully in adulthood with the challenges of a rapidly changing world;
- d) encourage and support the development of self-discipline, self-confidence and independence and the establishment and maintenance of high moral standards;
- e) instil understanding and tolerance of others, and a sense of collective responsibility, both within the School community and towards the wider community;
- f) through these and other qualities, maintain and enhance the local and national reputation of Arnold School as a place of educational excellence.

### **Strategic Objectives**

The Aims of Arnold School will be advanced through pursuit of the following Strategic Objectives:

- a) to provide a curriculum which:
  - i) offers breadth and balance in the subjects taught;
  - ii) is continually reviewed, so that it takes full account of national and international standards and opportunities;
- b) to maintain excellent teaching practices which awaken pupil interest and enable pupils to think and learn from themselves. This will require:
  - i) the recruitment, motivation and retention of staff of the highest quality;
  - ii) all staff to have clearly stated objectives and schemes of work;
  - iii) leadership, so that all staff feel that they belong to teams with clearly stated objectives;
  - iv) provision of fabric, equipment and facilities that enable staff to give of their best and create a stimulating learning environment for pupils;
- c) to provide education for the 'complete person' by blending curricular and extra-curricular activities and making a wide range of the latter available to pupils. This will require:
  - i) a lively and challenging range of opportunities for participation in sport and adventurous outdoor activities;
  - ii) opportunities to develop an appreciation of, and participate in, music, drama and creative arts and crafts;
  - iii) development of Community Service and of the Combined Cadet Force, especially as means of teaching self-discipline and responsibility within the community;
  - iv) ensuring familiarity with, and the proper use of, information technology;
  - v) continuing development of the School Health Education Programme;
- d) to apply management techniques that assist in the efficient operation of the School, notably by:
  - i) continuing monitoring of the School's performance against set targets of achievement;
  - ii) regular appraisal of the performance and needs of individual members of staff;
  - iii) maintenance of an appropriate recorded profile for each pupil;
- e) to build wider support for the School within 'the Arnold Family', especially by:
  - i) maintaining close and effective lines of communication between all interested groups (parents, pupils, staff and governors), so ensuring that all understand and support the School's educational and operational objectives;
  - ii) encouraging parental involvement, notably through the Parents' and Friends' of Arnold School Association (Chair, Vice-Chair and Treasurer) and the Governors and Parents Liaison Committee;
  - iii) maintaining appropriate links with other Schools (including Schools in the State sector), and with local community groups.

## **Whole School Policy on the Administration of Medicine**

### **General**

The Governing Council recognises that many pupils will at some time need to take medication at school. While parents retain responsibility for their child's medication, the school has a duty of care to the pupils while at school, and the Governing Council wishes to do all that is reasonably practicable to safeguard and promote children's welfare.

### **Responsibilities**

The Governing Council takes responsibility for the administration of medicines during school time in accordance with the government's policies and guidelines.

The Principal (Arnold Senior School) and Headmaster (Arnold Junior School) will implement this policy and report as required to the Governing Council.

Medication will normally be administered by the School Matron, or in her absence, by specially trained staff. The School Matron will visit the Junior School office as part of her normal daily routine to establish the needs for that day/week and subsequently attends as and when necessary.

All staff are expected to maintain professional standards of care, but have no contractual or legal duty to administer medication. The Governing Council does not require staff to administer medication.

(Circular 14/96 Supporting Pupils with Medical Needs).

However, some specified staff (eg PE and games staff, or staff taking educational visits) who volunteer their services, will be given training to administer first aid and/or medication to pupils.

### **Staff Indemnity**

The Governing Council fully indemnifies all staff against claims for any alleged negligence, providing they are acting within their conditions of service and following guidelines endorsed by the School's Insurance Company and the Governing Council. The indemnity covers situations where an incorrect dose is administered or where any other mistake in the procedure is made. The Governing Council will meet any claims in these circumstances.

### **Records**

On admission of the pupil to the school, all parents are required to provide information on the Form of Agreement giving full details of:

- medical conditions
- allergies
- regular medication
- emergency contact numbers
- name of family doctor/consultants
- special requirements (eg dietary)

Each year, at a designated time, all parents will be required to up-date the medical form as part of the process of updating other pupil data.

### **Administration of the Medication**

The school expects that normally parents will administer medication to their children. Any requests for medicine to be administered must come from a parent in writing on the school's 'Request to Administer Medication Form', and each request will be considered on an individual basis.

The Form records:

- name of parent and contact number

- name of child and class
- name of medicine
- name of doctor who prescribed it, and contact details
- how much to give
- how it should be kept and stored
- how it is to be administered
- when to be given
- any other instructions

The Form will end with the following consent statement: 'The above information is accurate to the best of my knowledge at the time of writing, and I give consent to the school to administer the medication in accordance with the school policy. I will inform the school in writing of any changes to the above information'. It will be signed and dated by a parent or someone with parental control.

A separate form must be completed for each medicine to be administered.

Parents will be expected to notify any requests for the administration of medicines at the earliest opportunity and if necessary to discuss with the Principal/Headmaster and the School Matron what can be done in the school, before a decision is made.

The Principal/Headmaster (or person authorised by the Principal/Headmaster ie School Matron) will decide whether any medication will be administered in school. In appropriate cases the Principal/Headmaster and parents in consultation with the school will draw up a healthcare plan or protocol.

The medication must be in a container as prescribed by the doctor and dispensed by a chemist with the child's name and instructions for administration printed clearly on the label.

The school will not deal with any requests to renew the supply of the medication. This is entirely a matter for the parents.

If the pupil is required and able to administer his/her own medicine (eg inhaler for asthma) the School Matron will check that the pupil fully understands what has to be done, and will supervise the administration.

Normally medication will be kept under the control of the School Matron unless other arrangements are made with the parent.

Normally the administration of medication will only be done in school at the following times:

- immediately before school
- breaks and lunchtime
- exceptionally, immediately after the end of the school day

The school will not allow **in any circumstances** the administration of non-prescription medicines in school. This includes cough sweets and lozenges, and painkillers.

#### **Intimate or Invasive Treatment**

The school will not normally allow these to take place in school, but in exceptional circumstances the Principal/Headmaster is authorised to agree to it. Two adults must be present when these take place, at least one of whom must be of the same gender as the pupil.

#### **Long-term Medical Needs**

The Governing Council and Principal/Headmaster will do all they reasonably can to assist pupils with long-term needs. Each case will be determined after discussion with the parents, and in most cases the family doctor. The Governing Council also reserves the right to discuss the matter with the school's medical adviser.

**Records**

The school form 'Administration of Medication Record' must be completed in every instance. It will be kept in the school office.

The Form records:

- name of the pupil
- date and time of the administration
- who supervised the administration
- which medication
- how much was given
- a note of any side-effects

The medical record form is filled in by the School Matron and checked regularly.

**Training**

The Governing Council is committed to providing appropriate training for staff who volunteer to participate in the administration of medicines.

**Monitoring and Review**

The Principal/Headmaster will be responsible for monitoring the implementation of the policy, and reporting as required to the Governing Council.

## Arnold School Request to Administer Medication Form

name of parent and contact number

.....

name of child and class

.....

name of medicine

.....

name of doctor who prescribed it, and contact details

.....

.....

how much to give

.....

how it should be kept and stored

.....

how it is to be administered

.....

when to be given

.....

date and time the medicine was last administered

.....

any other instructions

.....

.....

The above information is accurate to the best of my knowledge at the time of writing, and I give consent to the school to administer the medication in accordance with the school policy. I will inform the school in writing of any changes to the above information.

signed.....

## Arnold School Administration of Medication Record

**name of the pupil** .....

date and time of the administration .....

who supervised the administration  
.....

which medication .....

how much was given .....

a note of any side-effects.....  
.....  
.....

**name of the pupil** .....

date and time of the administration .....

who supervised the administration  
.....

which medication .....

how much was given .....

a note of any side-effects.....  
.....

## Rules, Rewards and Sanctions

All members of the Arnold community are expected to treat each other with courtesy, respect and consideration, and are encouraged to respond positively to the demands that community life places upon them.

In this way we hope to create an environment in which all pupils are able to fulfil their academic and social development in a pleasant, industrious and stimulating atmosphere.

The quality of relationships in the school is of crucial importance in forming pupils' attitudes to good social behaviour and self-discipline. The Code of Conduct at Arnold is based upon mutual respect between pupils, teaching staff and all other members of the community. It also includes a healthy respect for property. The Code of Conduct is printed in the termly calendar.

At times the Code of Conduct may be broken. This can damage relationships and cause suspicion; it is vital for the success of the community that, if and when these problems arise, they are addressed promptly and sensitively.

The School Rules and the system of Rewards and Sanctions have been evolved to support the Code of Conduct and thus regulate the life of the community. It is a condition of a pupil's admission to the school, and of his or her remaining a member of the school, that both parents and pupils accept and support the school's ideals.

Pupils should ensure that they are fully acquainted with both the Code of Conduct and the contents of this booklet.

BM Hughes  
Principal

### ***The Code of Conduct***

The Code of Conduct is based on a need for mutual respect. All members of the Arnold community have the right to expect a well ordered environment that is conducive to study. This right can only be provided when all members of the community accept their obligation to honour the Code of Conduct.

The two main principles are:

***Everyone has the right to be treated with respect and to work in a clean, calm and safe environment.***

This means:

- a) treating everyone with courtesy, respect and consideration.
- b) showing respect for others by working sensibly in lessons, and not disrupting the learning of others.
- c) caring for all members of the school community, for the buildings and equipment, and for the quality of the environment.
- d) showing consideration for others by moving around the school quietly and carefully.
- e) showing respect for the property of others.
- f) not saying or doing anything that encourages bullying.

***Everyone is expected to make the most of their time at Arnold; all are asked to be punctual and well prepared for both lessons and other activities.***

This means:

- a) coming properly dressed, and bringing everything you will need for lessons.
- b) arriving in plenty of time for the start of lessons.
- c) completing all work and homework on time, and to the best of your ability.

***Arnold School is the place you come to work.  
Make sure you always do your best.***

### ***Incentives and Rewards***

In order to promote self-esteem amongst pupils, positive behaviour is recognised by rewarding such things as commitment, initiative, responsibility, self-discipline, good manners, exceptional work, good progress etc.

Rewards may take many forms - verbal praise, positive reports, written commendations to parents. Positive comments are made in pupil homework diaries, in reading records and planners and on individual pieces of work. The awarding of stickers and certificates by teachers and the Headmaster also helps to confirm an appreciation of a child's efforts.

In addition:

Infants (Reception, Year One and Year Two) attend a presentation assembly once a week at which two pupils from each class are rewarded with a class certificate. Children are encouraged to bring to school certificates and trophies which have been awarded for 'out of school activities' and these are also presented. Infant teachers may also choose to send a pupil with a particularly good piece of work to the Headmaster to receive a Headmaster's sticker.

Juniors (Years 3, 4, 5, 6) are assigned to one of four Houses and can contribute to the weekly house total by being awarded house points (similar in style to Monopoly money) which are totalled in time to be mentioned at the Friday Assembly. House points can be awarded for all manner of achievement and behaviour, and a House Trophy is awarded at the end of the term. Children are encouraged to bring to school certificates and trophies which have been awarded for 'out of school activities' and these are also presented at the Friday Assembly. Junior teachers may also choose to send a pupil with a particularly good piece of work to the Headmaster or recommend a pupil for a Headmaster's Certificate.

*The greatest reward for good behaviour lies in the quality of life and relationships that pupils build among themselves and with staff.*

### ***Sanctions***

Pupils are actively encouraged to keep to the Code of Conduct and the School Rules in the proper spirit of the School community. However, when things go wrong, when rules are broken or expectations not met, the school may invoke sanctions to reinforce what it believes to be right. Individual members of the teaching staff are encouraged to deal with incidents and impose sanctions themselves. In the first instance colleagues should be satisfied that a child is aware of how they have transgressed and the issue is discussed, always taking both sides of any argument into consideration. They are free to discuss discipline issues directly with parents and may arrange meetings after which brief notes should be kept in the teacher's diary/planner and the Head of Section/Headmaster informed. In the case of infants, where contact with parents is

more routine at the start and the end of the school day, the sharing of a current issue is encouraged in order that the child realises that home and school are working together.

Colleagues are expected to share their concerns with, and when necessary seek advice from, the Head of Infants and Early Years or the Head of KS2. The Headmaster will intervene when poor behaviour becomes persistent and prior to the consideration of a more severe sanction which might require the further involvement of parents.

All teachers have a responsibility to monitor behaviour in and around school premises and remind children of the expected pattern of behaviour; however, it is usual to liaise with a child's class teacher if a sanction is being considered. The exception to this might be whilst on playground duty where an immediate response is more appropriate.

The most common sanction is the loss of a privilege for a variable period of time: being made to stay in at break or lunchtime for example. If it is appropriate a pupil may be suspended from a school club, team practice or match, or made to report to a teacher or Head of Section/Headmaster to discuss their behaviour. The temporary confiscation of any items which may be causing conflict may also result.

Staff are absolutely prohibited from using any form of corporal punishment.

When a junior pupil's progress or behaviour in class gives cause for concern he/she may be required to carry a report card from class to class for an agreed period of time, or until an improvement is made. The class teacher and the Headmaster, having first informed parents of the intention to highlight deficiencies and target improvements in this way, manage this procedure.

The Lunchtime Assistants who manage the junior playground maintain a behaviour record book and this is routinely left with the Headmaster at that start of afternoon school, he will then deal with any incidents which require his attention or pass on information with class teachers.

If a pupil is persistently in breach of the School Rules, or his or her attitude is seriously damaging to the welfare of others, or for a single major breach of the School Rules, he or she may be asked to leave the school. Such a decision would have to be agreed by the Principal.

### ***School Rules***

A breach of common sense is a breach of school rules.

All members of the Arnold community are expected to abide by the Code of Conduct.

Any act of bullying constitutes a serious breach of school rules, and all reported incidences of bullying will be thoroughly investigated.

Pupils must remain on the School premises for the whole of the school day unless they have official permission to be absent.

Pupils must know and comply with the School dress code and take proper care of their belongings.

Personal behaviour should be discreet and seemly at all times.

Pupils should be aware of, and comply with, the school safety rules, both inside and outside the classroom, in extra-curricular activities and on school trips.

Pupils should fulfil all commitments regarding attendance, registration, lessons, homework, sport and other activities.

Specific codes of behaviour are clearly posted in every classroom, once they have been negotiated and clarified by each class with the help of the teacher, and on the playground. Pupils who fail to abide by these guidelines will be reminded of the reasons for their existence.

### ***Bullying***

Bullying, in any form, is not acceptable and will not be tolerated.

All pupils have the right to enjoy their time at Arnold in an atmosphere of emotional and physical security, and we, the staff and pupils, will uphold that right. Pupils have the right to talk to any adult at any time about bullying in the knowledge that the resulting staff intervention will be designed to bring any bullying to an end without damaging pupils' peer group relationships.

Bullying is considered to be any act that deliberately causes pain, unhappiness, humiliation or suffering to another. Bullying activities include isolated or repeated acts of physical violence, persistent verbal abuse and the sending of hurtful text and email messages. The deliberate exclusion of others from the social groups in classes, at lunchtime, in the playground and elsewhere is also an act of bullying. Deliberately damaging the self esteem of another pupil, and, in certain cases, the taking or spoiling of possessions, may also be classed as bullying.

*Further guidance is given in a separate document detailing the school's anti-bullying policy.*

### ***Dress Regulations***

A high standard of appearance and cleanliness is expected at all times. Clothes should be kept neat and tidy and shoes should be clean and polished. School uniform should be worn correctly - shirts must be tucked in, collar buttons fastened, ties must be of the right length etc. Hair should be natural (uncoloured), of sensible length and style and in the case of long hair tied back from the face. The wearing of makeup is not permitted during the school day.

The wearing of jewellery is not permitted, other than for religious reasons. It is our experience that the wearing of earrings in pierced ears can lead to painful accidents in school. It is for this reason that we do not allow children to wear jewellery in piercings whilst in school. The best time to have ears pierced is during the long summer vacation which gives sufficient time for ears to heal and permit earrings to be removed during the school day.

The school uniform should be purchased from the School Shop. The shop is situated on the ground floor of the Bursary. All items of school uniform must be named. Full school uniform must be worn when travelling to and from both school and games fixtures. Pupils are expected to change out of games kit and be in normal school uniform when leaving school after an after-school games practice.

All PE and Games kit must be named, and green skirts, leotards, green shorts, athletic vests and PE blouses must also be initialled on the outside. All mud must be removed from footwear before leaving the fields. Pupils should give valuables to their teacher. Only PE regulation games clothing must be worn. This must be purchased from the school shop.

### ***School Teams***

Pupils selected for school teams either on weekdays or at weekends are expected to participate. Very occasionally a pupil may need to be excused. In the first instance he or she should seek permission from the teacher in charge.

### ***Property***

All personal property should be clearly labelled with the name of the owner. All school property must be treated with respect and any damage must be reported immediately. Pupils must ensure that:

books and equipment are not left lying around the school site; books and equipment should be stored in the designated areas;

skateboards, laser pens, pagers, chewing gum and liquid paper are not brought into school;

personal stereos are not brought into school;

mobile phones must be handed in at the school office before registration.

large sums of money or valuables are not brought into school.

The removal or borrowing of school or personal property without consent for any period of time constitutes an act of theft and will be dealt with very seriously indeed.

All instances of theft will be thoroughly investigated, and the police may be informed. Any member of the school found to be guilty of theft will be subject to a range of sanctions up to and including temporary or permanent exclusion.

*Parents are advised to ensure that adequate insurance cover is in place to protect pupil belongings for loss or damage whilst on the school premises.*

### **Safety**

In order to make the school a safe environment for all members of the community the safety rules must be both known and observed. In particular, full attention should be given to the fire regulations, details of which are posted around the school.

In addition pupils should not bring any item into school that is likely to endanger themselves or others. This includes:

- fireworks, or other explosive material, firearms, knives, or any other kind of weapon
- cigarettes or other smoking materials
- drugs

Nor should they:

- cycle in the school grounds
- remain unattended in a classroom
- In the school buildings pupils should walk and not run

### **Litter**

Litter should always be placed in the litter bins provided. Staff should request individual pupils to pick up litter especially at the end of break periods on the school fields and playgrounds.

## Homework Policy

SCOPE: Arnold Junior School Key Stage One and Two  
AUTHOR/PERSON RESPONSIBLE: Mrs F Lawson & Mrs A Dickson  
DISTRIBUTION LIST: JSMT, Junior Staff Work Room, School Office,  
LAST REVIEWED: 1st September 2005  
Due for Review June 2006

### A. INTRODUCTION

This policy outlines the teaching; organisation and management of homework at Arnold Junior School. This policy has been drawn up as a result of staff consultation. The implementation of this policy is the responsibility of all the teaching staff.

### AIMS

It is generally accepted that homework can make an important and positive contribution to a pupil's progress at school:

- It allows further practice and consolidation of work done in class.
- It provides parents with information about the work being done in class and involves them directly in the children's learning.
- It helps children to understand that learning is part of life and occurs inside and outside the classroom.
- It trains pupils in planning and organising their work, developing self discipline and good habits that will support them in future education and beyond.
- It gives pupils opportunities to accept some responsibility for their own learning.
- By the end of Key Stage 2 it will have prepared children for the more formal format of homework at secondary school.
- To ensure that homework given is appropriate to the needs of individual pupils including our less and more able children.

### B. Content

*At Key Stage One* homework content will include daily reading and weekly spelling lists in preparation for a weekly test. In Year 2 pupils learn multiplication facts in preparation for a weekly test.

*At Key Stage Two* homework content will include daily reading with entries into Reading Record Books, literacy work, spelling, maths (including multiplication tables), science and occasional topic based investigations.

#### Recommended Times

Years 1 and 2	15 to 20 minutes per night
Year 3	20 minutes + 10-15 minutes reading
Year 4	20 minutes + 10-15 minutes reading
Year 5	25 minutes + 15-20 minutes reading
Year 6	30 minutes + 15-20 minutes reading

### **C. Organisation**

*At Key Stage One* pupils' homework is monitored by the Form Teacher. Parents are encouraged to sign the Reading Record to indicate that the reading task has been completed. This Record also acts as a home/school link.

*At Key Stage Two* children are given homework daily and write their homework into homework diaries. Parents or carers are expected to acknowledge homework is completed and that they are happy with it by signing the child's diary. Comments on the children's homework or on any other matter can also be made in the diary which is a valuable link and means of communication between parent and teacher. Staff will show that the work done at home is valued by marking as appropriate. Time, whenever possible, should be found to check homework and offer support and praise during class time.

#### Teacher's Responsibilities

- Give homework instructions clearly to pupils, making it clear when the work is due to be handed in.
- For Key Stage 2 classes, ensure that the homework diary is filled in.
- Acknowledge homework, feedback and mark homework as appropriate.

#### Information and Communication Technology

Pupils may use the computer for written work from time to time if the teacher has indicated that it is appropriate. The internet or CD roms may also be used for research purposes.

### **D. MANAGEMENT OF HOMEWORK**

#### Role of the Heads of Sections

- To liaise with colleagues to ensure that the homework policy is understood and implemented.
- To liaise with parents and the Headmaster when issues are raised over the amount or frequency of homework.

#### Role of the Headteacher

- Monitor and evaluate homework. e.g. sampling homework diaries and assignments
- Feedback to teachers on the quality of homework
- Assess the effectiveness of homework in contributing to the progress of pupils.

## Learning Support Policy

SCOPE: Arnold Junior School Key Stage One and Two

AUTHOR/PERSON RESPONSIBLE: Mrs M Hecht

DISTRIBUTION LIST: JSMT, Junior Staff Work Room, School Office, relevant SS HoD

LAST REVIEWED: 1st September 2005

Due for Review June 2006

### A. INTRODUCTION

This policy outlines the teaching; organisation and management of Learning Support at Arnold Junior School. This policy has been drawn up as a result of staff consultation and in line with the Learning Support Policy of Arnold Senior School. The implementation of this policy is the responsibility of Mrs. M. Hecht.

#### General: A definition of SEN

According to the SEN Code of Practice

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

A child has a learning difficulty if he or she:

Has significantly greater difficulty in learning than the majority of children of the same age.

Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools.

The expression ‘learning difficulty’ covers a wide variety of conditions and may include dyslexia, dyscalculia, dyspraxia, attention deficit disorder and semantic processing difficulty. It may also include those who have problems with their eye sight or hearing.

### AIMS

- To identify and assess as early as possible, children with learning difficulties and be dedicated to raising achievement at all levels.
- To act upon the concerns of members of staff or parent as quickly as possible to identify the difficulty and propose a course of action.
- To identify the specific area in which the child has a learning difficulty and provide a programme of appropriate strategies to be used within the classroom and/or on withdrawal. This being the Individual Education Plan. ( I.E.P.)
- To provide these children identified with learning difficulties with the most appropriate and up to date methods of support and resources, to enable them to achieve of their best, alongside their peers in school.
- To adopt a staged approach to the identification of pupils with learning difficulties and to keep parents and staff regularly informed of pupils’ needs with suggested strategies of support.

### OBJECTIVES

The above aims can be achieved through:

- Early identification, assessment and provision to meet individual learning needs of pupils experiencing difficulties in their learning. Identification being by referral or screening, using recognised reading spelling, writing and ability tests.
- Providing a structured learning environment for pupils receiving learning support so that a variety of skills and strategies may be learnt to help children cope with the restraints of their learning difficulty.

- Monitoring, recording and reporting on progress of pupils with learning difficulties. This includes adding to the Learning Support Register the names of the pupils with learning difficulties and identifies their needs.
- Coordination of the efficient use of resources and support for staff to meet more effectively the needs of pupils with learning difficulties.
- Promoting access to a balanced and broadly based curriculum.
- Developing opportunities for partnership with parents and, where necessary, external agencies.
- Monitoring and evaluating the effectiveness of this policy on pupils' learning.
- To share special needs information, specialist knowledge and resources with all staff, suggesting appropriate teaching strategies.

## **EQUAL OPPORTUNITY**

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

## **B. TEACHING**

### Content

The teaching approach is multi sensory and includes a variety of reading strategies ( phonic, visual, context and syntax cues , where applicable) Spelling involves the 'look – cover – spell – check' method as well as mnemonics and syllables. Learning strategies involve a 'small steps' approach.

### Class Organisation

Pupils receive up to 2 hours per week specialist support on a one to one or in a small group setting. Ideally children with similar difficulties will be grouped together. Occasionally, if necessary, and with the subject teacher's cooperation, the learning support teacher will support the pupil in class.

### Out-of-class work and homework

Children who attend learning support classes are encouraged to extend their class learning at home through regular practice of reading/spelling/writing and numeracy programmes where applicable.

### Learning Support and other subjects

Skills acquired in Learning Support sessions should be applied by the pupil to all other subjects. As there is close liaison between the learning support teacher and other teaching colleagues individual difficulties in achieving this are discussed and acted upon.

## **C. SCHOOL AND CLASS ORGANISATION**

### Foundation Stage

Please refer to the Foundation Stage Handbook

### Learning Support Referral Policy at Key Stages One and Two

#### Stage 1 – Differentiated Teaching

After a class teacher has an initial concern about a particular pupil he/she may conclude that the strategies they are currently using with the pupil are not resulting in the pupil learning as effectively as possible. In these circumstances they will consider together with the learning support co-ordinator what else might be done. Evaluation of the strategies in place may lead to

the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. Consideration will then be given to helping the pupil through School Action.

#### Stage 2 – School Action

If staff conclude, after consulting with parents, that a pupil may need further support to help progress referral form and the cumulative pupil commentaries are then forwarded to the learning support coordinator, who will facilitate the further assessment of the pupils particular strengths and weaknesses; planning future support for the pupil in discussion with colleagues and arranging a course of lessons of support, dependent on needs.

#### Stage 3 – School Action Plus

Pupils whose difficulties are such that they may require extra time in their SATs examinations will be referred for an external assessment with an Educational Psychologist. On some occasions the learning support coordinator might deem it necessary to request an Educational Psychologists assessment to provide additional information crucial to the child's educational development. Generally this will be if the pupil is identified as having substantial learning difficulties, or has not made sufficient progress after a lengthy course of learning support sessions.

#### Resources

Learning Support resources are stored in the learning support classroom with the coordinator. They are readily available when requested.

#### Information and Communication Technology

ICT will be used in various ways to support teaching and motivate children in their learning. Computer are used in a variety of ways – spelling, reading and numeracy programmes, keyboard skills and memory exercise all encouraging a multi sensory approach to their learning.

#### Assessment

Learning difficulties can come to light at various ages and stages in the pupils' lives, depending on the coping strategies that they have developed and the level of the work. Some children cope at the infant level but not at junior level. Pupils in years 1 and 2 are closely monitored and assessed by their class teachers. Any pupils causing concern are referred to the learning support teacher and detailed assessments are carried out.

To help identify children with specific learning difficulties all pupils are screened using recognised reading, spelling and non verbal reasoning tests on entry into year 3. These test results may lead to more in depth tests for ability and dyslexia.

Pupils in years 4,5 and 6 are routinely assessed on their reading and spelling abilities and any pupils not progressing are referred to the learning support teacher for additional testing. If the results of these tests suggest specific learning difficulties parents will be informed and a suggested course of action discussed.

### **D. MANAGEMENT OF Learning Support**

#### Role of the Co-ordinator

The Co-ordinator for Learning Support is Michelle Hecht  
The Early Years SENCO is Susan Rigby

- Overseeing the day to day operation of the school's Learning Support Policy.

- Co-ordinating provision and creating IEP's or GEP's for children with learning difficulties.
- Compilation and maintenance of SEN register for the Junior School
- Liaising with and advising fellow teachers.
- Liaising with Heads of Sections
- Liaising with the Headteacher, especially keeping him informed of any pupils for whom remaining in the school is inappropriate.
- Coordinating the work of voluntary helpers.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the in service training of staff
- Liaising with external agencies
- Being aware of national and local developments through reading appropriate materials and attending courses

#### Role of the Heads of Sections

- To liaise with the co-ordinator and members of staff to ensure continuity across the Key Stages.

#### Role of the Headteacher

- Lead, manage and monitor the implementation of the policy, including monitoring teaching plans and the quality of teaching in classroom.
- Keep the governing body informed about the progress and profile of Learning Support within the school.
- Deploy support staff to maximise support as appropriate.
- To ensure that stages of the Code of Practice are followed and check that required documentation is kept and appropriate action taken.
- To maintain the school admissions policy when considering prospective pupils.
- To maintain close contacts with the parents of children who are receiving support and advise them on the suitability of continuing an Arnold education.

#### Senior School Liaison: Mrs Heather Brookman

*Gifted and Talented – please also see the Policy on Gifted and Talented pupils.*

*Arnold Junior School is aware of how important it is to extend all children's learning whatever their ability. The learning support teacher will encourage colleagues to be especially aware of the needs of our gifted and talented pupils and will provide support through advice, extension work or through an alternative learning environment.*

*The learning support teacher is also responsible for informing the Senior School SENCO of gifted and talented pupils from the Junior School.*