



Tithe Barn Primary School

Developing 'Cheerful, Confident Achievers!'

Prospectus 2017 - 2018

Welcome to Tithe Barn Primary School

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If your first language is not English and you need help understanding this prospectus, please contact:

Stockport English Language Service
Stockport Metropolitan Borough Council, Ethnic Diversity Service
3 Bann Street, Edgeley, Stockport. SK3 0EX
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Welcome from our Headteacher

Welcome to our prospectus which aims to give you an insight into life at our school. At Tithe Barn Primary School, we are immensely proud of our children and staff and the 'cheerful, confident achievers' who move on from our school at the end of Year 6. Around our school, positivity pervades every aspect of school life from the celebration of small steps up to praise for great achievements. At the heart of our school, is the belief that to achieve highly and to go on to become global citizens of the future who are able to make a positive contribution to society, a positive attitude is integral. We recognise the importance of achieving high standards and we support that journey by providing outstanding teaching within a supportive, warm and inviting environment and the excellent pastoral and pedagogical support from our team of very able teaching assistants.

We motivate our children by providing a wide range of opportunities within the school based curriculum, through a diverse array of educational visits and residential trips and our extra-curricular clubs and events. Our global curriculum and links with schools around the world gives our children an excellent start in preparing them for the ever-changing, diverse and technological world in which they live.

Each individual child in our school is unique in our 'Brainforest,' with specific talents, needs and vast potential. Therefore, we take very seriously our role of providing amazing opportunities in order for them to make the most of their time at primary school and unlock their potential.

I hope that you will find the information in our prospectus useful. However, please keep in mind the fact that a prospectus has only a limited scope in conveying the wonderful atmosphere and experiences of our school, so should you wish to find out more, please come and pay us a visit!

Yours sincerely

Katherine Muncaster

Headteacher

OUR VISION

The children, Staff and Governors agreed the vision for the School:

‘At Tithe Barn we are Cheerful, Confident Achievers’

OUR VALUES

Caring for ourselves and others

We work hard to create a nurturing atmosphere where each member of the School feels safe and valued. We aim to develop respect for each other and ourselves and to promote positive self-esteem and self-confidence. We welcome and celebrate the diversity of the School community.

The following are behaviours that the children have developed which will enable us to achieve our vision. At Tithe Barn we always:

- Give others compliments and, if people praise you, thank them, accept it and be pleased
- If someone criticises you take it and try to get better
- Look for good things in everything that happens to you
- Show respect to each other
- Understand that we can help others through being positive and happy
- Always have a positive attitude
- Use the language of people who know what they want and know where they are going
- Understand that what we believe and feel makes us behave the way we do
- Stop all BAD TALK – no name calling, put downs, teasing.
- Always check that the environment we work in is happy, and is helping to make us feel good about ourselves.

Learning

We provide a broad, balanced, enriched and challenging curriculum. This enables all children to develop a wide range of knowledge, skills and understanding, and allows them to demonstrate their strengths and address areas for development with confidence.

Through the above, and by teaching the children about how they learn and ways they may improve their own learning, we aim to develop enquiring minds and to give the children the skills and motivation to continue their journey of learning through into adulthood.

By adopting this approach, we endeavour to develop a 'rounded' individual who makes optimum use of their creativity, and who is not afraid to make mistakes in their pursuit of knowledge and understanding.



Working Together

We strive to develop children who have a sense of identity, equality and responsibility within the school community, their country and globally. We encourage co-operation and the ability to work as a team in all spheres of School life and beyond. We foster an appreciation, understanding and respect for all cultures, races and religions.

Caring for the Environment

The ethos of the School is to cherish and protect the environment within and around the School and in the community at large, and to become increasingly aware of global issues. On a more local scale each member of the School community is expected to make wise use of resources and we educate our children about this through our school environment, which includes allotments and an apple orchard.



*Two of our Eco-Warriors
preparing apples from our
orchard for lunch.*

The Aims of the School

“We expect our children to achieve the highest possible standards according to their ability, to develop their talents to the full, and to become more sensitive, socially conscious and confident.”

We aim for the members of our School community to be:

- **Investigators:** using their natural curiosity to acquire the skills needed to conduct purposeful research
- **Lifelong learners:** understanding how they and others learn, and developing an active love of learning
- **Thinkers:** acquiring critical and creative thinking skills, and using them to make decisions and solve complex problems
- **Communicators:** being confident in receiving and expressing ideas and information, and beginning to communicate in more than one language
- **Risk takers:** being confident in exploring new roles, ideas and strategies, and viewing the making of mistakes as a basis for further learning
- **Knowledgeable:** having a critical amount of significant knowledge, including topics and themes of global importance
- **Principled:** having integrity, honesty and a sense of fairness and justice
- **Caring:** having a personal commitment to take action and to be of service, and being sensitive towards others’ needs and feelings
- **Open-minded:** being committed to exploring a range of views, and understanding the values and traditions of other cultures
- **Well-balanced:** having an understanding of the importance of physical and mental balance, and personal well being
- **Reflective:** having the ability to reflect wisely, and constructively to analyse their personal strengths and weaknesses

The School

Tithe Barn is a community primary (4-11 yrs) co-educational day school. There are approximately 213 pupils on roll and 30 places for the reception age group will be available in the 2017/2018 school year. This year (2017) 30 children were admitted. At present, class sizes are between 29 and 33.

The School is situated in extremely pleasant mature grounds set back from Mauldeth Road. Within the grounds is an environmental area, including a pond, which has been specially designed to attract wildlife and is used by all children for specific scientific study, an Orchard and allotments.

The School building itself is of modern brick (1970) and timber design with seven classrooms and a small group room; the school’s roof was replaced in 2012 and the school has been undergoing a programme of refurbishment since 2012. Each pair of classrooms has a practical area outside where

small groups are taught different subjects including arts, crafts and cookery. The Reception classroom is a self-contained unit with its own practical work area, outdoor play area and toilet/changing facilities.

At the front of the building are the Main Offices. There is a large hall, which is used for assemblies, P.E., Music and Dance. Children who have cooked meal/sandwiches also use it at lunchtimes. We are also fortunate to have a separate building across the playground which is mainly used during the day for music tuition and after school for 'Stay and Play' provision.

The School is always looking to provide the best education and facilities. To further this, the Global Citizenship Centre, built at the heart of the School, was opened in January 2004. A children's kitchen has been installed for all the children to use. Large awnings have been installed to enable children to engage in practical learning during inclement weather. Recently, all Computing and IT equipment throughout the School was updated with a managed wireless network and tablets for the children to use.

We have two pleasant spacious hard play areas for the children and a large grassed area for football, rounders and cricket. In 2012, the School Council worked hard to develop the playground equipment available to the children and in 2015, we redeveloped our Reception outdoor classroom. There are two entrances to the School, one off Mauldeth Road and the other, for pedestrians only, at the rear leading on to Laurel End, and to Kingsleigh Road and Mersey Road.



Admission Arrangements

Admission to Stockport primary schools depends on where you live and each school has its own priority area (see Appendices).

We have a limit of 30 places in Reception Class for 2017-2018. Please refer to www.stockport.gov.uk/primary to see Stockport Local Authority's policy on allocating places. For allocation purposes, the address to be used is the parents'/carers' principal home (i.e. that in which the family is normally and regularly resident). Stockport LA Admission section will ask to see the relevant Council Tax documentation as evidence that the residential details are correct, and will also need to see the prospective pupil's birth certificate. Where the proposed admission is to coincide with moving house, the Stockport LA Admission section may request evidence such as a solicitor's confirmation of an exchange of contracts. Should the information given be found to be false, the

Local Authority reserves the right to withdraw the place previously offered to the parent. Admission applications are always welcome from children living outside our priority area, but if the demand for places exceeds our admission limit, which is 30, then selection is on a geographical basis, i.e. distance from school. Younger siblings are not automatically guaranteed a place unless living in the priority area, but will be given priority over other out of area children. Parents of children refused a place at the School have the right to appeal against the decision. Children moving into the priority area after January will not be guaranteed a place but will be given priority over all other out of area children.

Prospective parents can arrange to visit the School and meet the Headteacher by contacting the School Office Tel: 0161 432 4941.

Although children do not reach statutory school age until the beginning of the term immediately following their fifth birthday, they are admitted to Stockport primary schools in the September before they are five.

Tithe Barn Reception Staff endeavour to visit local nurseries and playgroups to get to know children who will be joining us at a later date. All children also have a morning or afternoon visit prior to attending Tithe Barn.

School Organisation

The School has one class per age group and, therefore, pupils are in classes formed in seven chronological age groups. The classes are named after each of the seven continents, e.g. Reception is named Antarctica.

Each teacher has special responsibility for a class of children and is supported by a Teaching Assistant, Advanced Teaching Assistant or Higher Level Teaching Assistant in Reception to Year 2 and part-time in Years 3 to 6. Within the class, work is approached individually, in groups or as a class, depending upon the curriculum area being taught and the needs of the children. Children are usually grouped by ability for English and Mathematics, and other criteria for grouping will be used in other subjects.

All children belong to one of four “Houses” named after Trees. The main purpose of these is to encourage children in all areas of School life. House leaves/ points are awarded for good work across the curriculum and for acceptable social behaviour and a caring attitude for others. Our House Captains are democratically elected by their peers and wear a distinctive sweatshirt to recognise their role.

Excluding registration, breaks and the statutory daily Collective Act of Worship, KS1 children are taught for 21 hours 50 minutes per week and KS2 children for 23 hours 40 minutes. The Department for Education suggested minimum is 21 hours and 23 hours 30 minutes respectively.

Learning

Curriculum

We recognise the importance of achieving the highest academic standards possible for each child in the National Curriculum core subjects and foundation subjects. The core subjects are English, Mathematics, Science and Computing, and the foundation subjects are History, Geography, Design and Technology, Music, Art and Physical Education.

We use a thematic approach for the majority of teaching and learning for all children. This involves all the National Curriculum subjects and Religious Education integrated into a given theme e.g. flight. Each theme lasts for a half term and incorporates the cross-curricular themes of Personal Health and Social Education, Global Citizenship and Environmental Education which are a particular focus for the School.

There are times when specific skills and knowledge in certain subjects are taught discreetly and not linked with the theme.

We feel it essential in our teaching that knowledge is presented in a relevant, interesting and stimulating way, and that children are given the opportunity to develop and apply their skills knowledge, thinking and understanding.

Further information regarding different areas of the curriculum can be obtained from the School. In order to keep parents informed about what their children will be studying each half term, curriculum plans for each year group can be found on the School's website at www.tithebarnschool.com

The Brainforest

At the heart of our school curriculum and philosophy is the Brainforest concept. The Brainforest is built on four main trunks: Learning, Technology, Citizenship and Sustainable Environments and these are reviewed every three years. They are key to what our children will need in the future.

Central to the growth of the Brainforest are the School's values [conditions for optimum growth], which are communicated by children and staff to the whole School community and also are shared with our partner Schools

Children and staff are actively involved in encouraging the Brain Forest to spread. Each of the seven classes is named after a continent and we have various links with schools in different parts of the world.

Learning

Understanding how we learn is about using and developing the whole brain to its maximum potential. Using the findings of the latest brain research, staff and children use different techniques, including mind mapping, ways to improve memory, the class brain, etc., that make teaching more stimulating and learning more enjoyable for all children. As a result, children are beginning to understand how they learn best and how their attainment, achievement and self esteem is having a positive impact on their learning.

Citizenship

Links between Tithe Barn and its partner schools (see Brainforest) are continuing to develop.

The Global Citizenship Centre, opened in January 2004, is situated in the central courtyard and houses the School's reference library on the ground floor and an ICT suite on the mezzanine floor. The ground floor has a small theatre area where children are taught ICT skills, via an interactive whiteboard, which they then practise upstairs. The skills they acquire will enable them to communicate effectively with children in their partner schools around the world. The ICT suite has sixteen networked PCs which are used by the teacher to demonstrate the use of ICT and for children to display their work. In addition, we have a bank of ipad minis for use in Reception and Key Stage 1 and a bank of ipad 4 Retinas which are used in Key Stage 2.

Sustainable Waste Management

The School is committed to Sustainable Waste Management. The school was the first in Stockport to gain the prestigious 'Green Flag' award. We continue to embed eco-friendly thinking in the working of the School and in the thinking of the community.

Computing



The importance of children and staff to develop their computing skills is vital. The Global Citizenship Centre, with its Computer suite, enables members of the School community to improve their skills and use them to enhance their learning in all subjects. The School has interactive whiteboards in all classrooms. Children regularly use IT for presentations and to record digitally their work and the development of the School. Staff training is ongoing and, at present, is developing its use of

interactive devices to a much greater extent.

Assessment and Achievement

We place great importance on the achievement of the child as a whole and not just on academic achievement. We aim to create, within each child, a positive self-image by developing attributes and encouraging the ability to tackle weakness with confidence.

Children are regularly given criterion referenced assessment tests in English, Mathematics, and Science. The purpose is to determine what the children have learnt, and for teachers to plan the next stages in each child's learning. Children in Year 2 and Year 6 are given National Curriculum Standard Assessment Tests between Easter and Whitsun. The results are given to parents. During the Summer Term, children in Years 3, 4 and 5 are given optional National Curriculum Tests in Reading, Writing and Mathematics which are externally marked by NFER. Children in Years 1-6 complete an annual age-standardised spelling assessment and Year 1 children take part in the phonics test in June. All children's progress in National Curriculum subjects is monitored throughout the year, and in July parents receive a written annual report on their child's progress.

Special Educational Needs/Disability

The School's Special Educational Needs Policy has been formulated by the Staff and Governors with regard to the Department for Education (DFE) Code of Practice for the identification and assessment of children with Special Educational Needs and a Disability (SEND). The Governing Body recognises that the needs of more able and exceptionally able children, and children with English as an Additional Language (EAL) are not addressed in the Code of Practice; however, it believes that the

identification of, and provision for, these children is as important as it is for any other group. Information on the School Offer for children with SEND is available on www.tithebarnschool.com.

Definition of SEND – A child has Special Educational Needs if they have a learning difficulty, which calls for Special Educational provision to be made for them or a disability.

Overall Aim of SEN Policy- to guide the development and provision for children with Special Educational Needs.

Policy Objectives

- ☐ To provide education for children with SEN within the existing framework of the whole school policy for teaching and learning, whenever possible and appropriate.
- ☐ To make staff aware of their responsibilities for the identification and assessment of, and provision for, children with SEN.
- ☐ To provide a suitable curriculum for ALL children.
- ☐ To provide opportunities for all staff to develop their professional expertise with regard to children with SEN.
- ☐ To have a system of early identification, assessment, and continuous monitoring and recording of the progress of children with SEN.
- ☐ To work in partnership with parents to support children with SEN.
- ☐ To provide regular opportunities for class teachers to discuss the needs of children with parents, the Headteacher, SEN Co-ordinator (SENCO) and outside agencies, as appropriate.
- ☐ To work in partnership with other agencies in the process of planning programmes, supporting children and monitoring progress.
- ☐ To provide opportunities, when appropriate, for children to be involved in their own learning programmes.

Religious Education and Collective Act of Worship

The School is non-denominational. Religious Education conforms to the locally agreed syllabus for Religious Education in Stockport schools. Both Religious Education and the Collective Act of Worship cover moral and religious topics, including many different faiths and cultures and we regularly invite guest speakers from different faiths and cultures into school to talk to the children during our acts of worship.

Parents wishing to withdraw their children from the Collective Act of Worship and Religious Education can make the necessary arrangements with the Headteacher.

Sex Education

Sex Education is an integral part of our Science and Personal Health and Social Education Policies. Our structured and planned framework also allows for spontaneity, and for discussion of issues, which arise in day-to-day schooling. Our scheme of work provides for children to gain an elementary

understanding of the working of their bodies, including human reproduction, with the introduction of the correct vocabulary.

Central to our teaching of Sex Education is that the subject is handled sensitively, and is presented in the context of family life, of loving relationships and of respect for others.

Parents wishing to withdraw their children from Sex Education can make the necessary arrangements with the Headteacher.

Homework

The main function of homework is to enable children to practise and consolidate skills learnt at School, and to explore and experiment independently. We hope that the children will enjoy completing their homework tasks, and that parents will take the opportunity to share the experience. Whilst we recognise the important role parents have in supporting and helping children with their homework, we would not expect parents directly to teach their children.

Homework is normally given to KS1 and KS2 children once a week. The majority of homework for KS1 will be concerned with reading. As they get older, homework will become a natural extension of the work the children experience in School and, as a consequence, it will vary greatly but may include reading, word games, spelling, learning number facts, preparing for written work, conducting surveys and interviews, mathematics, problem solving activities, research and design tasks. Where possible, and when appropriate, children will have written instructions to accompany homework tasks.

If your child is experiencing difficulty with homework, or you feel he/she is spending too much time on it, please contact the Class Teacher. If your child has been unable to complete his/her homework, a letter explaining the reasons should be sent to the Class Teacher by the parent/carer.

Your Child's Day

The School Day

0840	Playground supervised (Year 6 Brass lesson begins)
0850	School starts
1030 - 1050	Morning break
1155 - 1300	KS1 lunchtime
1200 - 1305	KS2 lunchtime
1415 - 1430	KS1 afternoon break
1510	KS1 finish school
1515	KS2 finish school
KS1:	Reception to Year 2
KS2:	Year 3 to Year 6

Our daily Collective Act of Worship is held on Mondays, Tuesdays, Wednesdays and from 1010 - 1030. KS1 and KS2 classes also have separate meetings on Thursdays and the whole school joins together on a Friday afternoon at 1430 for our Cheerful, Confident Achievers Assembly.

Please note that children are not allowed to bring toys to School.

Bringing and Collecting Children to and from School

The School day begins at 8.50 a.m. and there is playground supervision from 8.40 a.m. Parents are requested, in the interests of safety, not to leave children unaccompanied by an adult prior to 8.40 a.m. The School does not accept any responsibility for the welfare of children before 8.40 a.m.

Parents waiting for KS1 children should wait on the path leading to the School from the blue gates or outside the Reception classroom. Parents waiting for KS2 children can wait in the playground. Children arriving to school with parents on bicycles or scooters are asked not to ride them on the school path or playground but may park them in our bike racks by the side of the playground.

Parents bringing or collecting their children by car **SHOULD NOT PARK IN THE SCHOOL CAR PARK**, (unless prior approval has been granted by the Headteacher) as this can be dangerous for our children. Please consider our neighbours by not obstructing paths and drives.

In an attempt to reduce traffic congestion, pollution and the risk of accidents near the School, parents are asked to consider walking their children to School.

School Uniform

All pupils are encouraged to wear our School uniform, which has been chosen for its comfort and practicality as well as its appearance.

Boys and Girls	Royal blue school cardigan or sweatshirt White or yellow school polo shirt
Girls only	Grey skirt, pinafore or trousers Pale blue or yellow summer dress Black or navy tights White or grey socks
Boys only	Grey trousers or shorts Grey socks
All	Black shoes (no trainers)
House Captains (Year 6)	Provided with one coloured sweatshirt representing their responsibility.
Eco-Warriors School Councillors	

Items are available from most large department stores and locally from:
Stockport School and Sports Wear, 104 Heaton Moor Road, Heaton Moor, Stockport SK4 4NZ, Tel: 0161 442 8834 or
MCS Stores, 220 Fog Lane, Didsbury, Manchester M20 6EL, Tel. 0161 4457740

P.E. and Games

In the interest of safety and hygiene, children must change for P.E. and Games, remove any jewellery and tie back long hair. Each child should have a named pump bag, which is to be left in School and taken home each half term. The pump bag should contain the following equipment:

KS1

Leotard or black shorts and white T-shirt
Black pumps

KS2

Football shorts (not Bermudas) or netball skirt
and plain top
Plain sweatshirt
Black tracksuit for cold weather
Trainers or football boots

PLEASE ENSURE ALL ITEMS ARE CLEARLY LABELLED, INCLUDING PUMPS

Lunches

Dolce provide the School Meal Service. Dolce aim is to ensure that your children enjoy healthy and nutritious meals which meet the government's National Nutritional Standards, as well as ensuring lunch times are interesting and fun.

They also have a timetable of themed lunchtimes throughout the School year, which we make as educational and enjoyable as possible.

School lunches are available at a cost of £2.20 per day (at the time of going to print). This is payable via the Dolce website <http://www.dolce.co.uk/catering/education/parents>

If you speak to the Admin team they will set up your account with password and log in details.

Benefit-Based Free school meals are available for children in Years 3-6. Parents should check with the Local Education Authority to determine whether their children are entitled to free school meals.

Further information is available from the **Free School Meals and Clothing Grants Team**

Stockport Council Benefits Section, P O Box 70, Stockport. SK1 3ZY

E: benefitsfm@stockport.gov.uk T: 0161 217 6015 F: 0161 474 5202

Snacks

Children are encouraged to eat healthily at all times, particularly at break times in School. To encourage this, children do not bring sweets, crisps, cans, bottles or flasks to School. However, they may have fruit and a carton drink at morning break (KS1 children are currently given a piece of fruit under a Government initiative), and KS1 have fruit during afternoon break. Children are encouraged to bring small plastic bottles of water, which they can drink from during the day and can refill as

necessary. Children in KS2 are able to take part in our breaktime toast scheme which costs 50p per week (at the time of printing).

Medicines

The School policy is that no medicines will be administered by staff during the school day, unless they are treatments for ongoing medical conditions such as asthma, allergies etc, or in exceptional circumstances. Parents who would like their children to have medicine during school hours are required to contact The Admin Team. It is the parents'/carers' responsibility to give the medicine to school, and collect it the Admin Team. If parents wish, they can come to School and administer the medicine to their child. Medicines will be kept with the medical needs coordinator, where they will be administered under strict adult supervision.

Medicals

Health Screening Programme administered by the School Nurse:

Reception	height, weight, vision, hearing
Year 6	height, weight, vision

Selected Medical Examinations administered by the School Doctor:

The above medicals are only carried out with the written consent of the child's parent/carer*. If any child is found to have a problem with hearing or vision then the parent/carer will be informed, and will be told of the referral for advice and treatment. If any parent has concerns regarding the above screening programme, please contact the School.

*An opt method of gaining consent for vision screening for Reception children has recently been introduced

Extra Curricular Activities

The school runs an extensive variety of clubs during the year please refer to notice board or contact the school Office for this terms details

Private music tuition in a range of instruments is available for our children.

The skills the child acquires in these lessons are displayed in the orchestra and small musical groups, which perform on different occasions during the year. Please contact the school office for details.



Child Care – FAB CLUB

The school provides a Breakfast club and After School club for Tithe Barn Pupils. If you would like your child to attend please contact Jenny Hughes baasc@tithebarn.stockport.sch.uk

Useful Information

School Attendance

It is parents'/carers' responsibility to ensure their child attends School. If a child is not able to attend, parents must inform School by 9 a.m. on the first day of absence.

It is also the parents/carers responsibility to ensure their child is ready to start School at 8.50am. A pupil arriving late may seriously disrupt not only his or her continuity of learning, but also that of others.

Parents and carers should not take their children out of school unless there are exceptional circumstances. The most important issue for Schools and parents/carers when considering absence during term time is the effect on the child's education, as pupil absence during term time can seriously disrupt their continuity of learning. If it is unavoidable for parents/carers to take a family holiday during term time they must complete a Leave of Absence request form; these are available from the school office.

Discipline

Fortunately, most of the children who attend our School are generally well-behaved, well-motivated, interested and enthusiastic individuals. However, as in any School, there will always be instances where problems arise because of the behaviour of some children. Our emphasis at Tithe Barn is on the encouragement of respect for others by helping the children to develop good relationships with their peers and adults.

This is embodied in our 'Golden Rules:'

CODE OF BEHAVIOUR - School/Class/Individual Golden Rules

At Tithe Barn, Cheerful, confident achievers...

- ✓ Listen when other people are speaking
- ✓ Work independently when the teacher is working with another group
- ✓ Speak quietly at all times
- ✓ Stay on task and always do your very best
- ✓ Settle to work quickly and quietly and complete work set
- ✓ Stop at the teacher's signal
- ✓ Move quietly and sensibly throughout the School and stop for adults
- ✓ Are kind and polite to everyone
- ✓ Take care of your own belongings and respect other people's and the School environment

It is essential to develop an atmosphere in School in which children, teachers and parents perceive that their individual needs are not opposed to, but congruent with, those of the community.

We encourage children to identify their role in society at present and in the future. We try at all times to explain the relevance of the behavioural demands we make of the children and the attitudes we are trying to encourage.

One of our School aims is to help the children to become independent, self disciplined, self motivated individuals. Therefore, within the confines of the School environment, there must be opportunities for children to exercise responsibility for their own behaviour. Initially, however, this must develop from the teacher imposing his or her control, and gradually taking a less active and more distanced role. The children at all times must be made aware what is expected of them in the

way of behaviour. When a child exhibits unacceptable behaviour then some course of action needs to be taken.

The course of action or sanctions used will depend upon the individual and the seriousness of the problem. This can be:

- **First time:** Verbal warning
 - **Second time:** Visual warning: name moved to visual symbol, eg cloud, plant pot. Lose 5 minutes golden time in Reception/Key Stage 1 / name on lolly stick moved on to amber traffic light in Key Stage 2
 - **Third time:** Moved within classroom/ within playground (name moved to red traffic light in Key Stage 2)
 - **Fourth time:** Moved to a partner classroom/ to other playground – class teacher informs parents
 - **Fifth time:** Taken to Headteacher/ Deputy Headteacher who will counsel the student; call a meeting with parents or inform through letter or phone call home
- ♦ **Severe Clause:** Pupil is immediately removed from the room and taken to the Headteacher.

The School treats the isolated incidents of verbal and physical and homophobic bullying extremely seriously. It operates a policy of no 'Bad Talk' and operates an innovative scheme which rewards good talkers.

Child Protection/Safeguarding

Schools have an important part to play in the detection and prevention of child abuse.

Parents/carers should be aware, therefore, that, where it appears to a member of the School staff that a child has been abused, the School is **REQUIRED** to report the matter to the Social Services Division **IMMEDIATELY**. Consequently, in such situations, it is likely that a Social Worker will contact the parents, **NOT** the School.

This requirement forms part of the Local Education Authority's procedures for dealing with child abuse, and is not a matter for the discretion of individual Head teachers or members of the School staff. Tithe Barn School follows Stockport Council's policy on Safeguarding Children. Teachers report anything suspicious to the Headteacher immediately.

Complaints Procedure

A requirement of the Education Reform Act, 1988, is that the Local Education Authority and Governors must have an established procedure for the consideration of complaints. The agreed procedure for this purpose is as follows:

STAGE 1

Informal: Parents or others make a complaint direct to the Teacher or Headteacher. Discussions take place to resolve the concern or complaint at this stage.

STAGE 2

Formal complaint to the Governing Body: in the first instance this should be addressed to the Clerk of Governors, whose address is available in the Appendices

STAGE 3

Formal complaint to the Local Education Authority.

STAGE 4

The clear wish of all those involved is that all complaints can be resolved at STAGE 1.

Charging Policy

Principles

1. Education provided in school hours will normally be provided free, except as specified below.
2. The School believes that a wide range of experiences and activities within and outside the school day, and both on and off the School premises, enhances the education and development of children.
3. Many such experiences can only be provided if parents are willing to provide the necessary financial support.
4. However, as far as is possible, and acting within the law, the School will seek to ensure that no child is debarred from participating in such activities because of financial need. In particular, children eligible to receive Free School Meals are exempt from some charges (see below). In other circumstances of financial need, parents are asked to talk in confidence with the Headteacher at the earliest possible opportunity.

Policy

1. The School hours, during which charges are not levied, except as specified below, are:-

<u>Foundation/Key Stage 1</u>	<u>Key Stage 2</u>
08.50 – 11.50	08.50 – 12.00
13.00 – 15.10	13.05 – 15.15

2. Charges are made for instrumental music tuition, either individually or in small groups.
3. Parents are requested to contribute financially to support educational day visits, such as to museums and theatres. Whilst such contributions are voluntary, insufficient parental support may lead to the cancellation of the activity. Typically such visits are likely to occur about three times a year, and cost around £5 - £25 each.
4. Charges are made for the board and lodging costs of residential visits, except as specified in paragraph 5. However, parents are requested also to contribute financially to the travel and other costs of such visits; whilst such contributions are voluntary, insufficient parental support may lead to the cancellation of the activity. Recent total costs of residential visits were:-

Year 4	1 night visit to Tattenhall	£73
Year 6	4 nights' visit to France	£463

5. Children eligible for Free School Meals (see detailed definition at Annex A) are exempt from the board and lodging costs of residential visits, which will be met from the School budget/Pupil Premium Fund.
6. No charge is made for extra-curricular activities organised by the School outside of School hours.

7. Activities organised by third parties, eg Soccer School, Stay and Play, etc, outside of School hours on the School premises are subject to the normal commercial charges levied by those third parties.

School Photographs

Individual and family photographs are taken in October; class and team photographs are taken in June. Parents are given the opportunity to buy the photos.

Home Links

Parent/Teacher Liaison

Early in the Autumn Term, Reception parents/carers are invited to a Parents' Information Evening held in the Reception classroom. Here, Angela Patton will explain the work planned for the year, give an insight into classroom organisation and answers any questions about the forthcoming year and the headteacher gives a presentation on the Vision and Values of the School. Following the talk, parents/carers have the opportunity to meet with Staff, Governors, members of 'Friends of Tithe Barn' and each other. Half-termly curriculum plans for each class are displayed in the classrooms and parents are informed of the curriculum through class newsletters. Parents and Carers in Years 1-6 are invited to our 'Meet the Teacher' workshops at the beginning of the year in early September. These workshops set out the year ahead in each class, the end of year expectations and provide an opportunity for parents/carers to ask the teacher questions about the curriculum.

The beginning of November there are formal parent/teacher interviews, each teacher offering one morning or an after school session during a given week. These consultations are to discuss your child's period of settling into the new year group and to discuss their targets for the year.

Similar interviews are held again in March when the discussion centres on each child's progress throughout the year; this forms the basis for the Annual Report which parents receive in July.

Parental Involvement

We encourage parents/carers to help in School in any way they can, be it in the classroom, sharing expertise or simply giving support. Parents/carers often help the teachers in the classroom and work with small groups in the craft room, and we welcome this involvement. The School has a successful 'Friends of Tithe Barn' which runs fundraising and social events.



Home/School Communication

There are fortnightly newsletters from the Headteacher, as well as class specific letters. A calendar is circulated in the autumn, and there are termly updates. The School website on www.tithebarnschool.com/blog provides further information about the school. Messages to School

can be sent by email to admin@tithebarn.stockport.sch.uk . We also operate a text messaging and email system where information is sent direct to parents.

Parents/carers are invited to meetings on specific subjects, such as residential trips, safeguarding children, reading, the School's Vision and Values and different information workshops.

Parents/carers can make appointments to see the Headteacher and the class teacher at mutually convenient times. Should an emergency arise, the Headteacher or the class teacher should be available at short notice. We feel we can avoid anxiety and upset by dealing with problems at the earliest opportunity.

Further information regarding the School and Circulars from the Department for Education, can be obtained on request from the Headteacher or the DfE website – www.dfe.gov.uk

We like to see all prospective pupils with a parent/carer before a place is offered. A prospectus is supplied when a place is offered, and is available to parents/carers of children already at Tithe Barn on request.

Moving on Up

Year 6 Leavers

There were twenty-nine children in Year 6 in 2014/2015. Of these children, 2/3 transferred to Priestnall (our catchment secondary school).

Transition - Primary/Secondary

Our associated co-educational comprehensive school is Priestnall. Staff from Priestnall and parents of Year 6 children are invited to an Open Evening at Priestnall, and to a meeting regarding transfer, when the opportunity to meet staff in small groups will be provided.

Senior staff of Priestnall and the Head teachers of local primary schools meet on a regular basis to ensure the smooth transfer of pupils to Priestnall. Particular emphasis is placed on progression and continuity in the curriculum. This is, in part, achieved by Priestnall Year 7 tutors observing our children in their classroom and discussing their work with them, and by the transfer of comprehensive and meaningful records.

To enable our children to become accustomed to Priestnall, they enjoy a series of half and full day visits during which time they attend lessons and familiarise themselves with the layout of the School.

