

Welcome to Winton Primary School!



This is our starting school
information booklet.



OUR MISSION IS TO INSPIRE, MOTIVATE AND CHALLENGE
ALL CHILDREN SO THAT THEY BECOME CONFIDENT,
CARING, RESPECTED CITIZENS AND LIFELONG LEARNERS

Introduction

Winton Primary School is a safe and happy place for children to enjoy growing into caring citizens and successful life-long learners. It is an exciting school to be involved with as it strives to become a genuinely outstanding school. As one of Bournemouth's largest primary schools it has four forms of entry and a capacity of 840 pupils. Despite being of a secondary size, we strive to create a primary, family feel appropriate to the age of the children. We have developed schools within our school to ensure that pupils and parents know all of the staff working with them and who to go to if they have a problem.

We welcome children from all walks of life, all faiths and of all abilities. Our most recent Ofsted report reflects the considerable improvement that has taken place over recent years and is one of which we are proud. Here is a link to the report. <https://reports.ofsted.gov.uk/provider/21/113746>

The school is led by the Headteacher, Mr Neil Tarchetti, a Head of School, Mrs Kate James and three Assistant Heads who work closely together to ensure each child's progress during their school career. This leadership team is supported by year leaders and a very enthusiastic and dynamic teaching staff who are eager to ensure that each pupil achieves their full potential and that the school offers the very best experience possible to its whole community.

The school is situated in extensive grounds and is very fortunate in the space and facilities it is able to offer its pupils. As an academy we choose to teach the National Curriculum. We know that a truly outstanding school must have a truly outstanding curriculum. All our topics are responsive to the needs, interests and choices of our pupils. By having a steer in their learning, their interest and engagement is sparked. Each topic will have an exciting entry and exit point and will be designed around our curriculum drivers, which are Aspiration, Community and Enquiry. Our curriculum that was designed, as a whole staff, evolves each year and aims to ensure that all our children become independent, confident and resilient learners.

Visiting our school

We do not hold special Open Days for prospective parents but ask you to contact the school office to arrange a time to come and meet the Headteacher and look around the school. We don't want to put on a special show, we want you to see our school and learning as it is every day. This will allow you to make your decision as to whether Winton Primary is the school for your child. Tours take place at 9.30am, 11am and 1.30pm most days.

"Teachers match work well to meet the range of pupils' needs. As a result, pupils are keen and want to learn". Ofsted 2018



Our Curriculum

The children follow the National Curriculum which comprises:- English, Mathematics, Science, Art and Design, Computing, Design and Technology, Geography, History, Music, Physical Education (PE), Languages (for KS2 7-11 years old). In addition the school follows the BCP Agreed Syllabus for Religious Education (RE). Parents who do not wish their child to take part in Religious Education lessons or collective acts of worship should express their wishes in writing to the Headteacher.

Rationale

We believe that both teachers and children need to be engaged and passionate about what they are learning or teaching in order to ensure a high level of interest and good quality work. By designing a creative curriculum, we have given teachers the freedom and empowerment to think imaginatively and creatively about the best way to combine subjects and employ a range of strategies to engage children. Throughout the curriculum, opportunities are provided to improve the mastery of skills and enable children to demonstrate what they have learnt. Skills are progressive and opportunities broaden across the Key Stages. The skills, which are linked closely to the National Curriculum, ensure clarity and educational purpose.

Teachers are responsive to the needs and interests of their class and plan opportunities for children to steer the learning. Where necessary, planning is adapted whilst ensuring that the requirements of the National Curriculum are met. Carefully chosen curriculum drivers enable us to create a curriculum that is unique and relevant to our learners. Our drivers Aspiration, Community and Enquiry are relentless and consistent.

Subjects are either taught as a single subject or as part of a topic. Maths and English are taught daily across the school. Teachers use the National Curriculum to ensure that there is a balanced and progressive curriculum being taught and all learning objectives are covered. RE is planned and taught using the BCP Agreed Syllabus. In conjunction with the whole school collective worship all the requirements for the RE curriculum are covered.

"Standards in English and mathematics at the end of both Year 2 and Year 6 have moved forward well. Pupils' progress is consistently good and in Key Stage 2 many make rapid progress"
Ofsted 2013.



Personal, Social & Health Education (PSHE) is taught throughout the year using a whole school progressive scheme of work called Jigsaw. We aim to give children the understanding needed to allow them to develop emotional literacy, self-esteem and the social skills to be successful citizens of our school community and the wider world.

PE is planned in line with the National Curriculum. Children will have sessions for games, dance, gym, swimming, athletics and outdoor and adventurous activities. Music and computing are taught across the key stages following the National Curriculum. One of the many advantages of being a larger than average primary is that we have specialist teachers for PE, computing and music and this means the teaching in these subjects is of the highest quality and children are motivated to participate in them. Winton is one of the few schools that holds the School Games Platinum Award. It also is a Computing at School Lead School with a Master Teacher. It also holds the RHS 5 Star Gardening School Award for its outdoor and forest school work.

Language is taught in Key Stage 2 following the National Curriculum. Science is taught following the National Curriculum and may be taught discretely, as a mini-topic or it could be the lead subject in a larger topic.

Geography, history, art and D&T are planned and taught within topic/themed sessions. A week's focus could be on art whereas the following week science and history could be the main skills. One lesson might cover the skills for more than one subject area for example history and art and design skills may be covered through one activity.

Drivers

Our curriculum is underpinned by three drivers. The drivers are planned into every topic and enhance our curriculum beyond what it might be without them. Therefore they are at the heart of making Winton's curriculum unique and special to our school.

Aspiration - Encouraging pupils to aim high, have goals and confidence in their ability. They believe in themselves and are willing to take on the role of expert. Ensuring role models, in a wide range of areas, is part of our teaching and that children's experience is broadened.

Community - Developing an awareness of who we are and where we fit in the local and global community. Using our local community and its geography, history, people and places to make our curriculum special. Ensuring opportunities for mutual benefit are maximised, the curriculum must benefit from community links and the community must benefit from the school's involvement.

Enquiry - Our curriculum is presented as questions to investigate, rather than answers or knowledge. Pupils are encouraged to ask questions and are steered towards higher order questioning and an investigational approach. Our topics begin with a hook and planned learning experiences to provoke imagination, questioning and the desire to explore.

ENGLISH

Our teaching comprises the elements of spoken language, reading, writing and grammar, vocabulary, spelling and punctuation. As communicators, children will develop their talents for listening. When speaking to a range of audiences children will use rich and varied vocabulary to provide clarity and interest. They will foster an awareness of the grammatical structure of sentences. In addition, children will demonstrate a respect for others when communicating, even when views differ.



We teach reading using daily sessions which engage children in a variety of class and group activities. They are also provided with individual reading opportunities and are expected to take a colour coded reading book home to practise reading daily. As readers, children will read for both study and pleasure. They will use phonic knowledge and skills and develop fluency and accuracy. They will have excellent understanding of the texts that they read across a wide range of genres.

Our teaching of spelling begins with phonics and we use Floppy's Phonics to provide the main progression of our teaching. As children move through Year 2 and into Key Stage 2, they look at different spelling patterns each week, the Read, Write Inc spelling scheme forms the spine of our spelling teaching.

The teaching of writing skills is supported by the Talk for Writing approach which allows children to become actively immersed in different text types and develop a bank of texts with which they are familiar with and can use to develop their own writing. It is successful because it is based on the principles of how children learn. It is powerful because it enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. As writers, children will include details to engage the reader. Vocabulary and sentence structures will be carefully chosen and writing will be organised to match the purpose. Children will ensure that their writing is neat and well-presented and attention will be paid to the correct use of punctuation and spelling.

MATHEMATICS

Through our maths progression, we aim to enable each child to appreciate the purpose, power and relevance of mathematics through real context and purpose. We hope that the children will find pleasure and enjoyment in mathematical activities and a confidence in their ability to achieve at an appropriate level. The children will participate in a mathematics programme comprising of the following areas: to know and use numbers, to add and subtract, to multiply and divide, to use fractions, to understand the properties of shapes, to describe position, direction and movement, to use measures, to use statistics and to use algebra. Children have the opportunity to practise and embed their basic skills and apply what they have learnt in practical contexts. This reinforces and consolidates the skills enabling them to develop and apply these in their next steps for learning. Our progression of skills ensures pupils have access to age appropriate learning but that they can move through the development of maths skills at a pace appropriate for their needs. Therefore pupils can work above expectations for their age if they are ready to do so.

We have a daily focus on developing mental maths, to reinforce and sharpen skills such as number bonds, times tables and problem solving.



As mathematicians, children will increase their understanding of concepts and will be able to make connections. They will be able to recall a range of number facts and apply skills to solve problems in a wide variety of contexts, including the new or unusual. They will also develop their use of written and mental calculations and their ability to reason, generate and make sense of solutions. Furthermore, children will be able to persevere to resolve challenges.

SCIENCE

Our science curriculum offers exciting opportunities for children to develop excellent scientific knowledge. As scientists, children will demonstrate the ability to think independently and raise questions about working scientifically. They will undertake practical work in a variety of situations and will become confident in planning and carrying out scientific investigations. We encourage high levels of originality, imagination and innovation.

COMPUTING

At Winton Primary, we currently use a range of resources to deliver the computing curriculum including laptops, PCs and iPads. Each classroom has an interactive whiteboard and the capacity to display individual work on the big screen. We still use ICT in other areas of the curriculum and teach the skills required for this e.g. the use of a word processor. However computing itself focuses more on teaching skills that will develop children who can code and program computers. The detail we teach in the two key stages is described here:

Key Stage 1 (5-6 year-olds): Children will be learning what algorithms are, which will not always involve computers. When explained as “a set of instructions” teachers may illustrate the idea using recipes, or by breaking down the steps of children’s morning routines. They will also be creating and debugging simple programs of their own, developing logical reasoning skills and taking their first steps in using devices to ‘create, organise, store, manipulate and retrieve digital content’.

Key Stage 2 (7-11 year-olds): Slightly older primary school children will be creating and debugging more complicated programs with specific goals and getting to grips with concepts including variables and ‘sequence, selection, and repetition in programs’. They will still be developing their logical reasoning skills and learning to use websites and other internet services. And there will be more practice at using devices for collecting, analysing and presenting back data and information.

As users of technology, the children will develop their competency in coding and their ability to collect, organise and manipulate data. They will connect with others safely and respectfully and will communicate their ideas by using applications and devices throughout the curriculum.

ART & DESIGN

Our aim is to inspire and provide opportunities for children to form a passion and commitment to the subject. As artists and designers, children will learn to communicate fluently in visual and tactile form. They will be able to select and use processes creatively and will develop their knowledge of artists, craftmakers and designers.



Children will be taught the skills to reflect on, analyse and evaluate their own work and the work of others.

DESIGN & TECHNOLOGY

In this subject we encourage pupils to take an innovative and rigorous approach to designing objects that solve real problems. As designers, children will be willing to take creative risks to produce innovative ideas and prototypes. They will carry out research and use their knowledge of tools, equipment and materials to make a variety of products. To maximise efficiency, they will act as responsible designers to reduce waste and work accurately and safely.

HISTORY AND GEOGRAPHY

As geographers, children will have an excellent knowledge of places and be confident in using geographical knowledge and vocabulary. As historians, children will undertake research projects across a range of history topics. A variety of sources will be used to build up a picture of the past and enable them to think critically about historical events.

LANGUAGES

Children in Key Stage 2 learn French using the Language Angels scheme of work. The choice of French is due to this being the only language they will all, currently, go on to study at secondary school.

As linguists, children will develop the ability to speak with good intonation and pronunciation. Additionally, they will have an awareness of the culture of the countries where the language is spoken. They will also develop fluency in reading and writing.

Music

A specialist teacher, who works with all children, over the course of the year, leads our music curriculum. As musicians, children will develop a wide repertoire which they will use to create original, imaginative, fluent and distinctive composing and performance work. Children will use percussion and tuned instruments to compose and perform their own compositions. They are taught different methods of notation to record their work. Children are given the opportunity for peripatetic music teaching of a variety of instruments.

PHYSICAL EDUCATION

Our commitment to developing outstanding primary PE and sport is facilitated by two specialist teachers. They provide a lead in the delivery of our curriculum in this area and allow us to maximise the opportunities for all



children to experience inter and intra school competition, festival and sporting experiences across a wide range of sports. As active pupils, children will acquire new knowledge and skills and have an in depth understanding of PE. We provide opportunities to encourage eagerness to participate, positive attitudes towards PE and healthy lifestyles, a willingness to practise skills and the ability to work as a team member.

ASSESSMENT

Throughout their time in school, children are regularly assessed in line with national testing arrangements. On entry to school the children will carry out a short practical assessment with their class teacher called the Reception Baseline Assessment (RBA). At the end of the Reception year, children are assessed against the Foundation Stage Profile and results are reported to parents. As they move through Key Stage 1 children take the phonics screening check at the end of Year 1, which may be repeated in Year 2 if they do not meet the required standard. They will also sit the end of Key Stage 1 SATs assessments at the end of Year 2. In Key Stage 2, children will take part in the Multiplication Tables Check (MTC) at the end of Year 4 and will sit the end of Key Stage 2 SATs assessments at the end of Year 6. The results of all these statutory assessments are shared with parents as part of their child's end of year school report.

During termly parents evenings, teachers will share where children are working against age related expectations and discuss the next steps in learning. We believe this is an important part of helping parents to see how their child's education is progressing.

More important still, to us as classroom teachers, is the use of formative assessment. By this we mean providing feedback to children about what they have done well and what they could do to improve the quality of their work further or make more rapid progress. The work in books is regularly marked using 'tickled pink and green for growth'. This means things highlighted in pink are things children have done well and those areas that are green highlight a possible improvement the child could make. By giving them feedback like this and allowing them to respond to it we are teaching them how to evaluate and improve their learning.

THE ABLE CHILD

We recognise that the able children have specific needs and differentiated mastery challenges are planned for them. The progress and provision for these children is monitored by the Phase Leader. Where necessary specialist advice is sought to ensure that the needs of all children are met.

SPECIAL EDUCATION NEEDS

We ensure that all children have full access to the curriculum and recognise that some children need carefully planned programmes of work to meet their individual needs. We have clear systems in school for monitoring children's progress and recognise the importance of the early identification of barriers to learning. Children who have an identified special educational need are supported through a range of provisions and interventions. Individual support is documented in an Individual Support Plan (ISP) which is reviewed termly in consultation with parents. We often seek advice and expertise from Local Authority specialists such as the Educational Psychologist and Speech Therapist.



We also have our own Learning Support Teacher in school. These professionals are involved in monitoring progress and advising teachers on specific learning targets.

We work closely with parents to ensure you have updated information on your child's progress. Each school provides a local offer outlining its Special Needs provision, this can be found on our website.

PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE)

Pupils will have access to a clearly planned and progressive PSHE curriculum. The core of this teaching is a scheme of work devised by Jigsaw. Each year group studies six core themes throughout the year: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. It also fits alongside our Values curriculum and daily collective worship, which combine to provide children with the knowledge and skills to be effective citizens. We encourage them to be responsible citizens within school, in the rest of their lives and prepare them to be considerate local, national and global citizens. Our provision in this area is enhanced by ensuring children have access to trained professionals to support them, should they need it, during their time in our school. We work alongside other agencies to provide specific Emotional Literacy teaching for those that need it using our qualified staff and our Parent Support Worker (PSW), Mrs Williams. Mrs Williams can be contacted through the school office if you have concerns about your child at any point in their school career. Our School Council make decisions about aspects of the school that the pupils identify. Through the class council all children have a say in the decisions that are made by the council and they can begin to understand how a true democratic system works.

SEX & RELATIONSHIPS EDUCATION (SRE)

Winton Primary believes that an effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. It is important to note that the SRE at our school sits within the school's values and PSHE framework and that we consider it vital to do this work in partnership with parents and carers. We are mindful that parents/carers do have the legal right to withdraw their children from SRE that is part of the PSHE Programme, whilst we hope they do not feel the need to do so. Requests should be made in writing to the headteacher to withdraw a child from SRE. Our work in this area predominantly covers the changes that children will experience in their bodies as they grow up (puberty) as well as the process of human reproduction and the features of successful relationships with other people.



BEHAVIOUR

Our Positive Behaviour Policy is available on the school website and clearly demonstrates our commitment to being a Rights Respecting School. We want children to be engaged and excited by their learning, praised for their achievements and aware of what they must do to maintain the rights of everyone in our school community. Our whole school charter is at the heart of this policy and is shown on the right. Each classroom has a clear system of rewards and sanctions on display which is consistently used. Pupils can earn sparkle points for good behaviour or work. These are awarded and lead to a series of certificates and prizes. Parents are able to monitor their child's movement through the awards in their home school book. The home school book and policy on the website provide more detail of our system. It has been developed to ensure a clear and consistent approach to the management of behaviour and for rewarding success. Pupils whose behaviour needs additional support will have a separate system and their own achievements will contribute to the whole class reward system so that everyone benefits from supporting a child to develop successful behaviour.



ANTI-BULLYING

At Winton Primary we believe that schools require a robust anti-bullying policy to ensure that bullying occurs as infrequently as possible. All schools will experience, at some point, a problem related to bullying and they need a clear procedure to ensure that it is swiftly and effectively dealt with.

We have a two step policy which is clearly displayed on our website and we employ it whenever bullying is reported to us, even if there is no clear evidence of targeted bullying taking place. We believe this is the best route to ensure all incidents are dealt with to everyone's satisfaction and to ensure a problem does not become prolonged or more serious.



"Pupils' good behaviour is testament to the strong procedures in place to encourage them to behave well. Pupils are thoughtful, polite and helpful and get on well together," Ofsted 2013.

"(Pupils) report that bullying in any form is rare and always dealt with speedily and successfully. Consequently they feel very safe and happy in school, a strength acknowledged by almost all parents and carers." Ofsted 2013.

THE SCHOOL DAY

Reception – Year 2	8.50am – 11.50am	Years 3 – 6	8.50am – 12.10pm
	12.50pm – 3.15pm		1.10pm – 3.20pm

The playground is open from 8.40am and staff are on duty. This provides a 10 minute drop off window before the day starts at 8.50am. We start school promptly and want all children to be present for the start of their learning, please support us by ensuring your child is in school on time. The gates close at 8.50am and children who are late must enter through the main reception.

Children in Reception must be brought to the classroom door each morning and collected from the classroom door at the end of each day by an adult. Children up to Year 4 must be collected by an adult from their classroom at the end of each day. Please inform the class teacher or school office if someone else is collecting your child.

UNIFORM & EQUIPMENT

All children are required to wear school uniform as this encourages a sense of community spirit and pride amongst the whole school community. Our colours are royal blue, grey and white. We encourage accessories such as hair clips and Alice bands to be functional rather than fashionable and, when possible, in school colours.



Our Uniform:

- A royal blue sweatshirt or cardigan (with logo)
- A white polo shirt (with or without logo)
- Smart grey trousers/shorts OR skirt/pinafore dress (no leggings, please)
- Grey socks or white socks (grey or blue tights)
- Black low heeled shoes
- In summer, blue gingham dresses or short may be worn

Please ensure all clothing is clearly named.

For PE:

A school t-shirt (with logo) in the child's house colour, with royal blue shorts and trainers. In winter months, children can wear a tracksuit for the cold weather. Trainers are kept in school in a named PE bag and PE kit is worn into school on PE days with school shoes. Children will change into their trainers before their PE lesson.



Book Bags

Book bags, which help to protect your child's reading book and reading diary, are on sale from the school uniform suppliers.

Purchasing Uniform

Uniform can be purchased from our MyClothing Webshop, there is a direct link from our school website. Alternatively the uniform is stocked at CJI clothing, which is on Moordown High Street (Wimborne Road).

Jewellery and Hair

We prefer children not to wear jewellery. However, should you wish, children are permitted to wear a watch and simple, small stud earrings. These have to be removed for PE lessons. Children arriving in school with other items of jewellery such as necklaces, bracelets and rings will be asked to remove them. Please ensure hair that is longer than shoulder length is tied back. Hair accessories should be in the school colours. Hair should not be coloured.

PARENTS AND FRIENDS ASSOCIATION (PFA)

Our PFA organise a number of very successful fundraising events throughout the year, for the children in school which provide them with fantastic learning



opportunities. They are always looking for extra volunteers to help organise and run the various events. If you can spare a couple of hours or more and would be interested in joining this fun and enthusiastic team, please contact them via email at pfa@wintonprimary.uk

CHILDCARE FACILITIES

Since 2003, St Claire's have organised our Breakfast, After School and Holiday Clubs. They make good use of the school's facilities and outdoor areas. The Breakfast club runs from 8.00am to 8.55am and the After School club runs from 3.00pm to 6.00pm. The Holiday Club operates from 8:30am to 5:30pm and is held in the school and grounds. Please contact them on 01202 429880 or 07812100375 or email info@stclaires.co.uk for rates and further information.

PARENTS' HELP IN SCHOOL

Parental support is very valuable to the school in so many ways and there are areas of life in our school which would be almost impossible without the help and support of our parents. We realise not everyone can commit to helping on a regular basis, although if they can, this is most welcome. Equally the occasional helping hand would be greatly appreciated.

PARENTS' EVENINGS

We have what we call an 'open door' policy at our school. This simply means that you are welcome to visit at any time to see the school in operation, or to talk about your child with a member of staff. If we are able to see you we will, but if staff are teaching then we will arrange a mutually convenient time, as soon as Possible. As well as operating this policy we offer parent consultations each term to discuss your child and their progress with you.

LEAVE IN EXCEPTIONAL CIRCUMSTANCES

Headteachers no longer have the power to authorise term time holidays. Should you decide to take your child on holiday during term time you should notify the Headteacher in writing. You should expect that BCP Council will issue a penalty notice if you take a term time holiday. At the time of writing (Summer 2023) a penalty notice is £60 per parent per child. This fine goes to the council and not the school. Should you require leave for exceptional circumstances, such as a family wedding, please put your request in writing to the Headteacher. Please be aware the Governing Body only allow the Headteacher to authorise requests if the circumstances are considered exceptional AND the child's attendance, in the previous academic year, was 96%+.



ATTENDANCE

We know that children are more successful when they attend school regularly. We monitor pupil attendance closely and work with families and the Educational Social Worker (ESW) to promote positive attendance and try and remove any barriers to good attendance. Our processes mean that if we notice your child's attendance dip we will write to you. Should it continue to deteriorate then we will write to you again and invite you to a meeting. The aim of the meeting is to identify anything that can be done, by professionals, to support you in improving your child's attendance. These letters are part of your child's school record these letters which is why they may seem blunt or official, however our aim is to work alongside you to achieve the best outcomes for your child.

ABSENCE

If your child is ill at school we will phone you to collect them. If your child has to attend an appointment in school time, you need to complete a form from the office or let us know via email. Please provide a copy of the appointment letter or proof of booking.

If your child is ill and cannot come to school, please phone on the first day of absence to let us know so that we can record they are ill. If you do not contact us we will telephone or text to ask you to provide a reason for absence. If your child is ill for a longer period of time please keep us notified of how they are, every other day.

Where children are persistently late or absent without reason, a referral is made to the Educational Social Worker (ESW).

Please ensure we have your current phone number and other important contact and medical details. We also require at least two alternative emergency telephone numbers in case we cannot contact you.

CHARGING POLICY

The Governing Body recognises the valuable contribution the wide range of additional activities (including clubs, trips and residential experiences) can make towards pupils' personal and social education. The Governing Body aims to promote and provide such activities, both as part of a broad and balanced curriculum for the pupils of the school and as additional optional activities. The policy on Charging and Remissions conforms with the Education Reform Act 1988 and the Education Act 1996.

Charges

The Governing Body reserves the right to make charges in the following circumstances for activities organised by the school:

- Board and lodging for a pupil on a residential school visit.
- The full cost of activities deemed to be 'optional extras' (such as club and sporting fixtures) taking place wholly or mainly outside school hours which are not part of the National Curriculum or Religious Education.
- The cost of instrumental tuition, unless this tuition is required as part of the National Curriculum.



- Hiring or purchasing of musical instruments and music books if supplied by the school.
- The fee recommended for entry for music examinations, unless the entry is required as part of the National Curriculum.
- Charging in kind for materials and ingredients for practical activities such as woodwork, cookery, needlecraft, pottery, ceramics, textiles etc. provided the parents/carers have indicated, in advance, that they wish to own the finished product.

The Governing Body also reserves the right to make charges for reinstatement or replacement in respect of damages to school property as a result of vandalism, or other inappropriate behaviour or misuse.

The Governing Body may, from time to time, amend the categories of activity for which a charge may be made.

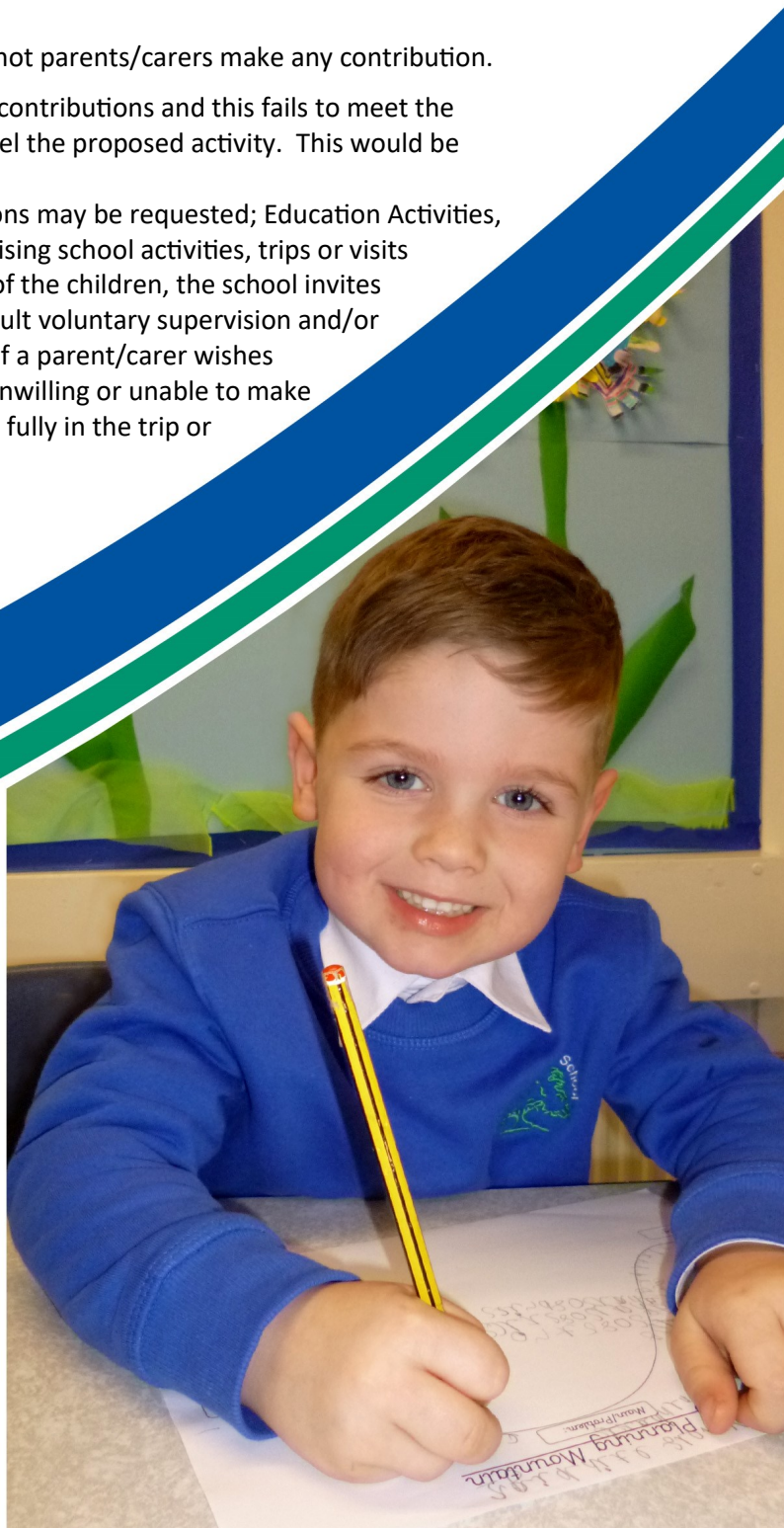
Voluntary contributions

Nothing in this policy statement precludes the Governing Body from inviting parents to make a voluntary contribution towards the cost of providing education for pupils. In making requests for contributions, the Governors wish to make it clear that:

- There is no obligation to contribute.
- Children will not be treated differently whether or not parents/carers make any contribution.

However, where an activity is dependent upon voluntary contributions and this fails to meet the required amount, the Governors reserve the right to cancel the proposed activity. This would be regrettable.

The following are examples of when voluntary contributions may be requested; Education Activities, Day Trips and Activities on Residential Trips. When organising school activities, trips or visits which enrich the curriculum and educational experience of the children, the school invites parents/carers to contribute to the cost of the activity, adult voluntary supervision and/or transport to the activity. All contributions are voluntary. If a parent/carer wishes his/her child to take part in a school trip or event, but is unwilling or unable to make a voluntary contribution, we allow the child to participate fully in the trip or activity.



PUPIL PREMIUM

For families in receipt of one or more of the following support payments:

1. Income Support (IS)
2. Income Based Jobseekers Allowance (IBJSA)
3. Support under part VI of the Immigration and Asylum Act 1999
4. Child Tax Credit where no Working Tax Credit is received and annual income, as assessed by the Inland Revenue, does not exceed £16,190 (figure reviewed April annually)
5. Guaranteed Element of State Pension Credit

Pupils will be eligible for the pupil premium. There is significant additional funding for both the school and family and it is vital to us that you complete the registration form in the admission pack. **PLEASE DO NOT FORGET THIS FORM!** The information is completely confidential and will not be public knowledge nor will your child be identified in any way in school. Additional benefits are;

The Governing Body will remit in full the cost of board and lodging for any residential activity that is organised for the pupil provided the activity is deemed to take place within school hours or forms part of the syllabus of a prescribed public examination or the National Curriculum or other activity. Such claims for remission are to be submitted in writing to the Headteacher supported by appropriate evidence of the relative support payment.

A school clothing grant is available for those children who meet the eligibility criteria above. Please see our separate Necessitous Clothing Policy/Application form which can be obtained from the School Office.

Pupils eligible for the pupil premium, if registered, receive a free school meal for their whole time in school.

Additional funding can be used to help your child make better progress with an area of learning, should they require it.

HEALTH, MEDICINES AND ACCIDENTS

It is essential that you keep us informed about medical conditions, which might affect your child's health or safety in school. Medicines should normally be administered at home but where four or more doses a day are prescribed and the medicine has to be brought into school, a consent form must be completed which can be obtained from the school office. Medicines must be clearly labelled with your child's name and class. Please ensure that your child has an inhaler in school, if they need one.

We have a number of trained first aiders for when accidents occur in school. If your child has a minor injury, you will receive an email from Medical Tracker detailing the injury and the first aid that was administered. If your child had a more significant injury and we think further medical advice is needed and requires examination by a doctor, we will contact you immediately. If your child has an injury to their head, but is able to stay in school, we will give you a courtesy call to make you aware in advance of the end of the day.



SCHOOL MEALS

Children in Reception, Year 1 and Year 2 are now eligible for a free school meal. Please indicate on the admissions form whether you will take up this entitlement. If you choose not to, then you must provide your child with a packed lunch each day. Children in Key Stage 2 must either bring a packed lunch or purchase a hot school meal in advance; the school office has details of price, menus and methods of ordering. Children eligible for the pupil premium will receive a school meal for free when ordered.

SWEETS

Children are not allowed sweets or chocolate bars in school.

NUTS

We are a nut free school. We have several children with severe allergies and hence any product which may contain nuts should not be brought to school. This includes in children's lunch, for a special event or indeed any other reason.

FRUIT SCHEME

Children in Reception, Years 1 and 2 are provided with a free fruit snack each day. All children may bring in a fruit based snack to eat at morning break. A healthy tuck shop operates each break time and children may bring up to 40p each day to spend at the shop. Children are responsible for their own money if they bring it in.

WATER

All children should bring a drink of water, in a clearly named bottle, to drink during the school day.

THE PROTECTION OF CHILDREN FROM ABUSE

Our first priority is your child's welfare and we will usually discuss any concerns we might have about your child with you. There might be occasions, however, when we have to provide information to or consult other agencies such as Children's Services before we contact you. Our responsibility to do so is determined by Bournemouth, Dorset and Poole Inter-Agency Child Protection Procedures. If you want to know more about these procedures, please speak to the Headteacher.

ADMISSIONS

Children are admitted according to the school's admission policy available on our website. Parents wishing to visit the school prior to



registering their child are most welcome to contact the school office for an appointment to do so.

THE GOVERNING BODY

Winton Primary has a local governing body. Governors are community, parent or staff governors. They are elected every four years and vacancies are advertised as they arise. If you are interested in finding out more about the role of Governors or the governing body please speak to the school office.

COMPLAINTS

Governing Bodies are required to establish a clear procedure for managing complaints. The policy adopted by the Governing Body is on the school website or available from the school office. We aim to resolve all complaints informally and ask that you talk to the child's class teacher in the first instance and then a member of senior staff. If the complaint is not resolved then you should speak to the Headteacher. The policy makes clear the further steps if a complaint is unresolved. Our aim is to respond to your concerns and resolve them to your satisfaction as quickly as possible.





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