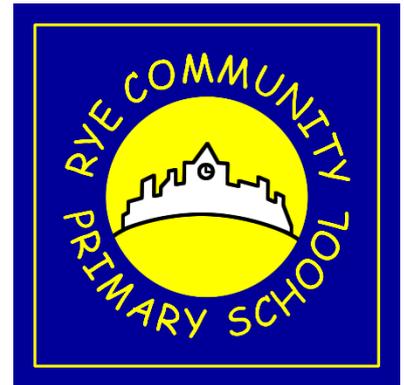


Rye Community Primary School
Part of The Aquinas Trust



Family Handbook

May 2021

“Dream, Believe, Achieve”

**Rye Community
Primary School**



Contents

1 Table of Contents

1	TABLE OF CONTENTS	1
2	MESSAGE FROM OUR HEAD OF SCHOOL	4
3	BEING SAFE AND BELONGING.....	5
4	EQUALITY AND INCLUSION STATEMENT	5
5	COMMUNICATION.....	6
5.1	LOCATION.....	6
5.2	KEY ROLES	6
5.3	GETTING IN TOUCH	6
5.4	OTHER WAYS OF COMMUNICATING	7
5.5	HOW WE COMMUNICATE	7
5.6	USEFUL EMAIL ADDRESSES	8
5.7	AQUINAS COMMUNICATIONS	8
6	ORGANISATIONAL LIST	9
6.1	AQUINAS ADVISORY COUNCIL.....	10
7	TERM DATES.....	11
8	EVENTS.....	12
8.1	NURSERY, RECEPTION AND YEAR 6 PUPILS	12
8.2	PARENT EVENINGS	12
8.3	OPEN EVENING AND MORNINGS.....	12
9	TIMINGS OF THE DAY	13
10	ABSENCE AND ATTENDANCE	13
10.1	ABSENCE REPORTING PROCEDURE.....	13
10.2	MEDICAL APPOINTMENTS	14
10.3	CHILDREN MISSING FROM EDUCATION.....	14
11	SAFEGUARDING CHILDREN	14
11.1	OUR SAFEGUARDING ETHOS.....	14
12	SEVERE WEATHER/EMERGENCY CLOSURE	16
13	EDUCATIONAL TRIPS AND VISITS.....	16
14	HARDSHIP.....	16
15	PUPIL DRESS CODE	17
15.3	OUR CLOTHING STOCKIST	18
15.4	SCHOOL BAGS	18
15.5	MOBILE PHONES.....	19
16	POLICIES AND PROTOCOLS	19



17	TEACHING, LEARNING AND ASSESSMENT	19
17.1	TEACHING, LEARNING STATEMENT	20
17.2	ASSESSMENT	20
17.3	RYE SMART	21
17.4	HOME-SCHOOL LEARNING AGREEMENT	21
18	CLASSROOM STANDARDS	22
18.1	STARTING THE DAY	22
18.2	LEARNING ENVIRONMENT	22
18.3	LESSONS	22
18.4	PRESENTATION AND BOOKS	23
18.5	LUNCHTIMES AND PLAYTIMES	23
18.6	MOVING AROUND THE SCHOOL	23
18.7	AT THE END OF THE DAY	23
19	CURRICULUM	23
19.1	PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)	24
19.2	RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE)	24
19.3	RELIGIOUS EDUCATION	24
20	HOMEWORK	25
21	LIBRARY	30
22	SUPPORT FOR PUPILS AND FAMILIES AND BEHAVIOUR MANAGEMENT	30
22.1	THE FAMILY LIAISON OFFICER (FLO)	30
22.2	ANTI-BULLYING	30
22.3	CYBER-BULLYING	31
23	BEHAVIOUR MANAGEMENT	32
23.1	REWARDS AND SANCTIONS	32
23.2	LEAVING DURING LEARNING	33
23.3	DAMAGE TO RYE COMMUNITY PRIMARY PROPERTY	33
24	PUPIL PREMIUM	33
25	SPECIAL EDUCATIONAL NEEDS AND DISABILITIES	34
27.1	INTERVENTION	34
26	MEDICAL CONDITIONS	35
26.1	ACCIDENTS AND ILLNESS	35
26.2	MEDICINES	35
26.6	FIRST AID	36
27	CATERING AND CASHLESS SYSTEMS	36
27.1	CASHLESS CATERING	37
27.2	OTHER ONLINE PAYMENTS	37
28	HEALTH AND SAFETY	37
28.1	FIRE EVACUATION PROCESS	37
28.2	FACILITIES	38



29	CHANGES IN PERSONAL DETAILS	38
30	DATA SHARING PRIVACY NOTICE FOR FAMILIES.....	38



Welcome to Rye Community Primary

2 Message from our Head of School

We would like to welcome all families, both new and existing, and wish you all a successful academic year with us.

Our mission at Rye Community Primary is to 'dream, believe and achieve'. With this in mind, we work hard to ensure that every child is happy and well supported on their educational journey with us. We want every child to grow and flourish in our care.

Our School is set in the attractive heart of 1066 country and is a place where pupils feel safe and have space to learn. We pride ourselves on being a closely knit community where children are known as individuals and where their talents are nurtured.

As a member of the Aquinas Trust schools here in Rye, we are part of a family of schools that serve the young people of Rye with an 'all-through experience' from the age of two to sixteen years of age, truly making us a 'local Community Primary'. We are driven by a pursuit of high academic standards regardless of start points and a desire for all pupils to experience an exceptional education: 'Life - Transforming - Learning.'

Our aim is to challenge every learner to exceed their own expectations of themselves; create a 'can-do' culture and the resilience to excel; include all members of our community through shared endeavour; and nurture diverse skills, talents and abilities whilst celebrating excellence.

This is an exciting time for Rye Community Primary; we believe your children will benefit enormously from our shared ambition to excel. We are proud of the positive reputation we have for supporting pupils in realising their potential and going on to their next stage of education successfully and ultimately to lead fruitful and productive lives.

I look forward to a successful year working in partnership with you and your family.



Miss. K. Martin Head of School



Rye Community Primary

3 Being Safe and Belonging

We want our young people to feel proud to belong to Rye Community Primary School.

A family atmosphere characterises our School life. Good, positive, supportive relationships exist between all adults and children

Our teachers ensure that they make it their first priority each year to take time to get to know their pupils well and are a first point of contact with families on all matters – social and academic, which may affect the pupils' wellbeing.

We have high expectations of attitudes and behaviour which are well respected by pupils themselves. It is to their credit that our pupils care about one another and take a pride in one another's achievements.

We have an active Children's Leadership Team (school council) that contributes to school improvements enabling much of the positive change taking us forward. They work with leaders and teachers to look at ways of enhancing learning and teaching. We are keen to develop our Children's Leadership Team as ambassadors of our School.

Our pupils are encouraged to play an active role in school life and benefit from a wide range of enrichment activities including a range of sports, music, art and dance. All of which help pupils to develop teamwork, trust in one another and friendships that endure beyond their time with us.

4 Equality and Inclusion Statement

At Rye Community Primary, we value the individuality of all our children. We aim to be a happy, safe and welcoming environment where all can achieve irrespective of age, ability, ethnicity, faith, gender or sexuality.

Rye Community Primary actively promotes and practises acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain.

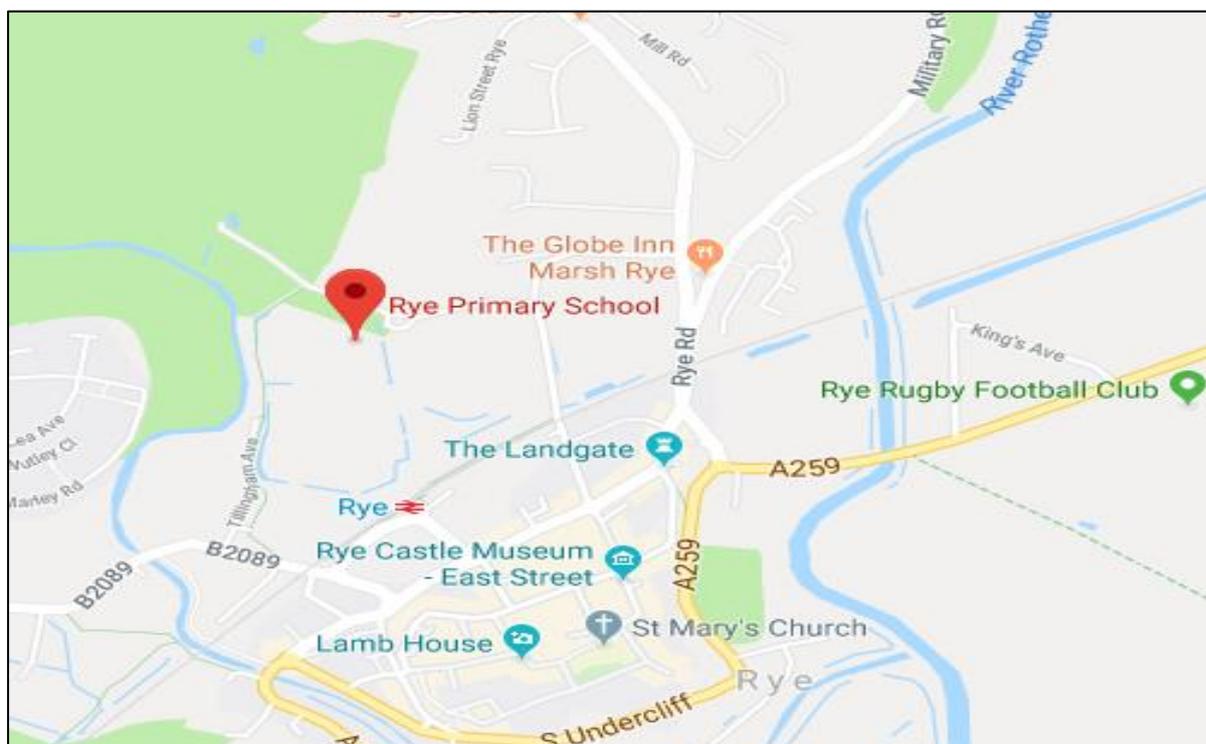
The Aquinas Trust is committed to the promotion of Equal Opportunities for all members of the College community; discrimination on any basis is totally unacceptable in any of our schools.



5 Communication

5.1 Location

Rye Community Primary School The Grove RYE TN31 7NQ	eMail: office@ryeprimary.co.uk Telephone: 01797 222 825 Website: www.ryeprimary.co.uk
--	--



5.2 Key Roles

Executive Headteacher	Mr. Barry Blakelock
Head of School	Miss. Kelly Martin
Assistant Headteacher	Miss. Fran Brassleay
Assistant Headteacher*	Mrs. Lisa Nice
Academies School Business Manager	Mrs. Sally Hill

*Designated Safeguarding Lead

5.3 Getting In Touch

The school believes open and regular communication with families is crucial to our success. If you have a question or concern and need to talk to a colleague, please refer to our staff list. In order to reach one of our colleagues, please eMail the office – office@ryeprimary.co.uk in the first instance.

The primary form of communication is electronic – with eMail being our primary source of communication except when handling time-critical messages when text messaging is used. This enables us to communicate in a timely and cost-effective manner. **Families are requested to ensure we have an up-to-date eMail address at all times.** If you are not on eMail, the office can help you set up a simple and free eMail account through www.outlook.com.



5.4 Other Ways of Communicating

The School subscribes to Class Dojo; this is an online system which allows families to contact the class teacher directly and also upload homework. This platform also allows teachers to share important reminders to parents and share some of the exciting learning taking place in school. We advise all parents to download this app. If you require any help, please get in touch.

The Rye Community Primary website (www.ryeprimary.co.uk) is a great information source which we update on a weekly basis with news, events, key dates, policy updates and letters sent to families.

It is also recommended that families join the Rye Primary Facebook page facebook.com/ryeprimary as this is regularly updated with news and details of School events as we love to share what our students are working on.

We will keep you up to date through regular newsletters and letters to families.

If you have any other questions or problems, you are always welcome to eMail us for an appointment with your child’s class teacher or other appropriate colleague; sometimes a chat on the phone will settle your worries but, if not, please make an appointment rather than just turning up.

5.5 How We Communicate

Our protocols for effective and consistent approaches to communication are outlined in the ‘Communication Guidelines’. A summary is provided below.

E-mail is the default method of communication in our school.

Rye Community Primary uses a number of different communications platforms & tools to help us communicate with our colleagues and families



Email

Our primary communications tool for all stakeholders



Telephone

Reporting absence or more urgent matters



Class Dojo

Our online system for parents to contact their child’s class teacher, share achievements and homework



Website

Our central information resource for all policies, dates, news & events



Social Media

All the latest news, events & announcements

Facebook:
facebook.com/ryeprimary

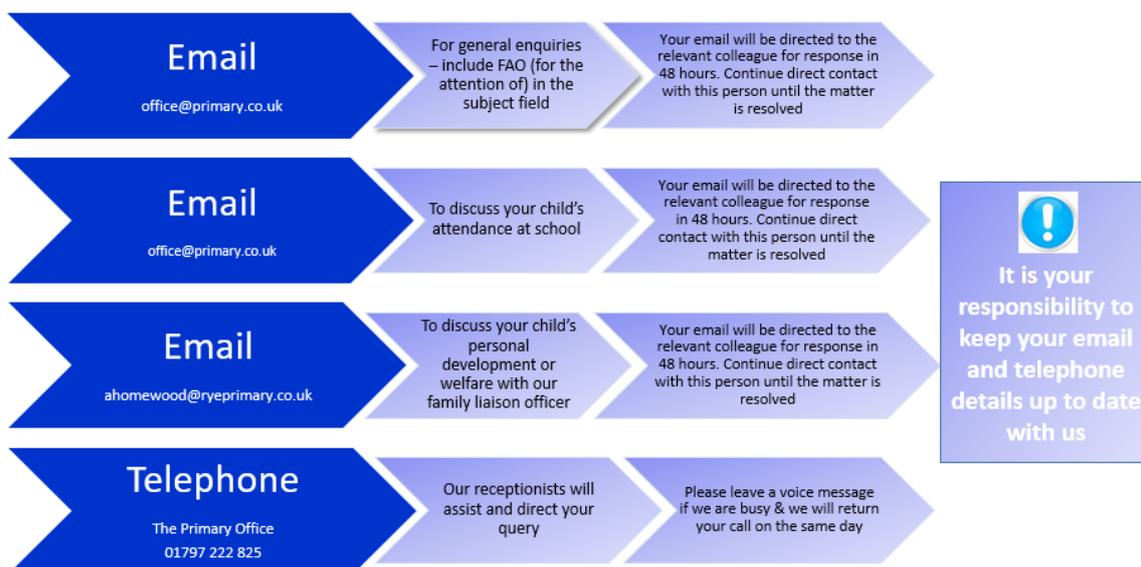


Parents Evening System

Our online booking site



How to contact us
Email is our primary communication method
and telephone is our secondary method



5.6 Useful eMail Addresses

Pupil attendance and general enquires	office@ryepprimary.co.uk
Family Liaison Officer	ahomewood@ryepprimary.co.uk
Special Educational Needs, Disabilities and Inclusion enquires	senco@ryepprimary.co.uk

5.7 Aquinas Communications

From time to time, The Aquinas Trust may send communications, highlighting key information that they wish to share with families. You may also wish to visit the Aquinas website to view our statutory information.



6 Organisational List

Miss	Martin	Head of School
Miss	Brassleay	Assistant Headteacher and Science Leader
Miss	Nice	Assistant Headteacher for Inclusion and DSL
Mrs	Homewood	Family Liaison Officer
Mrs	McDonald	Assistant Inclusion Leader
Mrs	Cruttenden	School Secretary
Mrs	James	Attendance Officer and School secretary
Mrs	Monks	Nursery Manager
Mrs	Isted	EYFS Phase Leader and RSHE (Relationships, Sex and Health Education). Class Teacher for Reception Class Minnows
Mrs	Leigh	Key stage one leader and Key stage one leader for Computing and Languages. Class Teacher for Sea Turtles, Year 1 and 2 class
Mrs	Smout	Key stage two leader and Key stage two leader for Computing and Languages. Class Teacher for Orcas Year 3 and 4 class
Miss	Brunton	English Leader. Class Teacher for Year 5 and 6 Marlin class
Mrs	Turton	Maths Leader Class Teacher for year 3 and 4 cuttlefish Class
Mrs	Banks	Art and DT leader Class Teacher for year 5 and 6 Dolphins Class
Miss	Kearney	PE leader Part time class teacher for Sardines Reception class (on Maternity leave)
Mrs	Foster	RE leader Part time class Teacher for Sardines Reception class
Miss	Brewster	PSHE Leader and class teacher for Year 1 and 2 Clownfish Class
Ms	Birkby	Phonics and Early Reading Leader Class teacher for Year 1 and 2 Seahorses class
Mr	Neville	Music Leader and Year 5 and 6 Sharks class teacher
Mr	Thomas	History and Geography Leader Class teacher for year 5 and 6 Jellyfish class
Mrs	Mamoany	Class Teacher for year ¾ Barracudas class
Ms	Beeney	Maternity cover teacher for Sardines Reception class
Mrs	Leach	Forest School Leader and Cover supervisor
Mrs	Borthwick	Individual Needs Assistant
Mrs	Mewburn	Teaching Assistant Level 3 in EYFS Phase
Mrs	Kimmit	Teaching Assistant Level 3 in EYFS Phase
Mr	Webb	Teaching Assistant Level 2 In Key stage 1 phase
Miss	Stansfield	Teaching Assistant Level 3 In Lower Key stage 2 phase
Mrs	Budd	Teaching Assistant Level 3 In Lower Key stage 2 phase
Mrs	Beeching	Teaching Assistant Level 2 In Upper Key stage 2 phase
Mr	Jenkinson	Teaching Assistant Level 2 In Upper Key stage 2 phase
Mrs	Baker	Teaching Assistant Level 3 In Upper Key stage 2 phase (on Maternity leave)
Mrs	Pearson	Nursery Practitioner
Miss	Robinson	Nursery Practitioner
Miss	Zelenayova	Nursery Practitioner
Miss	Blattman	Nursery Practitioner
Mrs	Bull	Nursery Practitioner
Mrs	Ratray	Senior Nursery Practitioner
Mrs	Vicarey	Relief Nursery Practitioner
Mrs	Nunney	Play leader
Mrs	Pearce	Mid Day Meals Supervisor Assistant (MDSA)
Mrs	Holmes	Mid Day Meals Supervisor Assistant (MDSA) and Cleaner
Mr	Wright	Cleaner
Mrs	Perfitt	Bus Escort
Mrs	Paul	Relief Bus Escort
Ms	Treacey	Academic Mentor
Miss	Barlow	Kickstart Programme Trainee Classroom Assistant
Mrs	Smith	Cover Supervisor (secondment from Rye College)



6.1 Aquinas Advisory Council

The school is an academy within the Aquinas Church of England Education Trust (Aquinas). The responsibility for the oversight and management of all aspects of Aquinas rests with the Board of Trustees.

The day to day management of Aquinas has been delegated by the Trustees to the Chief Executive Officer, Kathy Griffiths. The day to day operation of Rye Community Primary School has been delegated to Mr. B. Blakelock (Executive Headteacher) and Miss. K. Martin (Head of School).

In order to assist Mr Blakelock and Miss Martin, the Trustees of Aquinas have established Aquinas Advisory Councils (AAC) for each academy including Rye Community Primary School. The purpose of the AAC is to support, advise and be a critical friend to Mr Blakelock and Miss Martin in raising standards of achievement and progress for all learners.

The AAC does have delegated responsibility in relation to aspects of admissions, appointment of staff, complaints, performance management, permanent exclusions, school inspections, staff grievance and disciplinary. The AAC also has the ability to escalate concerns to Mr Blakelock and Miss Martin, the CEO or Trustees.

The AAC members meet at least 3 times a year and certain members will have specific functions as agreed by the AAC and Mr Blakelock and Miss Martin. Members will forge links with the school and wider community. Notes of AAC meetings are available on request. AAC members' code of conduct and declarations of business interests support the following principles: selflessness, integrity, objectivity, accountability, openness, honesty and leadership. If you wish to contact the Chair of the AAC or any of its members, please email: office@ryeprimary.co.uk and insert in the subject box 'for the attention of the clerk to the Aquinas Advisory Council'.



7 Term Dates

Rye College and Community Primary School Term and Holiday Dates 2021–2022



	SEPTEMBER 2021	OCTOBER 2021	NOVEMBER 2021	DECEMBER 2021
Monday	6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27
Tuesday	7 14 21 28	5 12 19 26	2 9 16 23 30	7 14 21 28
Wednesday	1 8 15 22 29	6 13 20 27	3 10 17 24	1 8 15 22 29
Thursday	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30
Friday	3 10 17 24	1 8 15 22 29	5 12 19 26	3 10 17 24 31
Saturday	4 11 18 25	2 9 16 23 30	6 13 20 27	4 11 18 25
Sunday	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26
	JANUARY 2022	FEBRUARY 2022	MARCH 2022	APRIL 2022
Monday	3 10 17 24 31	7 14 21 28	7 14 21 28	4 11 18 25
Tuesday	4 11 18 25	1 8 15 22	1 8 15 22 29	5 12 19 26
Wednesday	5 12 19 26	2 9 16 23	2 9 16 23 30	6 13 20 27
Thursday	6 13 20 27	3 10 17 24	3 10 17 24 31	7 14 21 28
Friday	7 14 21 28	4 11 18 25	4 11 18 25	1 8 15 22 29
Saturday	1 8 15 22 29	5 12 19 26	5 12 19 26	2 9 16 23 30
Sunday	2 9 16 23 30	6 13 20 27	6 13 20 27	3 10 17 24
	MAY 2022	JUNE 2022	JULY 2022	AUGUST 2022
Monday	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29
Tuesday	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30
Wednesday	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24 31
Thursday	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25
Friday	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26
Saturday	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27
Sunday	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28

Bank and Public Holidays 2021 - 2022

Christmas Day*	Monday 27 December 2021	Easter Monday	Monday 18 April 2022
Boxing Day Holiday*	Tuesday 28 December 2021	Early May Bank Holiday	Monday 2 May 2022
New Year's Day*	Monday 3 January 2022	Spring Bank Holiday	Monday 30 May 2022
Good Friday	Friday 15 April 2022	Summer Bank Holiday	Monday 29 August 2022

*Replacement Bank Holiday day when the bank holiday falls on a weekend

Key

Staff Training Day (INSET DAY) ■ Start of term for pupils End of Term Public Holidays ■ School Holidays

Term Length (Days)

Term 1	1 September 2021	-	22 October 2021	38
<i>Autumn term break</i>	25 October 2021	-	29 October 2021	
Term 2	1 November 2021	-	17 December 2021	35
<i>Christmas break</i>	20 December 2021	-	3 January 2022	
Term 3	4 January 2022	-	11 February 2022	29
<i>February break</i>	14 February 2022	-	18 February 2022	
Term 4	21 February 2022	-	1 April 2022	30
<i>April break</i>	4 April 2022	-	18 April 2022	
Term 5	19 April 2022	-	27 May 2022	28
<i>May break</i>	30 May 2022	-	3 June 2022	
Term 6	6 June 2022	-	22 July 2022	35
			Total	195

Rye College and Community Primary School, Part of Aquinas
"Creating Bright Futures for All"/"Dream, Believe, Achieve!"



8 Events

There are a large number of events held throughout the year including Christmas Carol concerts, plays and productions, some held at the Parish Church in Rye. Open mornings and afternoons, 'Reading Café's' sharing assemblies, leavers events, parent workshops and garden days. There are lots of events to truly make families feel a part of our community. Events are advertised via our website.

8.1 Nursery, Reception and Year 6 Pupils

Pupils in these year groups have additional opportunities for transition activities built into the curriculum to aid them in their next phase and stage of development and schooling.

There are a programme of events each year to ensure that these groups of children in particular have many opportunities to experience the next phase of their schooling. We do this so successfully that our Pugwash nursery children hardly notice they have moved up into the "big school" as they have felt for so long that they are a real integral part of our school anyway. We embrace working across phases so that we truly do function as one large family.

Our Year 6 children benefit from being able to take part in many transition activities with Rye College. They particularly enjoy being able to use some of their specialised facilities such as the Science and technology laboratories or the photography studios. Again, many of our children have reported feeling the change to Rye College as natural, as they have become used to visiting the College throughout their years at the Primary. Throughout each academic year, we also offer activities and sessions involving design and technology and the arts.

8.2 Parent Evenings

Parent Evenings are held regularly throughout the year. All year groups have two Parent Evenings, allowing for timely discussion of every Pupil's progress. It is expected that all families attend the relevant Parent Evenings. Families will be encouraged to record important messages at each event.

Additional Parent Evenings are run for specific purposes throughout the academic year e.g. Year 1 phonics screening check or year 2 and Year 6 SATS information evenings.

8.3 Open Evening and Mornings

The Primary holds at least one Open Evening and several Open Mornings early in the academic year for existing and prospective parents to attend. Dates and details of these events are published annually on our website and other relevant platforms.



9 Timings of the Day

The times indicate the start of registration and learning times. This is when colleagues and pupils will be in the classroom, ready to learn.

8.30am	Early Morning Learning
8.45am	Registration
8.50am	Lessons
10.15am	Collective Worship
10.30am	Morning Break
10.45am	Lessons
12.00 – 12.45pm	KS1 Lunch
12.15 - 1.00pm	KS2 Lunch
12.45 / 1.00pm	Lessons
3.00pm	End of the Day
3.00- 4.15pm	Extracurricular Activities

Pupils are expected to arrive each morning in plenty of time to attend registration. They must arrive at 8:45am at the latest. Pupils should enter the Primary School by the front of the building (by the Freedom Leisure centre). Pupils arriving after 8.45am are recorded as late by the Attendance Officer and after 9.00am as late after the close of register.

10 Absence and Attendance

The School monitors attendance closely as we recognise the impact it has on achievement and to ensure that safeguarding requirements are met.

The School sets a minimum expectation of 97% attendance for each student and will not authorise any holiday absence during term time.

10.1 Absence Reporting Procedure

On the first day of illness, we ask you to:

- Phone 01797 222 825 by 8.30am; or,
- eMail: office@ryeprimary.co.uk

You are also required to contact us on each day of absence, if your child is unwell for three days or more, and provide medical evidence or an appointment card on the fourth day of illness.

If we have not received notification of absence, we will contact you.

If we have concerns about your child's attendance to School or there has been a long period of absence with no contact, we may conduct unannounced welfare visits to the family home or contact the Police line on 101 to request a welfare visit.

The absence will be authorised once evidence is received. Without evidence, the absence is recorded as unauthorised.



10 sessions of unauthorised absence in a 10-week period may result in a £60 Fixed Penalty Notice being issued. The School does not authorise any holiday during term time, (Please note that this also applies to persistent lateness to School).

All pupils whose attendance drops below 95% are provided with an Attendance Plan which is designed with the family to support improved attendance. You will be invited to a meeting to discuss the plan.

The School does not authorise any holiday during term time and issues Fixed Penalty Notices for any such unauthorised holidays.

10.2 Medical appointments

Medical appointments should be made outside School hours. If this is not possible, parents or carers must notify us in advance of the date, along with a letter of appointment from their doctor or hospital to show to the Attendance Officer. If the Attendance Officer agrees with the necessity to miss School, the absence will be recorded as an authorised medical appointment. Reception will retain the letter.

Authorised medical absences will be included in overall attendance for the purpose of Pupil awards but discounted for the reporting of overall attendance to the Local Authority.

10.3 Children Missing From Education

Children missing from education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing in education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET ('Not in Education, Employment or Training) later in life.

Here at Rye Community Primary School, we understand effective information sharing between the school, parents or carers and external partner agencies is critical to ensuring that all pupils of compulsory school age are safe and receiving suitable education. Therefore, we report all pupils who have not attended School for a significant period of time with no contact to the Local Authority and East Sussex.

11 Safeguarding Children

Safeguarding young people is everyone's responsibility. Everyone who comes into contact with young people and families has a role to play. Our pupils' welfare is our paramount concern. Rye Community Primary will safeguard and promote the welfare of pupils and work together with other agencies to ensure that our educational establishments have adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

Our schools form part of a community and all those directly connected – colleagues, trustees, governors, parents, families and young people – have an essential role to play in making it safe and secure.

11.1 Our Safeguarding Ethos

- We believe that our schools should provide caring, positive, safe and stimulating environments that promote the social, physical and moral development of the individual child;



- We recognise the importance of providing an environment within our schools that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to;
- We recognise that all adults within our schools, including permanent and temporary colleagues, volunteers and governors, have a full and active part to play in protecting our students from harm;
- We will work with parents to build an understanding of our schools' responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some circumstances.

If you have concerns regarding a safeguarding issue, please get in touch immediately:

- Phone 01797 222825, or;
- eMail: office@ryeprimary.co.uk
- The Designated Safeguarding Lead is: **Mrs Lisa Nice**.

For more detailed information, please visit our website and read our [Safeguarding Policy](#).

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a fear of harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable child or young person who is targeted. These children need someone like you to safeguard their welfare.

Don't think "What if I'm wrong?" – think, "What if I'm right?"

We have a number of policies and procedures in place that contribute to our safeguarding commitment, including our 'Safeguarding and Child Protection Policy' which can be viewed in the 'Policies' section of our website.

Our Designated Safeguarding Lead (DSL) is:

- Mrs Lisa Nice (Assistant Headteacher).

Our Safeguarding Officers (DSL Trained) are:

- Miss. Kelly Martin (Head of School)
- Mr. Barry Blakelock (Executive Headteacher);
- Mrs. Alison Homewood (Family Liaison Officer);
- Miss. Vicky Isted (Foundation Lead);
- Mrs Laura MacDonald (Assistant Inclusion Leader);
- Mrs. Katie Monks (Nursery Manager);
- Mrs. Fran Rattray (Senior Practitioner);
- Mrs Suzie James (Attendance Officer and School Secretary);
- Miss Fran Brassleay (Assistant Headteacher).



12 Severe Weather/Emergency Closure

In the event that weather becomes increasingly severe, the Headteacher has the authority to close the School. The Headteacher will make an informed decision based on information from the site managers, colleagues, public transport providers and weather warnings in local areas and as to whether it is necessary to close. During periods of severe weather, extra-curricular activities are suspended.

1. Closure will be reported on the School website:
<https://www.ryeprimary.e-sussex.sch.uk/>
2. Closure will be reported to the local authority and alerts made via their website:
www.eastsussex.gov.uk/educationandlearning/schools/schoolclosures
3. Parents and families will be alerted to the closure using our Facebook:
<https://en-gb.facebook.com/ryeprimary>
4. We will endeavour to email families via their parentmail account.

Closure and early release are only contemplated in extreme circumstances.

In the case of adverse weather causing our School to close, your contact details will be important. Ensure yours are kept up to date with the office.

13 Educational Trips and Visits

At Rye Community Primary, we believe that our students benefit significantly from visiting places of interest and we know these experiences will broaden students' horizons and deepen their learning.

We run regular trips to museums, galleries, theatres, sports venues and other places of interest. You will have already received an admissions pack with various permission forms, one of which relates to educational visits. We always request permission and ask you to sign and return a copy of this form. This includes a statement agreeing to allow your child to attend off-site visits. However, you will always be informed if your child is taking part in a trip or visit. It is then your responsibility to tell the School office, if you do not want your child to attend a trip.

For trips which are further afield or for a longer time, you will be sent detailed information and asked to sign a specific form for that trip.

We will ask parents for a contribution towards the cost of School trips where necessary. We do not want cost to be a reason for pupils to miss out, so if parents are unable to make a contribution they should discuss this with us.

14 Hardship

Rye Community Primary provides support to students whose family circumstances mean they might not be able to participate in a particular educational opportunity, trip or event.

If you are eligible, we always recommend applying for Free School Meals. More details of this and eligibility criteria can be found on our website. You do not need to be in receipt of Free School Meals to ask for help and support.



- Assistance is at the Head of School and Executive Headteacher's discretion.

All support is discretionary and will be allocated depending on need and funds available. The more information you put into your application letter about what you will find difficult to fund and why, the more easily the School will be able to assess your needs.

We do not formally ask for evidence; a letter that details your family circumstances and household income is usually all that is required to make a decision. We might contact you, if we need more information. All correspondence and communication are dealt with in the strictest confidence.

Applications can be made at any time. However, we ask families to submit any application as soon as you become aware you might need support. You must notify the School of any change in circumstances that might affect the continuation of the support.

Grants are paid directly into the relevant trip, event or cost centre.

15 Pupil Dress Code

At Rye Community Primary, we take pride in our appearance at all times and ask families to help us in ensuring that students always wear correct School uniform. We expect pupils to take pride in their personal appearance and in wearing their School uniform. Their clothes should be clean and smart and shoes should be polished. Attention to personal hygiene and grooming is also important.

We have worked with our uniform supplier to make sure our uniform costs no more than it should, branded items are kept to a minimum and 'high-street' uniform' can be bought as cost-effective alternatives to non-branded items.

We can provide payment plans to help to budget for school uniform and trips. We also have a good supply of quality second hand uniform which can be collected via the school office for a voluntary donation towards the school fund or if experiencing financial hardship please just mention this in confidence to the school office and we can allocate second hand school uniform free of charge.

Our pupils wear school uniform to be 'Rye Smart' every day. We hope that your child will take pride in wearing it. The school colours are navy blue and yellow.

The school uniform is:

- Navy blue V-neck jumper / cardigan with school logo (available from Superstitch)
- School tie (available from Superstitch)
- Pinafore dress, grey shorts, grey skirt, grey trousers
- In Summer blue/white checked summer dresses
- White collared shirts
- Socks-grey or white
- Tights - grey
- Footwear- Black sensible shoes



Games and PE Kit

For reasons of safety and hygiene, children need to be able to change for Games and PE lessons into:

- A white T-shirt, black shorts, white socks and black plimsolls

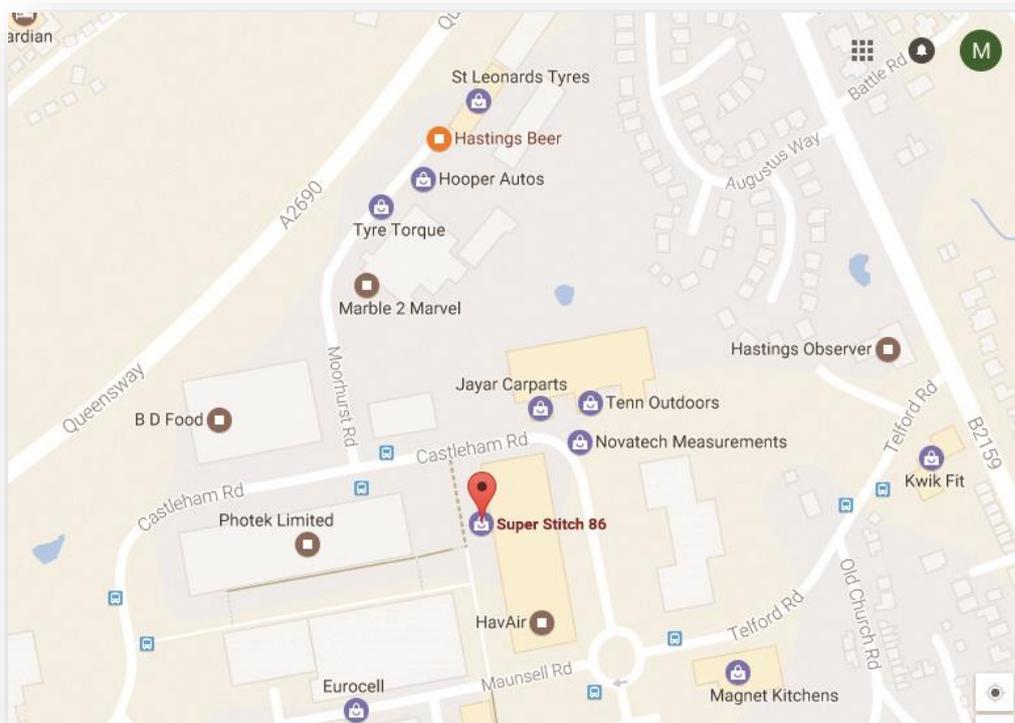
Trainers or football boots may also be worn for games but please await advice from your child’s class teacher before purchasing. Track suits are not essential, but recommended for outdoor work in the = Autumn and Spring months.

The school reserves the right to forbid any item of clothing, accessories or footwear (e.g. trainers) which are considered dangerous or unsuitable for school. The wearing of jewellery is not permitted due to health and safety reasons. If jewellery is worn, the school cannot be held responsible for any loss or injury caused as a result.

All clothing needs to be clearly marked with the child’s name. All named items are returned to children. Any items left unclaimed at the end of term will be washed and then added to our second hand uniform stocks.

15.3 Our Clothing Stockist

<p>Superstitch86 6-7 Castleham Rd St. Leonards-on-Sea TN38 9NR</p>	<p>eMail: sales@superstitch86.co.uk Telephone: 01424 852225 www.superstitch86.co.uk</p>
--	---



15.4 School Bags

Pupils are expected to carry bags that are suitable for holding their reading record and books, a water bottle and a snack. School Book Bags with the Rye Community Primary Logo can be purchased from Superstich. If you choose not to purchase a school book bag then any other bag



should be plain, with no obtrusive or offensive logos, slogans or patterns and be large enough to carry the items listed above, but not be so big that they cannot fit on a peg or in a tray/box in the cloakroom. Rucksacks and backpacks are best for good back health if worn over both shoulders.

PLEASE NOTE

Electronic devices such as iPods, MP3 players, iPads and games consoles are not allowed to be used on the school premises. **Such items are brought into School at the owner's risk.**

15.5 Mobile Phones

At Rye Community Primary, we recognise the importance of mobile phones as a tool for ensuring the safety of your child, if when in year 6 you are allowing them to perhaps walk to or from school without you. If your child does have a mobile phone, it **MUST BE SWITCHED OFF AND HANDED INTO YOUR CHILD'S CLASS TEACHER AT THE BEGINNING OF THE SCHOOL DAY.**

Mobile phones are not to be used on the site at any time. Mobile Phones will be returned from your child's class teacher at the end of the school day

If you need to contact your child urgently, please ring or email the School:

- Phone 01797 222 825 or,
- Email office@ryeprimary.co.uk

Any mobile phones used during the School day, will be confiscated and handed into reception for collection at the end of the day. **Such items are brought into School at the owner's risk.**

16 Policies and Protocols

All of our policies relating to the Rye Community Primary School can be found on our website www.ryeprimary.co.uk. Other policies that relate to the Aquinas Trust and our group of schools can be found at www.aquinastrust.org.

Important policies that you might need to refer to are:

- Attendance;
- Behaviour Management;
- Teaching, Learning and Assessment;
- Complaints;
- Severe Weather.

17 Teaching, Learning and Assessment

As a member of Aquinas, we are part of a family of schools that serve the young people of Rye from 2 to 16 years old, truly making us a community School. We are driven by a pursuit of high academic standards regardless of start points and a desire for all students to experience an exceptional education.



17.1 Teaching, Learning Statement

Rye Community Primary aspires to be a high performing school, raising achievement for the whole community. We offer a broad and balanced curriculum with an academic core. Our curriculum development is focused on stretching, challenging and engaging all pupils.

To achieve our goals, we require a commitment from pupils, colleagues and families alike. These requirements are detailed below:

Colleagues are responsible and accountable for:

- Ensuring a high-quality learning experience for all pupils;
- Following the School's teaching, learning and assessment policy;
- Adhering to the Home-School Learning Agreement.

Pupils are, therefore, responsible for:

- Trying their best and taking pride in all that they do;
- Adhering to the Home-School Agreement;
- Following the Behaviour Management Policy;
- Acting on feedback about how to progress in their learning.

17.2 Assessment

At Rye Community Primary, we want every child to achieve their potential. We carefully track each child's progress on key endpoints in their prior attainment at the end of EYFS, Key Stage 1 and the Key Stage 2 National Curriculum.

Attainment is the skills and knowledge a pupil has. Progress is the rate at which a pupil acquires new skills and knowledge. We regularly assess pupils' skills and knowledge using a range of evidence including classwork, homework, formative and summative testing.

We look at every pupil's attainment and progress against age-related expectations, six times a year, at the end or beginning of each new school term, allowing us to project their likely outcomes. We compare these likely outcomes to their end of key stage assessments and determine if a child is on track to achieve their potential. Pupils who are not on track to achieve their potential, may receive some targeted intervention to help fill gaps in knowledge and accelerate their progress.

Families will receive at least one written report every year detailing the academic performance and or progress of their child. In addition, there will be two Parents' Evenings for each year group where families and teachers can discuss how the pupil is progressing.

Should you have any questions regarding the progress of your child in a specific subject area, or how you might be able to support your child's learning, please contact the teacher via the office (office@ryeprimary.co.uk).

All teachers are required to have and keep up-to-date data pertaining to the pupils they teach. The data will include a range of information to support pupil progress.

Teachers and leaders will track your child's data including but not limited to;



- prior attainment data and relevant pupil information – attendance and punctuality registers and pupil details, including medical and safeguarding information;
- Provision Map: SEND details and suggested intervention strategies;

17.3 Rye SMART

Rye SMART is about creating a ‘can do’ culture in our schools that focuses pupils and students on what are the essential aspects to succeeding, not only in school, but outside as well. We focus students on Standards; Mindset; Attributes; Rye Community; and, Teaching and Learning.

We believe young people who engage with these five ‘pillars’ not only grow the confidence to become more effective and thoughtful learners but also develop life skills that serve them well whether they go on to further education, employment or training. Rye SMART encourages young people to see success as an active process based on their participation and engagement with education.

Rye SMART is not only for students but all members of our ‘Rye Community’ – we ask of our students what we ask of our families and what we ask of ourselves. In this way, Rye SMART involves all the adults in a child’s life and recognises that family, as well as school, is critical to a successful education.

17.4 Home-School Learning Agreement

This agreement is an undertaking by colleagues, families and pupils, detailing how we will work together and support each other in providing the highest possible standards of education and care. It is intended to foster a real sense of partnership based on clear expectations. It helps to ensure effective working relationships and open communication. The support of parents and families is crucial in creating a strong partnership in which all pupils can maximise their potential.

We as a School agree to:

- Deliver high quality education and set pupil targets to raise standards;
- Monitor achievement, attendance, punctuality, uniform and engagement, and contact families, if there are concerns;
- Use reporting systems to monitor our expectations of individuals;
- Not tolerate pupil's disrupting the education of others; we will take a strong stance on indiscipline;
- Set, mark and monitor regular homework ;
- Take opportunities to communicate pupils’ progress thorough parents’ evenings and monitoring;
- Keep families informed about School activities through newsletters, email and the website;
- Promote a responsible approach to leading an active and healthy lifestyle.

As a parent and family, you agree to:

- Ensure your child attends School regularly;
- Ensure your child goes to School, in uniform, on time and with the correct equipment;
- Fully support the School’s policies, including the detention systems, expectations and sanctions concerning achievement, work effort and behaviour;



- Support your child in homework and other opportunities for learning;
- Attend parents' evenings and discussions about your child's progress;
- Contact the School with concerns as they arise;
- Allow the School to keep relevant personal records including a photograph, both electronically and on paper;
- Keep the School updated as and when personal details, especially phone numbers, addresses or emails change.

As a pupil, you agree to:

- Attend School regularly, in uniform, on time and properly equipped;
- Accept the School's expectations and sanctions concerning work and behaviour;
- Take responsibility for your own learning and behaviour;
- Not disrupt the teachers or affect the learning of others;
- Complete your homework on time;
- Be polite, co-operative and show respect for all members of the School community;
- Endeavour to participate in a range of extra-curricular activities;
- Work to the best of your ability towards your academic targets

18 Classroom standards

18.1 Starting the Day

- Pupils are in the classroom at 8.30am.
- The register is taken promptly at 8.45am.
- Formal lessons begin at 8.50am.
- Communication books are checked every morning.

18.2 Learning Environment

- The classroom environment is tidy and ordered.
- Each classroom displays the visual timetable.
- Each classroom has a working wall for English, Maths, Science and topic.
- The room displays vocabulary to reflect current learning.
- Boards outside the classroom display final copy work and celebrate achievements.
- All classes have a book corner.

18.3 Lessons

- All classes follow the whole school timetable.
- All classes follow the agreed curriculum plans.
- Gap Analysis informs daily planning.
- Learning Intentions, steps to success and outcomes are made explicit.
- Pupils have the correct equipment.
- Transitions are quick and calm.
- Teachers set homework in line with the school homework policy.
- Teachers will adhere to the school's feedback and marking policy.



18.4 Presentation and Books

- The school uses the “letterjoin” script.
- Pupil books have printed labels.
- Pupils use the agreed presentation standards.
- Maths and English books are covered.

18.5 Lunchtimes and Playtimes

- Adults are positive in their approach to pupils.
- Colleagues deliver a range of activities for pupils at lunchtimes.
- Lunchtime colleagues use “Good to be Green”.
- Teachers collect pupils promptly from the playground.

18.6 Moving Around the School

- Everyone moves around in a quiet, calm and orderly manner.
- Everyone practices good manners.

18.7 At the End of the Day

- Teachers follow the end of day procedures.
- School ends promptly at 3pm.
- Teachers only hand over to the designated adult.
- Teachers make themselves available to families.
- Classrooms are left tidy, prepared for the following day.

19 Curriculum

Our curriculum offer is simple: broad and balanced with an academic core.

It combines a foundation in the national curriculum subjects, a focus on academic achievement in English, Mathematics and Science with a broader offer of all other National Curriculum Foundation subjects.

We endeavour to build our pupil’s cultural capital by enriching the curriculum with cultural experiences, visits and visitors.

We ensure that our pupils are prepared for the technological advances in society by ensuring that they not only have a good grounding in computing; including coding, but also in how to keep themselves safe in an increasingly online world.

Our curriculum is designed sequentially, to allow for lessons to develop our pupils’ knowledge and understanding step-by-step, allowing for structured retrieval (revision) of previous concepts taught along the way. We recognise that pupils’ understanding, comprehension and use of vocabulary is central to their ability to engage in the curriculum. Subsequently, vocabulary is at the very heart of our curriculum. New vocabulary is strategically introduced, whilst retrieval exercises will support pupils in their use of the key vocabulary they have learned in previous lessons. This will, in turn, also be supported by their homework activities. Each term families will receive comprehensive information on the subjects and topics being covered in school that term and are encouraged to complete the activities suggested during this term and to try and use the new subject specific vocabulary and glossary which supports each of these units of work.



19.1 Personal, Social and Health Education (PSHE)

The PSHE curriculum contains the statutory and recommended education for young people. As well as this content being delivered across the curriculum, more specific topics are addressed through the following areas of study in the PSHE curriculum itself: Relationships and Health and Wellbeing. This curriculum encompasses topics such as: current affairs, target setting and developing aspirations, personal and financial well-being, citizenship, equality and discrimination and British values.

19.2 Relationships, Sex and Health Education (RSHE)

Relationships, Sex and Health Education is a compulsory curriculum area from September 2020, although much of the content is already an integral part of our PSHE curriculum. It involves teaching children about the following:

Relationships Education

- Families.
- Respectful relationships including friendships.
- Online and media.
- Being safe.

Sex Education

- Intimate and sexual relationships, including sexual health, recognition of Male and Female body parts and their functions, puberty and reproduction.

Health Education

- Mental wellbeing.
- Internet safety and harms.
- Physical Health and fitness.
- Healthy eating.
- Drugs, alcohol and tobacco.
- Health and prevention.
- Basic first aid.
- Changing adolescent body.

As with all schools, we have a written policy on Relationships, Sex and Health Education available on our website. This is updated regularly in line with Government guidelines.

All topic areas listed above are taught in a sensitive and age appropriate way; with children being given the opportunities to discuss the topics and ask any questions they may have.

19.3 Religious Education

Religious Education is taught weekly and or with an RE day six times a year (one per school term). The RE curriculum is in line with statutory requirements outlined in the East Sussex Locally Agreed Syllabus which states the aim of religious education is “to give children and young people opportunities to explore the spiritual dimension of human experience and fundamental questions of human life, relating these to the beliefs, values and practices of believers and others and to their own developing beliefs and values.”



20 Homework

Homework is learning set to be done outside the timetabled curriculum. It contains an element of independent study as it is not usually directly supervised by a teacher. It is important in raising pupil achievement, and teachers expect homework to be completed on time and to a high standard. Homework has been specifically designed to support pupils in the retrieval and use of new and pre-taught vocabulary and will feed into future lessons.

Not all homework needs to be done at home. If for any reason your child's homework needs to be completed in School, please speak to the class teacher.

What is Homework?

Homework is any activity, directed by the school, which takes place outside the school day and enhances or reinforces the child's learning.

It may take a variety of forms which might include:

- Extending school learning.
- Practising or consolidating what has been learnt at school.
- Learning facts.
- Developing language through one to one interaction with an adult.
- Developing learning through practical activities shared with an adult.
- Learning through games played with an adult and/or other children.
- Finding out information.
- Preparing for lessons.

It should involve an equal commitment from the parents and from the school.

At Rye Community Primary School, we acknowledge the importance of family life.

There are many occasions when families develop their children's learning in ways not influenced by school. It is important that children have time to be part of their families and space to be individuals. Homework set by the school should not detract from this.

Homework for a 5-year-old will be different from homework for an 8-year-old, which in turn will differ from that set for 11-year-olds.

Home-learning should not put children under undue pressure, and it should be enjoyable!

Teachers' Role

Teachers will set homework in accordance with the details given in Appendix 1 which will be updated each year. They will ensure that children understand what is expected.

- Homework is differentiated/personalised and set weekly on a Thursday or Friday and is to be submitted by the following Wednesday at the latest.

Feedback to the children is provided straight away on completion of tasks through the Mathseeds/Mathletics and Reading Eggs/Reading Eggspress programmes.



Parents' Role

At Rye Community Primary School, we would encourage parents to enable their children to do their homework by providing a suitable place for working, free from distractions (e.g. the TV). They should work with their children when the task requires it and give help when needed if the homework involves independent working.

They should provide feedback to the school if there are any concerns, difficulties or queries. Class Dojo can be used for this purpose.

Parents should ensure that their children complete the work set by the agreed time.

Reading

Daily reading is important for every child in the school. A child beginning the process of reading needs a great deal of support in order to build self-confidence to develop early reading skills. As a child becomes more fluent, independent reading alongside shared reading becomes more appropriate. Talking with the child to establish his understanding of the different levels of text and the use of more complex words will enable the development of more advanced reading skills. Reading with a child will also help to widen their experiences and enjoyment of books.

Children should have the opportunity to read with an adult in the comfort and security of their homes.

- Daily reading will be part of the homework for every child at Rye Community Primary School. Every child will have a Reading Record where parents can record reading experiences at home.
- Reading records are written in EVERY week by the teacher or TA including the page number that the child got to and any follow up advice for parents at home-practice key words etc.
- Reading records are monitored for home reading and teachers follow up with parents who are not reading with their children at home.
- Teachers and Teaching Assistants are to record minutes of reading for the weekly Buster's Book club on a Thursday.

Projects

Every half-term, teachers send home a list of homework projects around their termly topic theme with ideas for family activities and trips. This is sent out at the end of the first full week of each term and is to be handed back in by the last week of term.

This is an additional homework activity and is not statutory.

Additional homework can take the form of models, posters, scrapbooks or information booklets and parents are encouraged to support children with a project. Once completed, projects can be brought into school and shared as a class presentation to practise speaking and listening skills.

Expectations on Homework Being Completed.

All pupils are expected to complete their weekly reading, spelling, times table, maths homework and reading lesson/comprehension task.



If this is NOT completed teachers will follow up with pupils and parents/carers. Teachers will keep a record of homework completed.

Appendix 1

Our Expectation for Reading a book is:

Year Group	Recommended Time	Activity
Reception	10 to 15 minutes reading each day	Daily: Reading with adult or listening whilst adult reads. Discussion of the story with adult.
Year 1	10 to 20 minutes reading each day	Daily: Reading with adult, listening to stories. Discussion of story with adult.
Year 2	10 to 20 minutes reading each day	Daily: Reading to adult, listening to stories. Discussion of text with adult
Year 3	15 - 20 minutes reading each day	Reading with or to an adult. Discussion of text.
Year 4	15 - 20 minutes reading each day	Reading with an adult or independently
Year 5	20 - 30 minutes reading each day	
Year 6	20 - 30 minutes reading each day	

Our Expectation for Reading Eggs (KS1) and Reading Eggspress (KS2) is:

KS1	Recommended Time	Activity
Year 1	10 minute reading task	Storylands lesson or reading lesson
Year 2	10 minute reading task	Storylands lesson or reading lesson
KS2	Recommended Time	
Year 3	15 minute reading comprehension task	Reading comprehension task with or to an adult. Discussion of text.
Year 4	15 minutes reading comprehension task	Reading comprehension task with an adult or independently



Year 5	20 minute reading comprehension task	Reading comprehension task independently
Year 6	20 minute reading comprehension task	Reading comprehension task independently

Our Expectation for Spelling is:

Year Group	Activity
Reception	Flash cards or initial sounds to learn.
Year 1	Each week: phonic/rhyme task or a spelling tasks/Flash cards. Key words for individual children to learn
Year 2	Each week: phonic/rhyme task. Key words for individual children to learn. Weekly: phonic rhymes/spelling tasks.
Year 3	Each week – consolidation of phonic task if needed. 7 words from given spelling pattern. 3 Key words for individual children to learn from Year 1/2 and Year 3/4 statutory word list. Differentiated.
Year 4	Each week – consolidation of phonic task if needed. 7 words from given spelling pattern. 3 Key words for individual children to learn from Year 1/2 and Year 3/4 statutory word list. Differentiated.
Year 5	Each week – 7 words from given spelling pattern 3 Key words for individual children to learn from Year 3/4 and Year 5/6 statutory word list. Differentiated.
Year 6	Each week – 7 words from given spelling pattern 3 Key words for individual children to learn from Year 3/4 and Year 5/6 statutory word list. Differentiated.

Our Expectation for Maths is:



An activity will be set from Mathseed (EYFS and Key Stage 1) that links to learning covered in the week to reinforce key skills

EYFS/KS1	Mathseed Activity
Reception	Maths games to play
Year 1	Number activity set by the teacher, e.g. number bonds to 10, counting in ones forwards and backwards, etc. (Linked to current learning).
Year 2	Number activity set by the teacher, e.g. number bonds to 20, 2D/3D shape names, etc.
KS2	Mathletics
Year 3	Place value, addition and subtraction, multiplication and division operations, etc. Consolidation of the weeks' objectives.
Year 4	Place value, addition and subtraction, multiplication and division operations, etc. Consolidation of the weeks' objectives.
Year 5	Place value, addition and subtraction, multiplication and division operations, etc. Consolidation of the weeks' objectives.
Year 6	Place value, addition and subtraction, multiplication and division operations, etc. Consolidation of the weeks' objectives.

Our Expectation for Multiplication Tables is:

An activity that continues to consolidate the on-going learning of Multiplication facts.

Year Group	Activity
Year 1	Counting in steps of 2, 5 and 10.
Year 2	2x, 5x , 10x table activity OR Times Tables Rock Stars
Year 3	2x, 3x, 4x, 5x, 8x, 10x table activity OR Times Tables Rock Stars
Year 4	0x, 1x, 2x, 3x, 4x, 5x, 6x, 7x, 8x, 9x, 10x, 11x, 12x table activity OR Times Tables Rock Stars
Year 5	All multiplication tables and related division facts OR Times Table Rock Stars.
Year 6	All multiplication tables and related division facts OR Times Table Rock Stars.



21 Library

At Rye Community Primary, we love to read and believe strongly in the importance of a good school library.

We are lucky to have a large dedicated space that means plenty of room for books and space for classes to come in to enjoy them. We have a real commitment to restocking our library with up-to-date educational resources, and new fiction choices arrive regularly.

The library is accessible at breaks for browsing, reading and quiet study. It is not all whispers, however, as we also host clubs and other themed events. There is always something new to discover and a welcoming and helpful environment awaits readers at all levels.

22 Support for Pupils and Families and Behaviour Management

22.1 The Family Liaison Officer (FLO)

The FLO, Mrs Alison Homewood, is a 'one stop shop' for pupils and families to access pastoral support: safeguarding, attendance, medical help, support around behaviour, mental health and social aspects of school life and referrals to outside agencies, such as young carers. Our Assistant Inclusion Leader, Mrs Laura MacDonald, also works closely with our FLO and both can be contacted for advice, help and support for all pupils and families.

22.2 Anti-Bullying

Bullying is when a person or a group repeatedly and intentionally uses or abuses their power to intimidate, hurt, oppress or damage someone else a number of times. It is helpful to think of bullying in terms of being done 'Several Times On Purpose' - STOP. Bullying can take many forms, from physical or verbal abuse to bullying via text messages or the internet (cyber-bullying).

We do not tolerate bullying and nor should you.

At Rye Primary, we try to tackle any form of bullying at the earliest opportunity by working with the pupil being bullied to develop a plan using a mediation and restorative approach.

We are able to address bullying on the journey to and from school, if the bullying is carried out by pupils in school uniform and we are informed, however, we are unable to take action over incidents at weekends or during the school holidays.

What should you do, if you think your child is being bullied or you witness bullying?

- Contact the school office or your child's class teacher and report it;
- Be sure of your facts and have names, a description or names of witnesses, if appropriate;
- Your child will be asked to write down these details with the support of the FLO, class teacher or any other appropriate member of staff;
- We will then help your child to sort out the problem by using restorative justice, mediation and, in extreme cases of persistent bullying, fixed term exclusion;
- We will contact you with the outcome;
- Please do not take matters in to your own hands.



If you have concerns regarding bullying, please get in touch immediately:

- Phone 01797 222825, or;
- eMail: office@ryeprimary.co.uk

22.3 Cyber-Bullying

The internet provides a valuable resource in terms of research for learning, along with a range of social media tools that allow users to interact with one another, for example social networking sites such as Facebook, Twitter and SnapChat. However, please be aware that our children should not be on any of these social media sites as the age restrictions state that the minimum age for these platforms is age 13. Obviously none of our children are 13 and therefore should not be accessing these social networking sites.

While recognising the benefits of these media for new opportunities for communication, Rye Primary sets out the principles colleagues, parents and pupils are expected to follow when using electronic communication tools, such as ClassDojo or Microsoft teams which all pupils and families now have access to. Please refer to our school website and view the Online Safety Policy for further information:

<https://www.ryeprimary.e-sussex.sch.uk/parents/parent-info>

All electronic communication between colleagues, pupils and families will take place through the school's approved communication tools.

We do not tolerate any form of cyber-bullying and, although we try to deal with this in a similar manner to other forms of bullying, we can only help if we can identify the person doing it. It can be very difficult to trace ownership of an online account.

We are able to search for an image on a mobile phone, if it is likely to be used to cause harm (via text message or the internet) but we cannot trace, block or remove online accounts.

What should you do if you think your child is being bullied online?

- Do not comment back;
- Block the person and report them to the social media platform you are using;
- Contact the school office and, if possible, provide screen shots of the messages.

We advise all parents to check their children's digital footprint regularly and report any suspicious activity to the school so we can support you in keeping your children safe online. The best way you can do this is ensuring that your child has met the age requirements for the platform they are using. Most Social Media platforms require children to be at least 13 years of age before they are allowed to create an account; this means that if children are accessing these accounts, they have entered incorrect information to allow them to bypass this age security setting.

For more information about online safety please refer our website:

<https://www.ryeprimary.e-sussex.sch.uk/parents/parent-info>

Everyone has the right to be safe and happy at Rye Primary. So don't just ignore it... Report it!



23 Behaviour Management

Rye Community Primary's Behaviour Management Policy is applicable to all pupils and should be applied by all colleagues and supply teachers in a fair and consistent manner. Families should look to build positive relations with school staff, giving and receiving feedback. Some children may need an individual support plan if they are presenting with challenging behaviours. This plan will be developed in partnership between families and the school. Our School follows the Therapeutic Thinking model in line with many other East Sussex schools and our neighbouring Aquinas Secondary school – Rye College.

23.1 Rewards and Sanctions

The Primary uses Rye SMART to recognise and reward positive attitudes to learning. We believe encouragement, praise and reward are central to unlocking the potential of all our young people. Encouragement and praise underpin positive relationships between colleagues and pupils which in turn promote good teaching and learning. Good behaviour is promoted by drawing attention to, and acknowledging, the positive discipline for learning and hard work shown by others. Praise needs to be used appropriately, sincerely and linked to specific examples.

Pupils can be rewarded in each of the Rye SMART areas:

- Standards;
- Mindset;
- Attributes;
- Rye Community;
- Teaching and Learning.

Pupils receive reward points via ClassDojo, allowing families to view them.

Every term, reward assemblies take place to recognise those pupils who have demonstrated 'Rye SMARTness' as well as those with high rates of attendance since the start of the year and over the term.

At the end of the year, pupils celebrate with an Annual Leavers Reward Assembly and an Evening Event especially for our Year 6 pupils.

The creation of positive learning environments is supported throughout school by a simple behaviour management system.



It's good to be green and it's great to be gold!

It is Great to be GOLD!

It is Super to be Silver

Everyday each child starts on Green- because it is good to be green!

Verbal warning- can move back to green – just once- if they choose to use good behaviour.

Pupil to sit in their own in the classroom until the end of the lesson

Go to another room until the end of the lesson- see buddy class list
Adult to complete white slip
Pupil to complete Exit form in the other classroom
Pupil returns to class after a suitable time

Go to SLT- Mrs Nice or Mrs Brassleay
Adult completes a red exit card- child to return to class once spoken to by SLT- Class teacher to Inform parents.

Go To Miss Martin – if unavailable pupil to go to SLT – parents to be made aware by class teacher and SLT

LIFE - TRANSFORMING - LEARNING



23.2 Leaving during Learning

No pupil is to be allowed to leave a lesson, or take a break in the middle lesson. Only pupils with toilet cards may be allowed to regularly access the toilet during lessons. We strongly discourage pupils going to the toilet in all but essential cases during lesson time as it significantly interrupts the flow of learning. It is the responsibility of the classroom teacher to know where the pupils in their class are at all times.

23.3 Damage to Rye Community Primary Property

In the unfortunate situation where property is deliberately damaged, **the full cost of repair or replacement and a £20 administration fee will be charged.**

24 Pupil Premium

The Primary uses the Pupil Premium to enhance collective provision with a particular focus on:

- Closing the gap between those for whom the Primary receives Pupil Premium funding and other pupils;
- Improving attendance rates for pupils in receipt of Pupil Premium funding and in turn the whole Primary;
- Increasing pupil awareness, participation and appreciation of wider opportunities both inside and outside the Primary community.

Our approach is that teachers must actively ‘tilt’ lessons towards disadvantaged pupils and those presenting an immediate need. In quickly and effectively responding to the needs of this significant group of pupils all pupils benefit from the experience. “Providing equal opportunities is not about treating every child the same but recognising the differences.” Our approach is that within the classroom, teachers teach the pupils in front of them according to their needs and abilities, not their economic circumstances. Therefore, the focus of provision funded by the Pupil Premium has been to ensure all pupils arrive at the classroom door on a level playing field.



A copy of the ‘Pupil Premium Strategic Statement’ can be found on our website.

25 Special Educational Needs and Disabilities

All colleagues at Rye Community Primary School are committed to meeting the Special Educational Needs of all pupils, whether they are academic, emotional, social or physical. Training on supporting pupils with special educational needs forms an integral part of our annual training programme.

We aim to meet pupils’ needs as far as possible within the normal classroom environment to avoid negative perceptions on the part of pupils.

All curricular opportunities are open to all pupils with special needs within the bounds of the Disability Discrimination Act. Reasonable adjustments may be necessary in the interests of individuals. We seek to create an environment which meets the individual needs and talents of all our pupils in a caring, supportive and disciplined manner.

Pupils come to Primary with a variety of needs. Each pupil has a right to have those needs recognised and met. By taking account of those needs and differentiating our resources and practice, we provide an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their abilities or disabilities.

Not all pupils with disabilities have special educational needs (SEND) and not all SEND pupils meet the official definition of disability. Pupils have special educational needs if they have a learning difficulty or disability that requires additional support, that is, more than is normally offered in a classroom.

We are aware of the need for parental involvement in the support of our pupils and seek fully to involve parents and families in the SEND process and provision. We aim for all of the pupils on the SEND register to be integrated fully into mainstream classes and be supported as appropriate by all employees.

For more information, please refer to our SEND Policy.

A copy of the ‘Special Educational Needs and Disabilities Policy’ can be found on our website.

27.1 Intervention

There are times when a pupil’s progress and learning requires intervention from the teacher, support staff or Inclusion team/school as a whole, to secure a successful outcome. The ‘waves of intervention’ model describes how different levels of intervention are applied and used at the Primary.

- **Wave 1** describes the quality inclusive teaching that takes place in the timetabled classroom. Teaching will take into account the needs of all the pupils through differentiation and creating an inclusive learning environment.
- **Wave 2** describes specific, additional and time-limited interventions provided for groups of pupils. This may seek to develop specific skills or knowledge required to accelerate their progress to enable them to work at or above expectations. This may require intervention for the group within or outside of the lesson.



- **Wave 3** describes targeted provision for individual pupils who require highly personalised intervention. Usually, pupils will be withdrawn from the timetabled lesson to receive bespoke intervention programmes delivered by specialists.

26 Medical Conditions

Rye Community Primary understands our responsibility to make the School welcoming and supportive to those with medical conditions whether currently attending or considering enrolling in the future.

We aim to provide all children with medical conditions the same opportunities as other pupils at School.

Pupils with medical conditions are encouraged to effectively manage their condition with total support and care from the Primary. Please refer to our Supporting Pupils with Medical Conditions Policy on the School website. Pupils may require an Individual Health Care Plan if a medical condition is ongoing.

26.1 Accidents and Illness

If a pupil has an accident or feels unwell, they must tell a colleague straight away. If they are too ill to remain at School then we will contact the family.

PLEASE NOTE

- All pupils who are poorly **MUST** be collected from the School: pupils will not be allowed to make their own way home if they are unwell.
- Any pupil who presents with any type of head injury or COVID-19 symptoms must be collected ASAP from the school; again, they will not be allowed to travel home unaccompanied.

26.2 Medicines

Should you need to provide prescribed medication for administration during school hours, it is vital a consent form is completed and the medication is handed in at the office.

Medication will be stored securely and will be available for collection at the end of the day. Pupils are **NOT** allowed to keep their medication themselves or administer these drugs themselves, with the exception of asthma inhalers and adrenaline auto-injectors, in an extreme emergency, whereby the pupil will still be supervised doing this, only in exceptional emergency circumstances and only if it is felt the child can administer their own medication faster and more effectively in an extreme emergency. The pupil will be able to do this only under the supervision of staff members and only if they are competent in doing so and only if it would be more harmful for the staff member to administer.

Regardless of the emergency, a pupil would never be able to administer their own medicine without a colleague present. All prescribed medicine is only administered by a trained first aider, who has also been trained in the administration of prescribed medicines. The administration of medicine is always completed by two colleagues (one of whom must have had the training explained above).



This is to ensure that the administering of medicine is quality assured and witnessed each and every time.

26.3 Inhalers

All inhalers should be clearly labelled with the pupil's name and frequency/dosage required. Inhalers will be kept in the pupil's classroom and if a pupil has a second inhaler this will be kept securely in the medical room. All inhalers must be clearly labelled with the pupil's full name and any dosage and frequency instructions.

26.4 Adrenaline Auto-Injectors

If your child suffers from any type of allergy or allergic reaction, you must bring in a letter from their doctor outlining the nature of the condition and the necessary remedial action required. Pupils who use auto-injectors, should provide their own auto-injector and a spare auto-injector, to be kept at school at all times. Any child with a severe allergy will have an IHP (Individual Health Care plan) and Risk Assessment.

26.5. Insulin

If your child has diabetes, they will have an Individual Healthcare Plan. Your child may administer their own insulin, only if they are competent to do so, with the consent of parents and this is part of their pre-agreed IHP plan, agreed to by both home and school. A trained colleague will always be present and in most cases after having up to date relevant training in managing your child's diabetes, they may also administer it. Your child will always know where their insulin is and that it is easily accessible to them and all first aiders.

In all cases relating to any form of medication, it is the responsibility of the parent and family to ensure that all medication is within the use by date.

Please read our administration of medicine policy, available on our school website, for further details.

26.6. First Aid

There are a number of first aid trained colleagues available at all times during the school day and a first aider will always accompany any educational trips and visits. A record of treatment given is made at the time and may be shared with families as appropriate.

Please ensure that you have completed and returned the Emergency Contact form. If you are unsure whether you have returned this form or if your details have changed, please contact the office.

First Aid boxes are continuously maintained and situated at various points around the school. We also have a fully functioning and well stocked medical room.

27 Catering and Cashless Systems

We have our own catering facility on site which is used by our third party catering company Chartwells; offering a wide variety of healthy food options. We provide for allergy sensitive and vegetarian diets. Menu options are detailed on our website and are sent out termly to parents through our emailing system.



Some children may prefer to bring a packed lunch from home. Provision is made for all food to be eaten in the designated dining areas.

27.1 Cashless Catering

Rye Community Primary uses a cashless catering system called 'Parentpay'. A link for parent pay can be found on the home page of our website.

The benefits of a Cashless Catering System are:

- Parents can ensure the money they give their child is used for lunch and is not left in the bottom of their book bag;
- The speed of service is increased and queues are greatly reduced at the kitchen in the mornings as parents no longer have to queue up to pay by cash;
- Pupils on free school meals feel the same as paid dinner pupils as they never see money changing hands;
- Pupils carry cash less often;
- The caterers can analyse popular lines to assist in menu planning, pupil's diets can be monitored and improved if necessary.

27.2 Other Online Payments

Tucasi/Scopay Online Payment is the platform we use to provide a parental payment system for school trips and other significant activities or resources. Further details will be supplied at the beginning of term.

28 Health and Safety

The Aquinas Trust board recognises that making appropriate provisions for the health and safety of all persons using school facilities and those participating in off-site educational activities is fundamental to the wellbeing of the school community.

Our Health and Safety Policy, its supporting documentation and arrangements for implementation meet our legal obligation and contribute to our objectives relating to continuous improvement on health and safety performance.

We are committed to high standards of health and safety and expect all colleagues to be familiar with the contents of this policy. All pupils, colleagues, visitors and other users of the premises will be required to observe the Health and Safety Policy of the school.

28.1 Fire Evacuation Process

There are regular routine fire alarm practices throughout the academic year. Pupils are escorted by their teacher to the fire assembly point where they will line up according to their class. Registers are taken to ensure all pupils are accounted for. This procedure will also be followed in the event of any other emergency situations.

Pupils and colleagues will not return to the buildings until the Head of School has determined that it is safe to do so.



Buildings will be evacuated in emergency situations such as suspected fire, bomb threat, gas leak or any other situation which may cause an imminent risk to personal safety. In the event of a suspected fire the alarm will be operated but in other cases, such as a gas leak, emergency contact procedures will operate to evacuate all buildings without sounding the alarm or operating any electrical equipment. In all cases, buildings will be evacuated by the nearest fire exit route that is safe to the approved assembly points identified.

28.2 Facilities

The school has a number of specialist facilities to support children with their learning and wellbeing:

- Library
- Nurture Room
- Intervention rooms
- FLO's space
- IT Suite
- Sports Hall, Canteen/school hall
- Playground and sports field
- Willow Garden
- Nature/sensory garden
- Allotment

29 Changes in Personal Details

You must notify us of any change of name, address, telephone number, etc., so that we can maintain accurate information on our records and make contact with you in an emergency, if necessary, outside normal working hours. In the event of changes to personal details, please notify the school office.

30 Data Sharing Privacy Notice for Families

Data protection law has changed and we want to keep you up to date with the steps that we are taking.

On the 25th May 2018, the General Data Protection Regulation, known as GDPR, came into effect. GDPR imposes additional obligations on organisations and gives you extra rights around how your data is used.

We want you to know that Rye Community Primary School respects the information we hold on you and that we take the security of your information very seriously.

We have published a new Privacy Notice to give you more information on the data we hold on you, what we do with that data, who we share your data with and your new rights under the GDPR. Our updated Privacy Notice is on our website: <http://www.ryeprimary.e-sussex.sch.uk/mustknow/policies>