



Chesterton
PRIMARY SCHOOL

Chesterton Primary School School Prospectus 2022 - 2023

Learning, Growing and Achieving Together



Kate Yeoman
Head teacher

2022 - 2023

Table of Contents

Welcome letter	2
Whole School Aims	3
Who's Who at Chesterton Primary School	4
Governors of Chesterton Primary School	5
Organisation of Education	6
Entry to School	7
The School Curriculum	9
Extra Curricular Activities	15
Special Needs, Including Gifted and Talented	16
Pastoral Care and Discipline	18
Uniform	21
Home-school Links	22
Absence	24
School Meals	25
Child Protection	26
Charging, Remissions and Complaints	27



An Active Learning Trust Academy

Chesterton Primary School

Green End Road, Cambridge, CB4 1RW

Tel: 01223 728392

Email: admin@chestertonprimary.org

Head Teacher: Kate Yeoman

Dear Parents

The governors and staff at Chesterton Primary School extend a very warm welcome to you and your child.

Chesterton Primary School is a fun, caring and stimulating learning environment. Our children are enthusiastic and lively, they enjoy the learning atmosphere of the school, but they are aware that we have high expectations and aspirations for them.

We wish to work in partnership with you, to make you feel welcome and part of our team.

Our prospectus will tell you a little about our school, how we learn and develop, and what we are all working to achieve.

To arrange a visit please contact Teresa Mason, our Business Manager, in the school office.

Yours faithfully

Mrs Kate Yeoman

Chesterton Primary School - Whole School Aims

We at Chesterton Primary School aim to develop happy and confident learners for the future by:

- Providing a safe and happy learning environment
- Fostering a love of learning and a desire to do well
- Helping to promote tolerance, understanding, respect and a sense of responsibility to others, our community and the wider world
- Providing a rich and diverse curriculum which meets the needs and individual differences of the children
- Helping all pupils to understand their own learning styles by developing knowledge, understanding and enthusiasm for learning
- Developing co-operative working relationships between all pupils, staff, governors and parents
- Providing equal opportunities for all

Most importantly!

We remember that children are the centre of our focus, and that they provide, along with the staff, parents and wider neighbourhood, a whole school community worthy of everyone's education and support.

Who's Who at Chesterton Primary School

The school is fortunate to have high quality teaching and non-teaching staff who work extremely hard to create an atmosphere of high expectation, co-operation and fun, which is so important in a small school.

Teaching Staff

Mrs Kate Yeoman	Head teacher		
Mrs Poppy Tonks	Deputy Head teacher		
Miss Victoria Storey	SENCo & Y4 Teacher		
Mrs Jessica Smith (Mat Leave)	Teacher	-	Pine Class - Reception
Miss Isabelle Pritchard	Teacher	-	Elm Class - Year 1
Mrs Erica Smith	Teacher	-	Beech Class - Year 2
Miss Maria Barras	Teacher	-	Elder Class - Year 3
Miss Victoria Storey/Mrs Poppy Tonks	Teacher	-	Hazel Class - Year 4
Mr Phillip Dowell	Teacher	-	Hawthorn Class - Year 5
Ms Samantha Chapman	Teacher	-	Oak Class - Year 6

Administration

Ms Teresa Mason	Business Manager
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Teaching Assistants

Mrs Gayle Jeffery
Mrs Kirsty Cornwell
Mrs Sarah Day
Mrs Sarah Akinsanya
Mrs Gemma Hooper
Ms Suzanne Hurst
Mrs Sharon Kiliti
Miss Safia Mekaoui
Ms Samantha Hardy

Head of Kitchen

Caterlink

Property and Maintenance

Mr Andrew Smith

Governors of Chesterton Primary School

Chair

Mr David Hilton (Chair of Governors)

Ian Murray (Vice Chair of Governors)

Mrs Annabel Charles (Trust Governor)

Andy Atkins (Trust Governor)

Alexandra Singer (Parent Governor)

Sarah Rawlinson (Parent Governor)

Kate Yeoman (Head teacher)

Poppy Tonks (Teacher Governor)

Phillip Dowell (Teacher Governor)

Organisation of Education

Foundation Stage	-	Reception
Key Stage 1	-	Year 1 - Year 2
Key Stage 2	-	Year 3 - Year 6

Our school will cater for all children from 4-11 covering the Foundation stage and National Curriculum Years 1-6.

Classes stay together for the whole academic year and the class teachers are responsible for curriculum work within the class. All classes will be supported by well-trained support staff.

Within the classes, children work individually, as a whole class or in small groups, according to ability or the subject being studied.

The Daily Routine

8.40am	Class doors open
8.50am	Class doors close
9.00am	Morning sessions begin
10.30 - 10.45	Break
12pm	lunch
1.00pm	Afternoon sessions begin
3.15pm	End of the day

Reception and Key Stage One, Classes may also has a 10 minute afternoon break.

Teaching time, not including assembly, act of worship or registration is as follows:

Foundation Stage (Age 4-5)	Total = 22 hours 10 mins
Key Stage 1 (Age 5 - 7)	Total = 22 hours 10 mins
Key Stage 2 (Age 7-11)	Total = 23 hours

Entry to School

All children can attend school full-time in the September following their fourth birthday.

You must apply for a school place if your child will be five between **1 September 2023 and 31 August 2024**. This means they will have been born between **1 September 2018 and 31 August 2019**.

The closing date for applications is 15th January 2023. This closing date is very important.

Children will join the Reception Class, which is made up of the 30 Early Years admissions.

Early Years children follow the Early Years Foundation Stage Curriculum (EYFS), which helps to develop essential learning skills. There are seven areas of learning and development that shape our curriculum. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

We also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and design

You will find Pine Class a very busy place. Children pursue their learning through carefully planned practical activities and play. Children may be working in groups, as a class or individually.

At the end of Foundation Stage, children are assessed against statements of achievements.

Admissions

Other than Reception admissions the school are responsible for their own admissions. If you would like your child to attend Chesterton Primary School, please email admin@chestertonprimary.org. You will then be informed if there are spaces and the next steps for your admission to the school.

The School Curriculum (Years 1 -6)

Chesterton Primary School is an Academy and the curriculum is for 'your' child. Although we use the National Curriculum as a baseline and a starting point, our curriculum exceeds the requirements of the National Curriculum and it is enriched with the use of the outside space and community.

The curriculum for both Key Stages includes: English, Maths, Science, Geography, History, Religious Education, Music, Art, Physical Education, Design and Technology, Computing and Personal, Social and Health Education. A modern foreign language will be taught in KS2.

At Chesterton Primary School we feel passionately about providing a curriculum that stimulates and motivates all children, ensuring that all pupils achieve their very best. Subjects are taught through a cross-curricular approach, which allows pupils to link their learning. Creativity and thinking skills feature highly in the planning, with innovative approaches to teaching and learning being employed.

As well as the formal curriculum, emphasis is placed on developing individuals into well-rounded personalities. We are keen to develop and celebrate all aspects of a child's development in and out of school. We try to know the children well and hope to identify individual strengths and problems; we can then encourage them in those strengths and support them in areas of difficulty.

Positive attitudes and good behaviour are an integral part of learning and we encourage a happy, quiet and busy atmosphere in which children can learn. We encourage children to take pride in their work, to have high expectations, to be considerate to everyone in the school and to respect and care for property.

Subjects

ART

Art is used as a vehicle for expression at Chesterton and the children are taught a wide range of activities including painting, drawing, printing, textiles, model making, clay work and collage and study a wide range of artists and their work. Children are encouraged to experiment with, and explore, different techniques and media to develop these skills. The environment provides a great stimulus for expression and skills development.

DESIGN & TECHNOLOGY

Children are taught the skills of designing and making from the Foundation Stage. All children are taught to create their own models and designs and are taught to work to design specifications, testing and evaluating their own and others' work. The children undertake a number of design projects each year.

HISTORY AND GEOGRAPHY

History and Geography are often approached through topic work and may be combined with other subject areas. History lessons enable the children to acquire knowledge about historical periods or events, and to know how to find out about the past by using historical sources. It helps them to understand the present in the light of the past. Geography helps the children to make sense of their surroundings and the world through the study of places, the human and physical processes which shape them, and the people who live in them.



COMPUTING

Computing is an integral part of the whole curriculum and the children are encouraged to use it widely and regularly in its various forms. The school keeps ICT resources under review looking at the latest technology and will invest in these resources in line with available funding.

We have an ICT area where the children can work individually or in pairs on their computer skills. The children will learn word processing, using the Internet and e-

mail, data handling, manipulating data, simulations, control and measuring using information technology. Every class has an interactive whiteboard

The internet is used as a great teaching tool and resource through supervised access. All children and parents are advised of our Acceptable Use and Internet policies and sign an agreement. Access to the Internet will enable pupils to explore thousands of libraries, databases and bulletin boards, while exchanging messages with other Internet users throughout the world. We are part of a system operated by Cambridgeshire County Council, which offers protection to the user by creating a 'firewall' around any unsuitable material. It is only fair to point out however, that this is not a completely fail-safe system and some material that appears on the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. We also have an Internet based Virtual Learning Environment which the children can access at school and at home. Whilst in use at school, this too uses the filtering system, but parents should monitor use at home.

ENGLISH

The National Curriculum forms the basis for planning in English which is taught daily in Key Stages 1 and 2. Opportunities for using these skills in all other areas of the curriculum are fully exploited. Our cross-curricular approach to teaching and learning ensures pupils practise and define their literacy skills in all learning situations.

Speaking and Listening

These are the first language skills learned by children. We teach a range of speaking and listening skills to develop confidence, accuracy and the ability to express ideas, opinions and feelings. Speaking and listening paves the way to successful understanding of all areas of the curriculum. 'Talk for Writing' features highly at our school and children will experience a wide range of speaking and listening activities on a regular basis to help higher quality written work. Drama and role play are used throughout the school.



Reading

Promoting a love of reading features highly in our school, as we believe that an enjoyment and love of books is a key feature to future satisfaction in life. Hence, from the first day of school your child is encouraged to value and love books and as parents you are encouraged to share your child's reading and to use their Reading Diary to help build their confidence and enjoyment. Reading can take on many forms, books, comics, posters, instructions, packets etc and the wider use should be

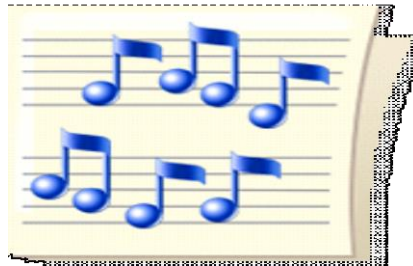
encouraged alongside the books provided by school. Phonics is taught throughout the school on a daily basis.

Writing

Children will be taught writing skills that will be developed and refined in all subject areas. Accurate spelling, grammar and a high level of presentation are always encouraged, with the school's chief objective to encourage creativity in written work. To this aim, the children will be introduced to the principles of four generic target areas where children can improve their work. Children will have the opportunity to learn about and write in fiction, non-fiction and poetry contexts, with links made to their current topics. Children learn spelling patterns and are encouraged to take greater responsibility for their own learning of spellings in the older years.

MUSIC

Music is an important part of our school curriculum. We aim to provide opportunities for singing, playing, composing and performing in our class session, as well as listening to and appraising the music, of others. Enjoyment of music is the key!



MATHS

Maths is taught every day. We provide a broad based and relevant maths curriculum appropriate to individual needs. We place high value on problem-solving and real-life mathematics and thus provide children with lots of hands-on practical learning. Mathematical concepts are developed through many subjects in the curriculum. The children will develop skills and knowledge in number work, problem solving, measuring, shape and space and data handling. An emphasis is placed on developing mental arithmetic skills. The school have adopted a Mastery approach and use many of the White Rose resources.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

Personal, Social and Health Education is taught throughout the school. The curriculum is organised under 5 main themes; Health, Relationships, World of Work, Sustainable Development and Citizenship and wherever possible, links are made with other areas of the curriculum.

Under the umbrella of citizenship, we are developing a School Council. All members of the school community are encouraged to have a voice and meetings are held fortnightly. In addition, each class sets aside a weekly slot for 'Circle Time' when necessary, where children are encouraged to talk about issues and listen to others.

Sex and Relationships Education

The aim is to develop confident, responsible children with a sound understanding of their own bodies, who are capable of forming loving relationships and have high self-esteem in all aspects of school life. At the end of Key Stage 2, our Sex and Relationships education program carefully and sensitively explains to children the changes in their bodies that will come with puberty, and should enable them to anticipate and be ready for these changes.

Drug Education

Our drugs education program aims to raise awareness of the importance of personal health by informing and educating the children about the dangers of drugs and substance misuse so that they are able to make informed choices. Through PSHE topics we aim to create a climate where children feel able to discuss drugs' issues openly and where self-esteem and respect for one's body is fostered.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

In Cambridgeshire all schools follow the Agreed Syllabus for Religious Education - 'R.E. in the Basic Curriculum'

The Education Act 1998 states that R.E should reflect religious traditions in Great Britain. Therefore, whilst the majority of our topics have a Christian basis, pupils also study aspects of the other main religious faiths of the world.

Weekly R.E lessons are planned in termly or half termly blocks and cover such topics as Books and Stories, Signs and Symbols, Celebration and Rules for Living.

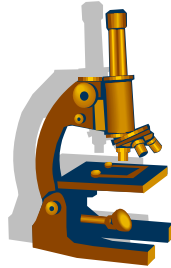


Assembly (Act of worship)

Arrangements for the act of collective worship and for religious education are made by the school in accordance with the Cambridgeshire County Council Syllabus and it is consistent with the requirements of the 1944 Education Act and the Education Reform Act 1988.

There is a daily 15 minutes assembly, taken by teachers or members of faith communities and local church leaders.

Parents may, if they wish, withdraw their children from worship and from R.E lessons and such requests should be made to the Headteacher in writing. A member of staff will supervise these children, during this time.



SCIENCE

We emphasise scientific values to encourage and develop a child's naturally enquiring mind. This work includes careful observation, classification and measuring, devising and designing fair tests and evaluating results. Children are encouraged to find out about themselves and their environment through practical investigations.

SPORTING AIMS & PROVISION FOR SPORT

In P.E. we cover a wide range of activities to develop the children's understanding of the importance of good health, exercise, movement and body control, through the use of a variety of equipment and apparatus in the school hall, on the playground and outside areas. Activities covered include gymnastics, games, swimming, athletics, dance and adventurous activities.

Extra Curricular Activities

Children will have the opportunity to take part in extra curricular activities which vary during the year to provide a range of opportunities. They will take place during lunchtimes and after school.

Activities may include:

- Football
- Netball
- Multi-Sports
- Dodgeball
- Dance
- Singing
- Science
- Gymnastics



- Languages

School Council

School council meets half termly to discuss issues and ideas that arise. The class representatives are involved in decision making in the school which gives all pupils a voice and contributes to the feeling of ownership.

Special Needs, including Gifted and Talented:

Some children during their time at Chesterton School will need 'support' in some areas of the curriculum. Children who have difficulties are identified as soon as possible and supported through Individual Action Plans and intervention strategies, often working with experienced classroom assistants. The DFE code of Practice underpins our SEN Policy and is available to parents, from the school office.

Similarly, some children may demonstrate a talent or appear gifted in certain areas. Through early identification, careful planning and working together with parents/carers and outside agencies we aim to ensure gifts are celebrated and talents developed.

Our aims are as follows:

- To provide appropriate learning situations that will best meet the individual needs of children with Special Educational Needs.
- To provide access to the full curriculum at an appropriate level.
- To identify and assess needs as early as possible in order to support the child.
- To involve parents and children as much as possible in the identification and assessment process of Special Needs provision

The school's Special Education Needs Coordinator is Miss Storey

Pupils with Disability

The school has facilities that increase and assist access to the school by pupils who are disabled. The full Accessibility Plan can be obtained from the school office.

External support is also received from a range of different agencies including Educational Welfare Officer, Speech Therapist, Educational Psychologist, Health and Social Services etc.

Individual Difference and Equal Opportunities

We want children to develop their own unique skills and we provide and look for opportunities for children to acquire and develop their talents within the curriculum.

All children are afforded equal opportunities and access to the whole curriculum. The curriculum provides practical as well as formal methods of teaching as appropriate. Children are encouraged to become increasingly independent by working on a wide range of practical tasks throughout the curriculum. Children will be involved in class, group and individual activities according to their needs and the nature of the activity.

Pastoral Care and Discipline

Aims for Behaviour at Chesterton Primary School

As a school we strive to help nurture compassionate citizens who behave and contribute to society in a positive way. Positive behaviour is for the benefit of the individual as well as the whole school and the wider community.

As part of this, we expect children to have: respect for themselves; respect for others and their property; respect for the environment. Through our Positive Behaviour Policy and our own actions, staff aim to promote: courtesy, honesty, hard work, reliability, self-discipline, tolerance.

School Ethos

In consultation with children, staff, parents and governors at Chesterton Primary School, we have developed a behaviour policy which embraces the principles of 'Cambridgeshire Steps'. This is an inclusive approach which recognises the need to do 'different for different'. This means that the needs of the individual are central when developing positive behaviour support strategies. As part of this, we also promote a positive focus on improving young people's engagement, motivation and well-being.

Class Rules for behavior

Each class, led by teacher and teaching assistants, will develop their own class rules, which are guided by our three core values: Respect, Persevere, Care. Class rules will be appropriate to the needs of the class.

Praise and Rewards

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are showing pro-social behaviours, are engaged and learning, we need to 'catch the children getting it right' through specific praise. This can be done by:-

Praise from adults and peers - this may include a smile or thumbs-up as well or in addition to specific verbal praise.

Showing good work to other classes, teachers or members of the senior leadership team.

Good work and achievements being displayed around the school and on Twitter.

Receiving a marble for the jar - the class work together to fill a jar of marbles.

Once the jar is full, the class share a reward.

Nominations Box - anyone, children or adults, can write a note regarding positive behaviour they have spotted. At the end of the week a nomination will be picked and shared with the class.

Head Teachers Award - any pupil who does exceptional work for them should be sent to the head teacher to have their name written in a special book and given a sticker. These children's names will be read out in assembly on a Monday.

Consequences

At Chesterton, adults have the responsibility to use consequences that are directly linked to the behaviour. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behavior shown by the child. Consequences may include: completing a task, limiting access to play resources, being escorted when moving between classes, and assisting with repairs. After any consequence is applied it is important to repair and rebuild the relationship between the adult and the child, as per the school's Positive Behaviour Policy.

When a child is not following the school rules, the following will apply:

Positive behaviour from other learners will be praised. Staff will give their attention and praise to those demonstrating positive behaviour.

Staff involved will review what is causing the child to behave in this way and put actions in place to lessen the child's anxiety or anger.

Staff will give a non-verbal warning (e.g. by changing position in the classroom to be nearer the child to regain their attention).

A positive reminder of the rules will be given.

A verbal warning will be issued using language of choice that includes a reminder of the consequences.

If behaviour persists, the child will be sent to another class for thirty minutes with a work pack.

If behaviour continues to persist, or for more serious incidences, a member of the senior leadership team should be informed who will then decide on the most appropriate tier of consequence as per the school's Positive Behaviour Policy.

Anti-Bullying

We are fortunate not to have experienced many problems with bullying, but we do take a serious view on this matter. Parents will always be informed of any bullying issues. We rely on parents to inform us as early as possible if they ever have a concern with regard to bullying. We take a very proactive approach to this issue and aim to deal with bullying on the first day it occurs wherever possible. If you suspect any bullying please refer to the Anti-Bullying policy and the Head Teacher. Any incident of bullying must be recorded on a bullying form, which is kept in the head teachers office.

Uniform

There is a compulsory uniform which we expect children to wear from entry into our school.

Girls - winter

- White blouse/Polo shirt with motif
- Grey skirt/trousers
- Navy sweater with tree motif
- Black shoes



Girls - summer

- Navy checked dress

Boys - winter

- White shirt/Polo shirt with motif



- Grey trousers/shorts
- Navy sweater with tree motif
- Black shoes

Boys - summer

- Same as winter

PE/GAMES

- PE - White T-shirt with Tree motif. Navy shorts/skirts
- Games - As PE but with a tracksuit and trainers or football boots

All the children will need to bring a drawstring PE bag to store their PE kits in.

Sweatshirts, T-shirts, polo shirts and shorts can be purchased via Your School Uniform (www.yourschooluniform.com)

Please note

- For Health and Safety requirements as well as maintaining high standards of tidiness, children are required to have long hair tied back at all times
- Small stud earrings may be worn by pupils with pierced ears but no other jewellery is acceptable. Watches are acceptable.
- Earrings must be taken out for PE

Home-school links

Prospective Parents

The Interim Head teacher or Deputy Head teacher is glad to show interested parents around the school and to give additional information. Please contact Teresa Mason, the school's Business Manager, and she will be happy to make an appointment for you.

Parents in School

Parents are very welcome to join us in school on many occasions. There are popular annual events as well as termly events. Sports Day is always popular with parents, as is our annual Christmas decoration morning. Occasionally, we hold meetings to display/explain some part of the school curriculum. Classes also invite parents to their class assemblies and then into part of a lesson. Parents are always welcome to come and help in school, whether regularly or just periodically, subject to a Criminal

Record check. Cooking, using the computer, painting, listening to reading or just talking to children, are all useful jobs and we welcome parental involvement.

Consultation with Parents

We have a formal Parents' Evening in the autumn and spring term, which teachers really do expect every parent to attend. It is most important that children know their parents are interested in their schoolwork and value their achievements. In the summer term, we hold an Open Day when parents and visitors are welcome to spend some time with us sharing in the children's achievements.

At the end of the summer term, the teachers write reports.

Medicine

If your child is unwell the best place for them is to stay at home. Please inform us by phone if your child is unwell and will not be attending school. In the case of diarrhoea or sickness a child should stay away from school for 48 hours after the last episode.

If your child is taking medicine that has to be administered during the school day, you may come to the school by agreement with the Headteacher in order to administer it yourself. We are unable to administer medicine to children except in those situations where children have long term individual medical plans.

Home-School Agreement

In line with National Policy we have a Home-School Agreement, which outlines the responsibilities of parents, pupils and staff. All parties are required to sign this when their child starts school, and it will be reviewed annually.

Absence

Daily attendance at school is a legal requirement. Please notify us by phone call or e-mail if your child is to be absent. We need to be informed on a daily basis of continued absence. There will be times when children will need to be away through ill health or emergencies but we do ask that wherever possible, appointments/holidays etc. are taken outside school time.

If we are not notified, the School will phone parents to find out why a child is absent.

Taking Holidays During Term Time

In line with tighter Government regulations, the Headteacher will not grant leave of absence for a holiday taken during term time other than in the most exceptional circumstances. Any absences without the permission of the Headteacher will be marked as 'an unauthorised absence'.

Your child's attendance will also be included in the Annual School Report.

Education Pupil Attendance Records (Regulations 1991)

Our published admissions number is 30 children per year group.

School Meals

Excellent meals are cooked on the premises and the children have a choice with a vegetarian option, so they can choose their meal in the morning. Please let us know if your child cannot eat certain foods. All children in Reception and Key Stage 1 will receive a universal free school meal which will be provided by Caterlink.

Free meals are available to those children whose parents are in receipt of Child Tax Credits, Income Support, Income Based Job Seekers' Allowance or Employment Support Allowance. Please contact the school office should you require more information/details.



Packed Lunches

All lunches are provided for the children by our Caterers Caterlink - as an alternative to a hot lunch, a pack lunch is provided.

Water

We encourage the children to bring in their own water bottle as they are able to drink throughout the day.

Child Protection

The School works in partnership with parents to support children in every way possible.

However, schools have a clear responsibility to ensure that they work together with other agencies to safeguard and promote the welfare of all the children.

As a result, if concerns are raised within the school, or a child or parent reports a situation involving possible abuse, we would not be able to guarantee confidentiality. Such information would have to be referred on to Social Services. This is in line with Government and Cambridgeshire policy.

The designated teacher for Child Protection is:

Kate Yeoman -Head teacher

The deputy designated teacher is:

Poppy Tonks - Deputy Head teacher

Jessica Smith - Senior teacher

Victoria Storey - SENDCo

The Safeguarding Governor is:

Ian Murray

Permission from parents is sought before any photograph is published in newspapers or promotional material.

Charging

The Governing Body recognises the valuable contribution that the wide range of additional activities, including clubs, trips and residential experiences can make towards pupils' personal and social education. Their aim is to promote and provide such activities both as part of a broad and balanced curriculum and as additional optional activities. The Governing Body reserves the right to make a charge in certain circumstances for activities organised by the school.

Remissions

Where the parents of pupils are in receipt of Child Tax Credits, the Governing Body will invite those parents to apply in confidence for the remission of charges in part or in full.

Complaints Procedure

We hope that you will maintain a regular contact with the school and with your child's teacher. In doing so points of concern can be discussed and dealt with as they arise. Recent legislation provides for complaints to be dealt with:

- a) By discussion with the Headteacher,
- b) In writing to the *Governors*,
- c) In writing to the *Active Learning Trust* - details available from the school office.

School Documents:

All policy documents are available for parents to see from the School Office by prior arrangement.