

Rye Community Primary School
Part of The Aquinas Trust



Family Handbook

September 2023

“Dream, Believe, Achieve”

**Rye Community
Primary School**



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Welcome to Rye Community Primary

2 Message from our Headteacher.

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 Headteacher



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 school 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
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5.2 Key Roles

Headteacher *	Miss. Kelly Martin
Deputy Headteacher	Miss. Fran Brassleay
Assistant Headteacher for Inclusion	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. 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.


Communications Systems

Rye Community Primary School uses a number of communications platforms and tools to help us communicate with our families, students and staff.






How to contact us




General Enquiries

- office@ryeprimary.co.uk
- Include who for the attention of in the subject field, if known
- Your email will be directed to the relevant colleague for response in 48 hours




Attendance

- 01797 222 825
- www.ryeprimary.co.uk/absence-reporting
- To report your child as absent or to discuss your child's attendance
- Our attendance officer will respond to you



Welfare and wellbeing

- ahomewood@ryeprimary.co.uk
- To discuss your child's welfare or personal development
- Your email will be directed to the relevant colleague for response in 48 hours



Rye College Office

- 01797 222 825
- Our Office team will assist and direct your query
- Please leave a voice mail if we are busy, your call will be returned on the same day

5.6 Useful eMail Addresses

Pupil attendance and general enquires	office@ryeprimary.co.uk
Family Liaison Officer	ahomewood@ryeprimary.co.uk
Special Educational Needs, Disabilities and Inclusion enquires	senco@ryeprimary.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	Headteacher and DSL
Miss	Brassleay	Deputy Headteacher, Art leader.
Miss	Nice	Assistant Headteacher for Inclusion
Mrs	Homewood	Family Liaison Officer
Mrs	James	Attendance Officer and School secretary
Mrs	Cruttenden	School Secretary and Admissions officer
Mrs	McKennon	Class teacher for Starfish Pre-school
Miss	Wood	Level 3 Pre-school Educator (also holds EYTS – Early Years Teacher status) (Tu- F)
Ms	Heygate	Level 3 Pre-school Educator (also holds QTS – Qualified Teacher status)
Mrs	Isted	Class Teacher for Reception Class Minnows, EYFS Phase Leader and RSHE (Relationships, Sex and Health Education).
Mrs	Haddock	Class Teacher for clownfish, Year 1 class, RE leader
Miss	Brewster	Class teacher for Year 2 Sea Turtles Class, Science Leader
Mrs	Banks	Class Teacher for year 3+4 Cuttlefish Class, (M-W) PSHE leader
		Class teacher for year 3+4 Cuttlefish (T/F)
Mrs	Benn	Class Teacher for year 3+4 Orcas Class, (M-W) Computing leader
Mrs	Hinxman	Class teacher for year 3+4 Orcas (T/F) Geography Leader
Mrs	Zinkin/Treacy	Trainee Teacher in Orcas class (4 days per week).
Mr	Cameron	Class Teacher for Year 6 Sharks class, English Leader.
Miss	Flaherty	Class Teacher for year 5+6 Marlin class, DT leader.
Miss	McLaughlin	Class teacher for year 5+6 Dolphins class and Maths leader
Mr	DeLong	SEND Family support worker
Mrs	Wilson	Individual Needs Assistant
Mrs	Clark	Teaching Assistant EYFS Phase
Mrs	Kimmitt	Teaching Assistant Level 3 in Year 1 Clownfish
Mrs	Leach	Forest School Leader, Cover supervisor, Teaching Assistant level 3 - year 2 Sea Turtles .
Mr	Webb	Teaching Assistant Level 2 In Year 3+4 Barracudas
Miss	Stansfield	Cover supervisor and Teaching Assistant Level 3 in year 3+4 Barracudas
Mr	Jenkinson	Teaching Assistant Level 2 In year 3+4 Orcas (mornings only)
Mrs	Budd	Teaching Assistant Level 3 In year 5+6 Marlin
Mrs	Beeching	Teaching Assistant Level 2 In year in year 5+6 Dolphins
Mrs	Borthwick	Teaching Assistant level 3 in year 5+6 Sharks
Miss	Fairbrother	Mid Day Meals Supervisor Assistant (MDSA)
Miss	Reeves	Mid Day Meals Supervisor Assistant (MDSA)

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 Miss. K. Martin (Headteacher).

In order to assist 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 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 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 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 2023–2024



	SEPTEMBER 2023	OCTOBER 2023	NOVEMBER 2023	DECEMBER 2023
Monday	28 4 11 18 25	2 9 16 23	30 6 13 20 27	4 11 18 25
Tuesday	29 5 12 19 26	3 10 17 24	31 7 14 21 28	5 12 19 26
Wednesday	30 6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27
Thursday	31 7 14 21 28	5 12 19 26	2 9 16 23 30	7 14 21 28
Friday	1 8 15 22 29	6 13 20 27	3 10 17 24	1 8 15 22 29
Saturday	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30
Sunday	3 10 17 24	1 8 15 22 29	5 12 19 26	3 10 17 24 31
	JANUARY 2024	FEBRUARY 2024	MARCH 2024	APRIL 2024
Monday	1 8 15 22 29	5 12 19 26	4 11 18 25	1 8 15 22 29
Tuesday	2 9 16 23 30	6 13 20 27	5 12 19 26	2 9 16 23 30
Wednesday	3 10 17 24 31	7 14 21 28	6 13 20 27	3 10 17 24
Thursday	4 11 18 25	1 8 15 22 29	7 14 21 28	4 11 18 25
Friday	5 12 19 26	2 9 16 23	1 8 15 22 29	5 12 19 26
Saturday	6 13 20 27	3 10 17 24	2 9 16 23 30	6 13 20 27
Sunday	7 14 21 28	4 11 18 25	3 10 17 24 31	7 14 21 28
	MAY 2024	JUNE 2024	JULY 2024	AUGUST 2024
Monday	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26
Tuesday	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27
Wednesday	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28
Thursday	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29
Friday	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30
Saturday	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24 31
Sunday	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25

KEY

Staff training (INSET day) Start of term for pupils End of term Public holiday School holiday

Bank and Public Holidays 2023-2024

Monday 25 December 2023	Christmas Day	Monday 1 April 2024	Easter Monday
Tuesday 26 December 2023	Boxing Day	Monday 6 May 2024	Early May bank holiday
Monday 1 January 2024	New Year's Day	Monday 27 May 2024	Spring bank holiday
Friday 29 March 2024	Good Friday	Monday 26 August 2024	Summer bank holiday

Term Length

Term	From	To	Number of days
Term 1	1 September 2023	20 October 2023	36
Autumn break	23 October 2023	27 October 2023	
Term 2	30 October 2023	15 December 2023	35
Christmas break	18 December 2023	1 January 2024	
Term 3	2 January 2024	9 February 2024	29
February break	12 February 2024	16 February 2024	
Term 4	19 February 2024	28 March 2024	29
Spring break	29 March 2024	12 April 2024	
Term 5	15 April 2024	24 May 2024	29
May break	27 May 2024	31 May 2024	
Term 6	3 June 2024	23 July 2024	37
		Total	195



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, sharing assemblies, leavers events, parent workshops and much, much more! There are lots of events to truly make families feel a part of our community. Events are advertised via our website.

8.1 Pre-school, 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 Starfish Pre-school 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 6 SATS information.

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 and “back up bagel time”
8.45am	Registration
8.50am	Lessons
10.15 am	EYFS Break
10.30 am	KS2 Break
10.30/10.45am	Lessons
11.45 – 12.30pm	KS1 Lunch
12.00 – 12.45pm	KS2 Lunch
12.30 / 12.45pm	Lessons
3.15pm	End of the Day
3.15- 4.00pm	Extra curricular 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 9.15am 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 (Please note that this also applies to persistent lateness to School). The School does not authorise any holiday during term time.

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.

10.3 Children Absent From Education

Children absent 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 absent 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: **Miss Kelly Martin**.

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:

- Miss Martin (Headteacher).

Our Safeguarding Officers (DSL Trained) are:

- Miss Fran Brassleay (Deputy Headteacher).
- Mrs Lisa Nice (Assistant Headteacher for Inclusion)
- Mrs Alison Homewood (Family Liaison Officer);
- Mrs Vicky Isted (EYFS Lead);
- Mrs Suzie James (Attendance Officer and School Secretary);
- Mr Eric DeLong (SEND Family Support Worker).



11.2 Conflict Resolution with Parents

The school seeks to have a strong partnership with parents and an open-door policy to discuss any matters arising (if applicable). In the unlikely event that a parent starts to act in an aggressive or abusive way at the school, our policy is to:

- Direct the parent away from the children and into a private area such as an office (where appropriate);
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children;
- Act in a calm and professional way, ask the parent to calm down and make it clear that we do not tolerate aggressive or abusive language or behaviour;
- A member of the leadership team of the Academy will be informed;
- Contact the police if the behaviour escalates;
- Once the parent calms down, the member of staff will then listen to their concerns and respond appropriately;
- An incident form will be completed detailing the time, reason and action taken;
- Senior leaders of the Academy will provide any support and reassurance that staff may need following the experience, and seek further support where necessary;
- Senior leaders of the Academy will also signpost parents to further support where applicable;
- Staff will protect the privacy of the children in our care and ensure that information regarding the incident is kept confidentially;
- Consider the application of the Academy's policy on managing aggressive behaviour from parents and visitors.

The Academy's complaints policy must be followed in relation to complaints regarding the school, once the informal resolution process has been exhausted. Any complaint or concern must be raised with the class teacher in the first instance and if the matter is not resolved within a reasonable period, it will be referred to a middle leader if appropriate. If the complaint/concern is not resolved satisfactorily then it will be referred to the senior leadership team of the Academy. If no resolution can be achieved following such referral, the complaint will follow the formal stages of the Complaints policy which will be provided on request.

11.3 Looked After Children

We are committed to providing a welcoming and inclusive quality environment for all children and families. The description 'looked after' is generally used to describe a child who is looked after by the local authority. This includes children who are subject to a care order, interim care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Most looked after children will be cared for by foster carers with a small minority in children's homes, looked after by family members or even placed back within the family home.

We treat every child as an individual. We recognise that for young children to get the most out of educational opportunities they need to be settled appropriately with their carer. We will discuss with the child's carer and social worker where applicable, the length of time the child has been with the carer before they start the school to establish how secure the child feels and whether they are ready to be able to cope with further separation, a new environment and new expectations made



upon them. Through the child's key worker relationships will be developed and the child will gain further support.

All our staff are committed to doing all they can to support all children to achieve their full potential. The staff are trained in accordance with the Academy's Child Protection Policy. Additional training to support children's individual needs will be planned for where appropriate. We contribute to any assessment about the child or any multi-agency meeting as appropriate. Where necessary we will assist in the provision of an individual education plan.

The designated person for 'looked after children' at the Academy is **Lisa Nice** (The person with responsibility for looked after children within the Pre-school is **Lisa Nice**, supported by **Vicky Isted**).

For further details, please see the Trust and Academy's Child Looked After policies.

11.4 Lost Children

We are committed to promoting children's safety and welfare. In the unlikely event of a child going missing within/from the school, we have the following procedure, which will be implemented immediately:

- All Staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing (photographs of children are available on the MIS);
- The Headteacher will be informed immediately and the Academy's Critical Incident Policy will be implemented and all staff present will be informed. The Academy's Critical Incident Team (CIT) will determine the action to be taken;
- In the unlikely event that the child is not found, the Academy's CIT will follow the local authority and police procedures. The Trust will also be informed;
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings;
- In any cases with media attention staff will not speak to any media representatives;
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

Where children are on outings and visits, we carry out regular head counts of children throughout any outing or visit. In the unlikely event of a child going missing whilst on an outing we have the following procedure, which we implement immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing;
- The organiser will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised, calm and supported throughout;
- If appropriate, on-site security will also be informed and a description given;
- The designated person in charge will immediately inform the Headteacher who in turn will implement the Academy's Critical Incident Policy. The Academy's CIT will determine the action to be taken;



- The Headteacher who will contact the child's parents giving details of what has happened. If the whole school is on an outing, all contact details will be taken on the trip by the person in charge;
- The Headteacher will also ensure that the police are called.
- During this period, staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children;
- It will be the designated person in charge to ensure that there are adequate staff to care for the children and get them back safely, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff).
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings;
- The Trust must be informed;
- Ofsted must be contacted and informed of any incidents.
- In any cases with media attention staff will not speak to any media representatives;
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

11.5: Mobile Phones and Social Networking

We promote the safety and welfare of all children in our care. To ensure the safety and well-being of children in our care, we do not allow staff to use personal mobile phones during working hours, when directly with children. We use mobile phones supplied by the school to provide a means of contact in certain circumstances, such as outings. We require our staff to be responsible and professional in their use of social networking sites in relation to any connection to the school, the Academy, staff working at either provision, parents or children. In this regard staff must also follow the Trust's Staff Handbook. We ask parents and visitors to respect and also adhere to our policy.

Staff and parents/ carers/ visitors must adhere to the following:

- Mobile phones are either turned off or on silent and not accessed during your working hours/visits to the school;
- Mobile phones can only be used on a designated break and then this must be away from the children;
- During outings, staff will use mobile phones belonging to the school wherever possible. Photographs must not be taken of the children on any phones, either personal or owned by the Pre-school, staff or any parents and carers;
- Staff/parents/carers/visitors must not post anything on to social networking sites such as Facebook, that could be construed to have any impact on the school reputation or relate to the school or any children attending the school in any way;
- Staff/parents/carers/visitors must not post anything on to social networking sites that could offend any other member of staff or parent using the school;
- If staff/parents/carers/visitors choose to allow other parents to view their page on social networking sites, this relationship must remain professional at all times;
- If any of the above points are not followed then the member of staff involved may face disciplinary action, under the Trust's Disciplinary Policy.



11.4.1 Parents and visitors use of mobile phones and social networking

Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone, in order to ensure the safety and welfare of children in our care and share information about the child's day, parents and visitors are kindly asked to refrain from using their mobile telephones whilst in the school or when collecting or dropping off their children.

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post, publicly or privately, information about any child on social media sites such as Facebook and Twitter. We ask all parents and visitors to follow this policy to ensure that information about children, images and information do not fall into the wrong hands.

11.5 None and Late Collection of Children

All parents are expected to collect their children at the agreed time. Parents are expected to follow agreed procedures if they expect to be late. These include:

- Calling the school as soon as possible to advise of their situation;
- Asking a designated adult to collect their child wherever possible;
- Informing the school of the designated person's identity so the school can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation.

If the designated person is not known to the school staff, the parent must provide a detailed description of this person, including their date of birth where known. This is the responsibility of the parent.

- If a child has not been collected from the school after a reasonable amount of time has been allowed for lateness, we initiate the following procedure:
- The teacher will be informed that the child has not been collected;
- The teacher will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the teacher will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails, the teacher will try the emergency contacts shown on the child's records;
- The teacher and one other member of staff must stay behind with the child (if outside normal operating hours). During normal operating times, the school will plan to meet required staff ratios. If the parents have still not collected the child, the teacher will telephone all contact numbers available, every 10 minutes until contact is made. These calls will be logged on a full incident record;
- In the event of no contact being made after one hour has lapsed, the school will ring the local authority children's social services emergency duty team;
- Two members of staff will remain in the building until suitable arrangements have been made for the collection of the child;
- The child's welfare and needs will be met at all times and to minimise distress staff will distract, comfort and reassure the child during the process;
- In order to provide this additional care, a late fee will be charged to parents. This will pay for any additional operational costs that caring for a child outside the school normal hours may incur.



11.6 No Smoking

We are committed to promoting children's health and well-being. Smoking has proved to be a health risk and, therefore in accordance with legislation, the Academy operates a strict no smoking policy within its buildings and grounds. It is illegal to smoke in enclosed places. All persons must abstain from smoking while on the premises. This applies to staff, students, parents, carers, contractors and any other visitors to the premises. Staff accompanying children outside the school, are not permitted to smoke. We also request that parents accompanying children on outings refrain from smoking while caring for the children. This requirement also applies to electronic cigarettes.

11.7 Nutrition and Mealtimes

We are committed to offering children healthy, nutritious and balanced meals and snacks which meet individual needs and requirements. The school is only responsible for the provision of snacks as previously agreed with parents. Meals are optional, via the school canteen, and these are currently covered by Chartwells and in relation to these meals and snacks, we will take reasonable steps to ensure that:

- Balanced and healthy meals are provided for children attending the school;
- Fresh drinking water is always available and accessible. In hot weather staff will encourage children to drink more water to keep them hydrated;
- Individual dietary requirements will be respected wherever possible, but it is incumbent on parents and carers to advise the school about the child's dietary requirements;
- Meals will be prepared in accordance with food standard requirements;
- Meal and snack times are organised so that they are social occasions in which children and Staff participate in small groups. During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged;
- Staff use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves. Staff support children to make healthy choices and understand the need for healthy eating;
- Children will be encouraged to try all food, subject to dietary requirements. They will not be forced to finish a meal. Quantities will be adjusted depending on the child;
- We promote positive attitudes to healthy eating through play opportunities and discussions;
- No child is ever left alone when eating/drinking to minimise the risk of choking;
- We will sometimes celebrate special occasions such as birthdays with the occasional treat of foods such as cake, sweets or biscuits;
- In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the school, we will inform the appropriate agency as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.

The school takes no responsibility for the quality of the meals provided by parents. Where meals have been provided by parents, the school will provide these to the child for consumption in accordance with the relevant provisions detailed above.

11.8 Outdoor Play

We are committed to the importance of daily outdoor play and the physical development of all children regardless of their age and stage of development. We provide outdoor play in all weathers.



Where possible and appropriate, we make outdoor activities accessible to children with learning difficulties and disabilities to ensure inclusive use of the outdoor area. We ensure all areas are safe and secure through close supervision and the use of robust risk assessments and safety checks. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

11.9 Parents and Carers

We believe that parents and staff need to work together in a close partnership in order for children to receive the quality of care and learning to meet their individual needs. We welcome parents as partners and support a two-way sharing of information that helps establish trust and understanding.

We will use strategies to ensure that all parents can contribute to their child's learning and development. Parents are kept informed about their child's progress. Parents are encouraged to support and share information about their children's learning and development at home.

11.10 Safe Care and Practice

We believe that all children need to feel safe, secure and happy. This involves staff being responsive to children's needs, whilst maintaining professionalism. This includes giving children cuddles and changing children's nappies or clothes, if their age or need requires this.

To promote good practice and to minimise the risk of allegations, we have the following guidelines which should be read in conjunction with the Trust's Allegations of Abuse Against Staff policy:

- Although we recognise it is appropriate to cuddle children, we give cuddles when sought by children needing comfort to support their emotional development. Staff are advised to do this in view of other children and staff, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open. It is the duty of all staff to ensure that children are appropriately comforted and to monitor practice;
- When changing children's nappies or soiled/wet clothing, we leave the doors open, where appropriate;
- We discourage inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to tell them they love them and we advise staff to report any such observed practice. Kissing of children is not allowed in any circumstances;
- Staff are respectful of each other and the children and families in the school and do not use inappropriate language or behaviour, including during breaks;
- All staff are aware of the Trust's Whistleblowing Policy and the SLT carry out checks throughout the day to ensure safe practices.

If a parent or member of staff has concerns or questions about safe care and practice procedures or behaviour they consider as inappropriate, including between staff, they are urged to see the Headteacher at the earliest opportunity. If the concern is about the Headteacher then parents should contact the Chief Executive Officer of the Trust.



The school aims to protect and support the welfare of the children in our care at all times. The Headteacher is responsible for all staff and children with day-to-day responsibility resting with them. The school follows the Academy's health and safety procedures.

The school takes all reasonable steps to ensure that children are supervised adequately at all times, whether children are in or out of the building.

11.11 Safety Checks

We make sure that the school is a safe environment for children, parents, staff and visitors by carrying out safety checks on a regular basis. These guidelines should be read in conjunction with the health and safety procedures, fire safety, risk assessments, visits and outings and the equipment and resources policies. All staff should be aware of potential hazards in the school environment and monitor safety at all times.

The school follows the Academy's health and safety and premises management procedures.

11.12 Separated Parents

We recognise that when parents separate it can be a difficult situation for all concerned. The school will work closely with the parents to build close relationships which will support the child's/children's emotional wellbeing and report any significant changes in behaviour to the parent. Parents will be signposted to relevant services and organisation for support for the whole family.

When registering the child at the school, we collect details about both parents including who has parental responsibility, as this will avoid any future difficult situations. If a parent does not have parental responsibility, or has a court order in place to prevent this, we must have a copy of this documentation for the child's records. If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully.

We will:

- Ensure the child's welfare is paramount at all times they are in the school;
- Comply with any details of a court order where applicable to the child's attendance at the school where we have seen a copy/have a copy attached to the child's file;
- Provide information on the child's progress, e.g. learning journeys, progress checks within the school, to all those that hold parental responsibility;
- Invite parents who hold parental responsibility to the school events, including parental consultations and social events;
- Ensure any incident or accident within the school relating to the child is reported to the person collecting the child;
- Ensure that all matters known by staff pertaining to the family and the parents' separation remain confidential;
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect;
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position.



We ask parents to:

- Provide us with all information relating to parental responsibilities, court orders and injunctions;
- Update information that changes any of the above as soon as practicably possible;
- Work with us to ensure continuity of care and support for your child;
- Not involve the school staff in any family disputes, unless this directly impacts on the care we provide for the child;
- Talk to the Teacher away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat;
- Not ask the school to take sides in any dispute. **We will only take the side of your child and this will require us to be neutral at all times.**

All information relating to pupils at the school is stored on the Academy's MIS. All financial transactions are recorded on the Academy's finance system.

11.13 Staff working with their own children or a close relation

Staff should remain neutral and treat all children with the same regard. It is generally not appropriate for staff to care for their own children or those of a close relative whilst working in the school. However, we recognise that this may not always be possible. We will also try to accommodate the wishes of any colleague with a child or close relative in the school and come to an agreement which suits us all. This agreement is based on the following principles:

- Where staff work in the same room as their child or close relation, there is an agreed set of guidelines between the school and the member of staff setting out the expectations of working with their child/close relation. These include a clear statement that during their time at school the child is in the care of the school and it is the school that retains responsibility for the child and their care;
- Where this agreement is not working or is impacting on the care of the child or other children in the room, the teacher will reassess the situation;
- Staff caring for another colleague's child will treat them as they would any other parent/child. No special treatment will be offered to any child or parent who has connections with the school.

Where the teacher assesses that the agreement is not working and/or there is an impact on the care of the children in the room because of the member of staff's relationship with their child or close relation and alternative solution will be discussed.

11.14 Students

We welcome students to join our staff team and gain work experience within the school. We will only offer placements to students who are associated with a recognised child-related course, or on occasions, pupils from local secondary schools on work experience. We offer placements only after discussions with the appropriate tutors and the establishment of close links with the college, training provider or school.



We expect all students to visit the school for an interview, followed by their student induction and school tour. At this time students will have the opportunity to read and discuss relevant health and safety policies, receive a copy of the Handbook and sign their contract in readiness for their first day.

Our procedure for those on placements is as follows:

- All students will have an enhanced DBS checks before their placement begins;
- All students are assigned to a senior member of staff who will supervise their work and explain the health, safety and fire requirements of the school;
- Students will be supervised at all times by the member of staff assigned to them and will not be left alone with the children. They will only change nappies under supervision;
- Students will be supported to understand the relevant policies and procedures;
- We require students to keep confidential all information they become party to as a result of working at the school;
- It is expected that during the student's placement, their tutor will visit the school or have verbal communication with the Student Co-ordinator to receive feedback about the student's progress;
- Students will be offered support and guidance throughout their placement and given constructive, honest feedback in respect of their performance. Staff will respect individual students' needs and abilities;
- An accurate evaluation of ability and performance for both students and training providers will be provided and the school will support students who are experiencing difficulties with action plans if needed;
- To maintain parent partnerships, parents will be informed when students are present in the school e.g. via the parent notice board. Wherever possible this will be accompanied by a recent photograph of the student;
- All students on placement must adhere to the same codes of conduct as permanent staff including time-keeping and dress codes;
- All students are encouraged to contribute fully to the school routine and to spend some time in every area.

In some cases, we may include students on long term placements (aged 17 and over) and staff working as apprentices in early education (aged 16 and over) in our staff: child ratios. This will be the discretion of the Teacher and only will only occur when the Lead/Pre-school Teacher is satisfied the student/apprentice is competent and responsible.

11.15 Sun Care

We take all reasonable steps to ensure that all children are fully protected from the dangers of too much sun/UV rays. We use the following procedures to keep children safe and healthy in the sun:

- Children must have a clearly labelled sun hat which will be worn at all times whilst outside in sunny weather. This hat will preferably be of legionnaires design (i.e. with an extended back and side to shield children's neck and ears from the sun) to provide additional protection; A wide brimmed hat is a good alternative.
- Children are encouraged to have their own labelled high factor sun cream with prior written consent for staff to apply (sun cream is applied for pre-school only- children in all



other year groups, must be able to apply their own). This enables children to have sun cream suitable for their own individual needs.

- Children's safety and welfare in hot weather is the school's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided;
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun.
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible both indoors and out;
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun;
- We will endeavour to provide some shade to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to.

11.16 Risk Assessments

The school carries out written risk assessments. These are regularly reviewed and cover potential risks to children, staff and visitors at the school. When circumstances change in the school, e.g. a significant piece of equipment is introduced; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All outings away from the school are individually risk assessed. For more details, refer to the visits and outings section.

11.16.1 Transport and outings

The school has a plan relating to outings, which incorporates all aspects of health and safety procedures including the arrangements for transporting and the supervision of children when away from the school.



11.17 Use of Cameras, Mobile Phones and other Recording Devices

The school will:

- Ensure that any photographs or video recordings taken of children in our school are only done with prior written consent from each child's parent in accordance with the Trust's Data Protection Policy;
- Any images taken as a result of operating a CCTV security system will accord with the Academy's CCTV policy and the Trust's Data Protection Policy;
- If a parent does not provide the necessary consent or seeks to withdraw it, then the school will respect their wishes. However, permission will not be necessary for images taken in order to deliver the curriculum as detailed in the privacy notice supplied;
- Staff are not permitted to take photographs or recordings of a child on their own cameras, mobiles or other devices and may only use those provided by the school;
- Parents are not permitted to use any recording device or camera (including those on mobile phones) on the school premises without the prior consent of the teacher;
- Parents are asked to follow the guidance issued by the Academy in relation to the recording of images other than that of their own child.

11.18 Visitors

We are committed to protecting the children in our care at all times. This includes making sure any visitors to the school are properly identified and supervised. All visitors must enter the school through the Academy's reception and sign in and out of the site using the system operated by the Academy. Where applicable, visitors' identity will be checked, e.g. Ofsted inspectors or staff attending in a professional capacity such as speech and language therapists. Visitors are informed of any relevant policies including the fire evacuation, safeguarding procedures and mobile phone policy.

All visitors are given and should wear a visitor's badge to identify themselves to staff and parents within the school. A member of staff must accompany visitors in the school at all times while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the school.

- Staff must check the identity of any visitors they do not recognise before allowing them into the school;
- All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to wander;
- Parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Staff within the school should be the only people allowing external visitors and parents entry to the school;
- The school will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstances.



11.19 Volunteers

We recognise the immense benefits that volunteers bring to the school. Volunteers are expected to follow all the relevant Trust and Academy policies in addition to the Handbook. Volunteers will be supervised at all times.

11.19.1 Enhanced DBS checks

All volunteers will have suitability checks conducted in the same way as paid employees. This will include an enhanced DBS check. These checks will be conducted before any volunteer starts their time within the school.

Volunteers should not disclose information about the school, staff, children and should follow the school confidentiality procedure at all times.

The volunteer lead will take the volunteer through any necessary induction and provide support and advice throughout their time in the school.

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 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.
5. If we can, as a last measure we will add a Dojo message to the 'school story'.

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. Please do remember though, that sometimes if we do not receive enough voluntary contributions, then the trip may not be able to go ahead.

13.1 Visits and Outings

Visits and outings are carefully planned using the following guidelines, whatever the length or destination of the visit. All visits and outings are planned in accordance with Academy's Trips and Visits policy. The visits and trips outside of the school and Academy learning area should be recorded on Exeant and approved by the Academy's Educational Visits Co-ordinator (**EVC, Fran Brassleay**).

- A pre-visit checklist, full risk assessment and outings plan will always be carried out by a senior member of staff before the outing to assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards. We will endeavour to visit the venue prior to the visit. This will ensure that the chosen venue is appropriate for the age, stage and development of the children;
- Written permission will always be obtained from parents before taking children on trips;
- We provide appropriate staffing levels for outings dependent on an assessment of the safety and the individual needs of the children;
- At least one member of staff will hold a valid and current first aid certificate and this will be increased where risk assessment of proposed activity deems it necessary;
- A fully stocked first aid kit will always be taken on all outings along with any special medication or equipment required;
- A completed trip register together with all parent and staff contact numbers will be taken on all outings;
- Regular headcounts will be carried out throughout the outing; timings of headcounts will be discussed in full with the trip leader.

13.1.1 Prior to the outing

- All staff will be easily recognisable by other members of the group;
- A fully charged mobile phone will be taken as a means of emergency contact;
- In the event of an accident, staff will assess the situation. If required, the group will return to school immediately and parents will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parents being contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the school. In all cases, the Headteacher must be advised immediately and the Academy's Critical Incident Policy implemented;
- The arrangements for transporting children will always be carefully planned. All vehicles used in transporting children are properly licensed, inspected and maintained;
- Drivers of vehicles are adequately insured;



- All vehicles used are fitted to the supplier's instructions with sufficient numbers of safety restraints appropriate to the age/weight of the children carried in the vehicle. Any mini buses/coaches are fitted with 3-point seat belts;
- When we use a mini bus, we check that the driver is over 21 years of age and holds a Passenger Carrying Vehicle (PCV) driving licence. This entitles the driver to transport up to 16 passengers;
- When children are being transported, we maintain ratios.

If a vehicle is used for outings the following procedures will be followed:

- Ensure seat belts, child seats and booster seats are used if appropriate;
- Ensure the maximum seating is not exceeded;
- All children will be accompanied by a registered member of staff;
- No child will be left in a vehicle unattended;
- Extra care will be taken when getting into or out of a vehicle;
- The vehicle will be equipped with a fire extinguisher and emergency kit containing warning triangle, torch, blankets, wheel changing equipment etc.

13.1.2 Risk assessment/outings plan

The full risk assessment and outing plan will be recorded on EXEANT. This plan will include details of:

- The name of the designated person in charge - the outing leader;
- The name of the place where the visit will take place;
- The estimated time of departure and arrival;
- The number of children, age range of children, the ratio of staff to children, children's individual needs and the group size;
- The equipment needed for the trip, i.e. first aid kit, mobile phone, coats, safety reins, pushchairs (depending on the needs of individual children), rucksack, packed lunch etc.
- Staff contact numbers;
- Method of transportation and travel arrangements (including the route);
- Financial arrangements;
- Emergency procedures;
- The name of the designated first aider and the first aid provision;
- Links to the child's learning and development needs.

There may be opportunities for parents to assist on outings. The outing leader will speak to parents prior to the visit regarding health and safety and code of conduct.

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 Headteacher and Trust'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 purchased through St Michael's hospice shop in Rye town centre.

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



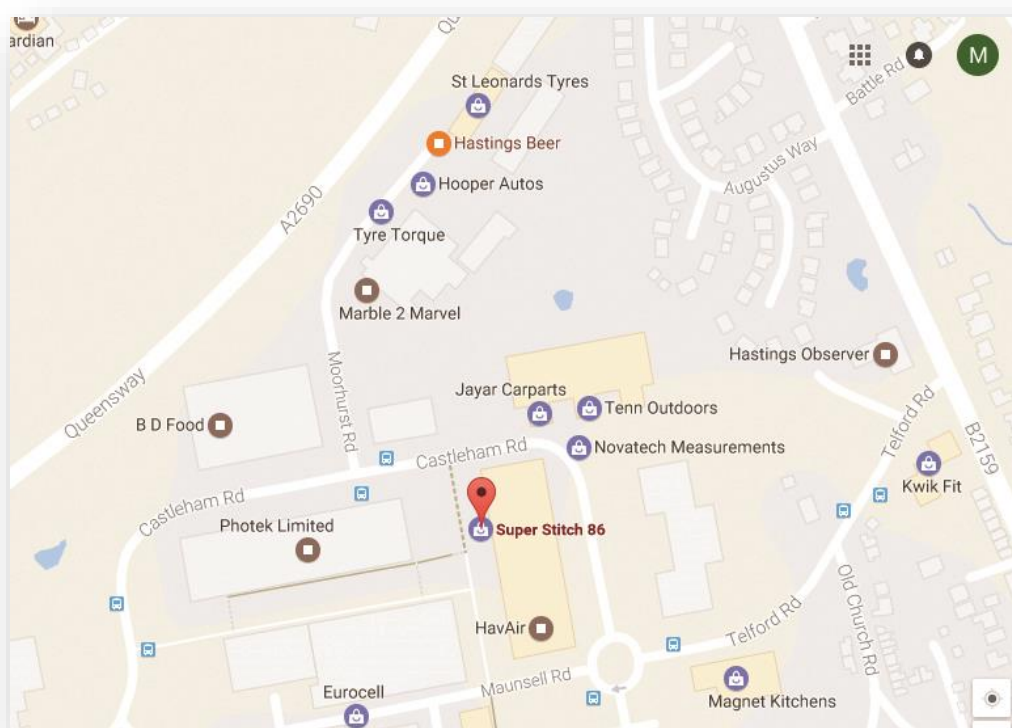
Trainers may also be worn for games. Track suits are not essential, but recommended for outdoor work in the Autumn and Spring months.

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

Superstitch86 6-7 Castleham Rd St. Leonards-on-Sea TN38 9NR	eMail: sales@superstitch86.co.uk Telephone: 01424 852225 www.superstitch86.co.uk
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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 and if found in school, will be kept safely at the school office, awaiting collection from a parent.**

15.5 Mobile Phones

At Rye Community Primary, when your child is in year 6, you may feel it is time to give them a little independence, by allowing them to perhaps walk to or from school, without you. In this instance we recognise the importance of mobile phones as a tool for ensuring the safety of your child. Therefore, if your child does bring a mobile phone into school, it **MUST BE SWITCHED OFF AND HANDED INTO THE SCHOOL OFFICE AT THE BEGINNING OF THE SCHOOL DAY.**

Mobile phones are not to be used on the site at any time. Mobile Phones will need to be collected 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, at least four 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 skills 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 and I Respect



I RESPECT



Our School's Core Values

I - Independence
We think for ourselves and develop our independent learning skills

R - Resilience
We learn from our mistakes and never give up

E - Equality
We treat everyone fairly and ensure everyone has the same rights and opportunities

S - Smart
We follow the school's dress code and make sure our school looks neat and presentable

P - Partnership
We work together in teams to achieve our goals, strengthen our ideas & solve problems as a group

E - Effort
We participate fully in our lessons and are fully engaged to achieve the best that we can

C - Caring and Compassionate
We are kind, cooperate with each other and show empathy to others as well as the environment

T - Truthful
We are honest and take responsibility for our own actions

Dream - Believe - Achieve

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.

Our I Respect core values are at the heart of everything we do in school- for pupil and staff alike. We do hope you will join us in our mission to love out these values in our daily lives. Each week a pupil is chosen by the teacher for having excelled in displaying one of our core values. Which value seeps out of your pores? What value do you need to build and exercise more?

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.

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 3.15pm.
- 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 became a compulsory curriculum area from September 2020, although much of the content was already an integral part of our PSHE curriculum. It specifically 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 completed 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.

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 their 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.

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 at minimum:

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 or to an adult. Discussion of text.
Year 5	20 - 30 minutes reading each day	Reading with an adult or independently
Year 6	20 - 30 minutes reading each day	Reading with an adult or independently

There will be a weekly reading or phonics task set in the CGP books.

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:

The pages set by the class teacher in the CGP Maths workbook.

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 arriving 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) and the SEND Family Support Worker

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 SEND Family Support Worker, Mr Eric DeLong, is also available to support families whose children have an ANP, Additional Needs Plan or EHCP, Educational Health Care plan. Mr DeLong 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 suspension;
- 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@ryepprimary.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.ryepprimary.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.ryepprimary.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 a social 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 during the lesson introduction. Pupils are encouraged to use the toilets during break and lunch times. 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. Please speak to **Mrs Nice, our Assistant head for Inclusion**, as she oversees all Individual Health Care Plans for any medical needs.

The staff will administer first aid in accordance with the Academy's First Aid Policy.

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 must be collected ASAP from the school; again, they will not be allowed to travel home unaccompanied.

26.1 Sickness and Illness

We promote the good health of all children attending. To help keep children healthy and minimise infection, we do not expect children who are clearly infectious or too unwell to enjoy normal everyday tasks, to attend the school if they are very unwell. The school will also follow Academy policies on infection control.

In order to take appropriate action in relation to children who become ill and to minimise the spread of infection, we implement the following procedures:

- If a child becomes ill during the school day, we contact their parent(s) and if appropriate will ask them to pick up their child as soon as possible. During this time, we care for the child in a quiet, calm area, wherever possible;
- **We follow the guidance given to us by the UKHSA (United Kingdom Health Security Agency/ Public Health England (formerly the Health Protection Agency) in Guidance on Infection Control in Schools and other Child Care Settings and advice from our local health protection unit on exclusion times for specific illnesses, e.g. sickness and diarrhoea, measles and chicken pox, to protect other children in the school;**
- Should a child have an infectious disease, such as sickness and diarrhoea, they must **not return to school until they have been clear for at least 48 hours;**
- We have the right to refuse admission to a child who is unwell. This decision will be taken by the Headteacher and is non-negotiable;
- Parents are requested to regularly check their children's hair for head lice. If a parent finds that their child has head lice, we would be grateful if they could inform the school so that other parents can be alerted.

26.1.1 Meningitis procedure

If a parent informs the school that their child has meningitis, the Headteacher will inform the PHE Surrey and Sussex Health Protection Team.

We will follow all guidance given and notify any of the appropriate authorities.



26.1.2 Transporting children to hospital procedure

School staff must:

- Call for an ambulance immediately if the sickness is severe. DO NOT attempt to transport the sick child in your own vehicle, unless specifically asked to do so by emergency services;
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital;
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together;
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter;
- Inform the Headteacher immediately.

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 for some children, in an extreme emergency. 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. Although we regularly check the expiry date on inhalers and all medication, it is the responsibility and duty of the parents to ensure that any inhalers or medication we have in school, are always well within the expiry date.



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

Parentpay is the platform we use to provide a parental payment system for school trips and other significant activities or resources. There are also times where we use the online platforms, Tucasi/Scopay, for other online payments, such as for payment of Starfish pre-school fees. 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 Headteacher 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. You can also update your personal information yourself, this can be completed by logging on to the school's MIS, management Information System: Arbor. **It is a parent's responsibility and duty to ensure that we always have the most up to date contact details for your child.**

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>