



# **Branwood Preparatory School**

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## **School Handbook**

**2017/2018**

*Pupils' safety and behaviour in lessons and around the school are outstanding. The school provides a caring environment and, as a result, pupils are eager to learn and show high levels of respect for each other.*

*The school environment is a harmonious and friendly one, and pupils look forward to coming to school. One pupil commented, 'In our school we are like one big family.'*

*Pupils display outstanding attitudes to learning and enjoy access to an extensive range of learning activities.*

*Ofsted Report July 2014*



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## MUCH MORE THAN AN EDUCATION...

- A stimulating and challenging environment
- A wide range of resources and activities, including a variety of extra-curricular activities
- Teaching of the highest standard
- Developing confidence, independence and well-rounded boys and girls
- An extended school day available from 8am until 5.45pm
- Holiday Clubs and courses available
- A full day in Kindergarten offered from age three

## CONTACTING THE SCHOOL

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Eccles  
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Email: [office@branwoodschoo.co.uk](mailto:office@branwoodschoo.co.uk)  
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Headmistress Mrs C. E. Follett

## GLOSSARY

Capacity	The maximum number of pupils that can be accommodated in the school.
Co-educational	Attended by boys and girls
Curriculum	Areas of study offered by the school i.e.
National Curriculum	The national curriculum is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject. As a private school Branwood does not have to follow the national curriculum.
Extra-Curricular	Takes place out of usual school hours

## OVERVIEW OF THE SCHOOL

Branwood Prep. School was founded in 1928 in Eccles, Manchester. The School provides an outstanding education for children aged between 3 and 11 (Kindergarten 1 to Form 6), primarily preparing boys and girls for entry into The Manchester Consortium of Independent Grammar Schools and the Trafford Grammar Schools.

### ETHOS

The heart of the school is academic excellence. We have high expectations of all our children and offer the guidance, support and teaching to ensure the success of every individual.

Branwood is also a happy, caring and cooperative school community which celebrates learning in many forms. Trustees, Governors, Staff and parents all work together to develop a school which provides the opportunities for all pupils to become capable, confident and thoughtful members of society.

The school is nominally Christian but we have a wide representation of many cultures and faiths in our school.

Branwood Preparatory School provides the perfect environment and the teaching and learning necessary for every child to become successful independent learners and well-rounded individuals. As the children grow and progress through the school we ensure that each child's potential is met as we prepare the children for their lives ahead.

### AIMS AND OBJECTIVES

Branwood aims to provide the teaching and learning necessary to enable every child to be independent learners and well-rounded individuals. As the children progress through the school we aim to ensure that each individual is able to pass the Entrance Examinations at age eleven in to the schools which form The Manchester Consortium of Independent Schools, whilst also having prepared the children for the Trafford 11+ examinations.

We provide a continuous and progressive education through the following:

- For Staff to work as a team to devise and operate detailed schemes of work, incorporating as necessary elements of the National Curriculum, which will ensure the necessary progression towards the 11+Examinations.
- The progress of the children will be regularly monitored and as required plans will be revised to meet their needs.
- The basic skills of speaking, reading, writing and numeracy are regularly taught and explored throughout the whole school.
- All schools within The Manchester Consortium are liaised with on a regular basis to ensure for the children that the correct curriculum is in place and that the children enter the school that is right for them.

Children learn in different ways and at Branwood we aim to:

- Enable children to work individually, in pairs, in small groups or as a whole class.
- Ensure that the classroom environment is appropriate to the lesson being taught, therefore it can be silent, quiet or sometimes very noisy!
- Ensure that all Staff talk, demonstrate, listen, guide, assesses and discipline as necessary.
- Employ a carefully chosen range of teaching styles and classroom organisation dependent upon the learning objectives of the lesson being taught
- Encourage all children to have growing sense of awareness of their own learning and development
- Ensure that all children are given the opportunity to excel

At Branwood we apply strong moral values to all that we do, and within our collective worship we guide the children to grow morally, culturally and spiritually by:

- Regular praise and a feeling of security to help the children develop self-esteem
- Encouraging curiosity and an understanding of perseverance to develop greater independence in the children's learning and open and questioning minds
- To offer positive rewards and fairly applied sanctions to promote good behaviour, which comply with the school's reward/discipline policy
- Encouraging all children to show a caring and respectful attitude to other people's belief and feelings
- Listening to the children's ideas and suggestions and involving them in some decision making to encourage their social development as future citizens

We aim to provide a safe and stimulating environment in which our children can learn:

- We endeavour to follow all health and safety legislation and to operate within best practice guidelines
- We ensure that the safeguarding and security of all children is given the highest priority
- We aim to ensure that the internal and external fabric of the building is maintained to the highest possible standard to ensure the most pleasant working environment for both children and Staff and for all visitors to our school
- We aim to provide the best quality furniture and fittings within the restraints of a budget and to ensure the replacement of broken or worn-out items as soon as possible
- We aim to ensure that the outside provision is suitable for all children as a valuable educational resource and play area
- We develop a stimulating, safe and exciting working environment for all

## **CURRICULUM SUMMARY**

As part of the educational process and the development of the 'whole child' the school aims in the early years to give a sound and widely based general education.

Consequently, during the Early Years Foundation Stage, we recognise the need for child led play and interactive learning. However we also believe in the necessity for an

element of more formal and traditional teaching and learning. All younger children read to their teacher or teaching assistant daily.

In accordance with our Independent Grammar School entry objectives we concentrate on the necessary examination syllabus in the later stages of a child's career. The focus shifts towards building strong mathematics and English skills supported by the development of deep critical thinking and reasoning abilities. Other curriculum areas are not neglected however and we also provide weekly music lessons, Information and Communication Technology (I.C.T) and P.E.

A more detailed breakdown of our curriculum is given below.

## FACILITIES

The School is purpose built and offers well equipped classrooms, spacious grounds, an assembly hall/gymnasium, dining hall and kitchen. All our food is prepared 'on site' and a sandwich or vegetarian option is provided daily. We have two 'all weather' Astro turf sports pitches, a large playground, and a grass lawn.

The pre-reception building opened in 1998, and is specifically designed for children of this age group. The facility is self-contained and has its own garden and enclosed playground.

The school is organised into a pre-prep department for three to seven year olds and a prep department for eight to eleven year olds. School opens at 8.00am when children are supervised until registration at 8.30am. Following school we have an 'After School Club' with activities, and the facility to complete homework, from 3.00-5.45pm.

## EXCEPTIONAL ACHIEVEMENT

Branwood children never fail to produce remarkable results in their examinations and whilst quoting concrete statistics is a potential minefield it's safe to say that our children generally receive an average of between 3 and 5 offers of places each into high quality independent secondary schools. For example, in 2016/2017 the 14 pupils in Form 6 achieved an average of 3 grammar school offers per pupil.

## HOME AND SCHOOL LINKS

From the pre-school stage, parents and carers are encouraged to become active partners with the school in the education of their children. Before starting school, new entrants attend induction mornings. At the same time, parents and carers are introduced to our school and are prepared for the coming learning journey your children will take at Branwood.

It is hoped that parents and carers will begin their involvement in the school by becoming involved in the events which take part in the school e.g. by attending curricular workshops for parents on a yearly basis, promoting book clubs and book fairs, by providing support through the various fundraising activities which take place and by generally becoming active members of the school community.

On occasions when there are school productions or assemblies parents and carers are welcomed to the school.

Evenings for parents and carers regarding the curriculum and children's progress will be held in school.

At any time in the course of the school year, parents and carers are welcome to discuss with the Headmistress or Form Teacher, any aspect of their child's education or development, or any concern they may have.

Parents are integral to the education of their children so we work with parents by:

- Effective communication between school and home. Regular newsletters and a continuously up-dated school and PTA websites keep parents informed of school events.
- Encouraging parents to support school activities and so help their children value school life.
- Asking parents to support their children's learning at home by monitoring homework, and reading together on a regular basis therefore ensuring comprehension and progression.

## ACADEMICS AND OUR CURRICULUM

### THE SCHOOL CURRICULUM

At the heart of Branwood lies the aspiration that all children and young people should be successful learners, confident individuals, responsible citizens and effective contributors.

We define the scope of the curriculum as extending beyond subjects to include:

- The ethos and life of the school
- Curriculum areas and subjects
- Interdisciplinary projects and studies
- Opportunities for wider achievement.

Children and young people enjoy making progress and find satisfaction in meeting the challenges posed by a curriculum that engages and motivates them.

We recognise that children and young people progress at different rates and we have a great focus of teaching the skills of literacy and numeracy to ensure they are prepared for their future lives.

The Curriculum is organised under the following headings:

- English
- Maths
- Science
- Geography
- History
- Expressive Arts - music, art, design technology, drama, P.E.

- Religious and Moral Education
- PSHCE/SMSC
- I.C.T.

Teachers plan exciting and challenging studies where each of the curriculum areas makes its own unique contribution to developing the four capacities of children and young people. Teachers have much more freedom to teach in innovative and creative ways.

Assessment is an integral part of learning and teaching. Teachers use assessment practices which involve high quality interactions with children and young people based on thoughtful questions, careful listening and reflective responses which help children to achieve their aims and to develop their learning and thinking skills.

We ensure effective use of Summative Assessment and teachers use Formative Assessment to formulate next steps in learning. All of which is recorded and continuously tracked to support children's learning, and is also shared with parents.

## THE SCHOOL CURRICULUM ACTIVE LEARNING

We promote Active Learning in order to support our children's development.

Active Learning is learning which engages and challenges children's thinking using real-life and imaginary situations. It takes full advantage of the opportunities for learning presented by:

- Spontaneous play
- Planned, purposeful play
- Investigation and exploring
- Events and life experiences
- Focused learning and teaching

supported when necessary through sensitive intervention to support or extend learning. All areas of the curriculum can be enriched and developed through play.

## ACTIVE LEARNING AND THE FOUR CAPACITIES

Active learning in the early years can support children's development of the four capacities in many ways. For example, they can develop as:

- **Successful Learners** through using their imagination and creativity, tackling new experiences and learning from them, and developing important skills including literacy and numeracy through exploring and investigating while following their own interests.
- **Confident Individuals** through succeeding in their activities, having the satisfaction of a task accomplished, learning about bouncing back from setbacks, and dealing safely with risk.
- **Responsible Citizens** through encountering different ways of seeing the world, learning to share and give and take, learning to respect themselves and others, and taking part in making decisions.

- **Effective Contributors** through playing together in leading or supporting roles, tackling problems, extending communication skills, taking part in sustained talking and thinking, and respecting the opinions of others.

## MATHEMATICS

Our Mathematics curriculum ensures children have a firm grasp and clear understanding of:

- Problem solving and enquiry
- Information Handling
- Shape, position and movement
- Number money and measurement

## ENGLISH LANGUAGE

The four aspects of language are reading, writing, talking and listening and these are used as a guide to our teaching and learning in English Language.

Reading is the cornerstone to children being able to access all the other areas of the curriculum. We place great emphasis on the teaching of phonics, spelling and reading skills to ensure the children are equipped to reach their potential in all that they do.

We foster in our children a love of reading and books and we place great importance on reading for enjoyment. We celebrate Poetry Day, World Book Day and hold a Book Fair every year to encourage the children to read a variety of good quality texts.

We use a variety of resources to assist in the teaching and learning of reading.

The reading of fiction and non-fiction in a variety of genres is also very much encouraged in the school.

## MODERN LANGUAGES

A specialist languages teacher works with the children each week teaching Spanish. The principal aim of all language lessons is to develop children's knowledge, skills and understanding of languages through whole class, group and independent learning. The lessons will focus on teaching basic grammar and spelling patterns, playing games and learning songs, researching and learning about life in a different country and writing phrases and sentences in the Spanish language.

## ENVIRONMENTAL STUDIES/SCIENCES

- Science
- Technology
- Information & Communication Technology
- Humanities:
  - People in Place
  - People in the Past
  - People in Society

## EXPRESSIVE ARTS

Learning through the expressive arts develops skills acquired in other areas of the curriculum. The expressive arts bring learning to life and provide the children with the opportunity to develop self-expression practically and imaginatively.

Subjects include:

- Music
- Drama
- Physical Education
- Art and Design

## MUSIC

The children are taught skills and techniques involved in using both the voice and musical instruments.

We have a musical performance at Christmas each year and during the summer term which all the children in the school are involved in. The children contribute very well to this and are very enthusiastic performers.

## DRAMA

Through drama, children explore roles and relationships using mime, movement, gesture and facial expression, thus developing their imagination.

## PHYSICAL EDUCATION

Physical Education is vital to the health and well-being of the children who receive at least one hour of Physical Education each week. We invite a number of organisations to assist in delivering Physical Education which at times includes:

- Manchester United Football Club
- Professional Cricket Coach
- Professional Lacrosse Coach
- Professional Gymnastics Coach
- Professional Judo Coach

All upper school children also have weekly swimming lessons from February to July each year.

## ART AND DESIGN

Art and design is an integral part of the curriculum. Within it, children explore the use of different materials, techniques, skills and media thus encouraging self-expression.

## RELIGIOUS EDUCATION

All children in school are offered the opportunity to learn about the beliefs and cultures of different religions around the world. This is done through reading stories, acting out scenarios e.g. in assemblies, focused study and class visits. Children will have the opportunity to learn about:

- Christianity

- Judaism
- Islam
- Sikhism
- Buddhism
- Hinduism

## HOMWORK

Regular practice of doing homework ensures for our pupils the habits, structures and encouragement that take learning from a teacher/school orientated activity to the practice of independent learning and learning for life. It encourages sound practices and enables good communication between parents and teachers who share the responsibility of supporting their children in reaching their individual potential.

It is vital that you support the school over the proper completion of homework. The most important help you can give at home throughout a child's Branwood career is in supporting the reading homework schedule in place at the child's particular level in the school. All older children, right up to Form 6, should be heard reading aloud at home as well as at school.

Except on special occasions, and with Form 6 towards the end of an academic year, children who claim to have no homework are being less than truthful.

A routine is important. Get a good compromise plan that sets homework as a priority but gives as much scope as possible for other activities.

Sympathetic guidance that ensures that the child is learning from your help is what is needed. If there is a real problem, tell the teacher.

Parents should check homework and insist on a child producing their best standards of care and neatness.

Homework is in most cases done on the night it was set, and brought back the following morning, Friday to Monday being the obvious exception. Teachers plan marking time and handing back time, and it does not help to find that a child has not done homework at the same time as all the other pupils.

Homework:

- Provides effective links between parents, teachers and pupils
- Provides parents with information and awareness of the current work being covered in class and methodologies being used
- Can reinforce or extend class work
- Helps form good study / work habits
- Provides the opportunity for independent study and lines of enquiry
- Helps children to "catch up" e.g. after absence
- Provides an opportunity for parents and children to work together

Homework will be:

- Related to class work
- Well explained and with a clear purpose
- Varied
- Manageable with regards to time
- Challenging but not too difficult
- Likely to promote confidence through success
- Recognised and rewarded
- Supported by parents and teachers

Rules and guidelines on homework should be understood by pupils and parents alike.

Class teachers will record all prescribed homework.

Where the emphasis on homework is on written tasks and is cross curricular, homework will include using the development of reference enquiry and reporting skills.

In Form 6 the majority of the homework will be based around past examination papers from all of the Manchester Consortia of Grammar Schools.

A homework diary will be a record of all homework tasks for a week. Each entry will be clearly stated and dated. This may be recorded within a separate diary or as part of the reading record book. For older children it could be noted within their exercise book.

### **SPECIMEN PAPERS**

Parents often obtain specimen entry papers from the senior schools, and then set them to children at home. Wherever possible this practice should be avoided for it simply deprives the school, which has all the specimen papers anyway, of trial and test material. If you want to do such work at home, please use older papers.

### **ENTRY EXAMINATIONS**

Parents are expected to extend to the school the courtesy of a written indication of a pupil's entry for an examination to another school at any stage other than 11+. However the pattern preferred by Branwood is that pupils remain at the school for their entire primary stage up to 11+.

### **ASSESSMENT AND REPORTING**

Pupils' progress is continuously assessed by the class teacher's observation and evaluation of pupils' work in both formal and informal situations in the five curricular areas of:-English Language, Mathematics, Sciences/Environmental Studies, Expressive Arts, Geography and History (Humanities), and Religious and Moral Education.

A written report will be sent to parents on a half termly basis, together with a grade sheet looking at effort and behaviour. Full written reports are provided at the end of the Winter and Summer terms. There will be a parents' contact evening twice a year for lower school and upper school.

Should any parent wish to see a class teacher or the Headmistress regarding their child's progress at other times during the year, then this is always possible to arrange via the school secretaries.

## SPIRITUAL, MORAL, SOCIAL AND CULTURAL

Religious Education makes a distinctive contribution to the curriculum in helping pupils towards a distinctive set of beliefs, values, attitudes and practices. Other aspects of the school ethos and curriculum also aim to help pupils in their search for answers to life's deepest questions. It encourages pupils to become aware of a wide range of religious interpretations of personal experiences and of their importance to believers and fosters attitudes of open enquiry and awareness of prejudice.

## GENERAL AIMS OF ASSEMBLIES

Religious Education should encourage pupils, over their school life to recognise religion as an important expression of human experience and reflect on and respond to, the values, beliefs and practices of religious traditions within our community and beyond.

In Religious Education the attainment outcomes are:

- knowledge and understanding
- skills in relation to Christianity and other world religions e.g. Judaism and Islam, personal search

Religious Observance should express, develop and deepen the faith of the individual, school and the community. It should allow pupils to experience the community at worship and help pupils to confirm and deepen their own prayer life, sacramental life and commitment.

Parents do have the right to withdraw their children from religious instruction. This would be discussed between parents and the Headmistress on the admission of children to the school.

Parents and carers from religions other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events.

Only written requests detailing the proposed arrangements will be considered.

## EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

Equal Opportunities means ensuring that all pupils, irrespective of belief, race, culture, class, gender and disability, are provided with an education which allows them to develop their potential. Such an education recognises the uniqueness of the individual through ensuring that all pupils are equally valued, respected and cared for and have access to the full range of appropriate activities and experiences.

The aim of the school is to promote equal opportunities and social justice by providing a wide range of educational opportunities, activities and interests for all children and by fostering good relations with the community.

We take pride in our very good relationship with parents.

Through many school activities, we are in touch with the wider community.

Any parent or carer wishing further information or advice should contact the Headmistress.

## SCHOOL COUNCIL

The School Council meet regularly between October and May and discuss a range of possible and practical improvements in the classroom, the playground and the school in general. Issues and concerns raised by pupils through their School Councilors can also be discussed at length and prioritised before being passed on to the Headmistress and the School Management Team. Some of the issues raised are listed and a record of the feedback offered by SMT can be found on the School Council display board.

Our 'School Council' consists of eight children from Form 5 and 6, although we would like to increase it to include a range of children from across the school and is led by Mrs Follett. These children applied to be representatives and attend regular meetings to discuss relevant matters of interest concerning school organisation and development.

The School Council will be actively involved in decision making within the school and will conduct surveys to gather views and opinions from their peers. Any child in the school may put forward a suggestion to the School Council by simply posting a note into the newly introduced 'suggestion box' which will be located in the reception area. A response will be made by the School Council either personally or during one of our school assemblies.

## ADDITIONAL SUPPORT NEEDS / ACCESSIBILITY STRATEGY

The school has a duty to ensure that all of our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their children. This will involve, for example, relocating the venue for parents/guardians meetings to facilitate physical access; provision of an interpreter for deaf people; agreeing a phone contact system to provide direct feedback to parents and carers. By agreement with the Form Teacher and parent/carer extra support for children can be arranged. This can be, for example, after long term absence or where difficulty in learning is being experienced.

### PHYSICAL ACCESS

There is no lift within the school. Handrails are installed on the front stairways and there is an accessible toilet on the ground floor.

### COMMUNICATION

Meetings for parents are held in the assembly hall on the ground floor of the school. Should any parent or carer require a ramp for access then this is located outside the doors leading in to the school dining room.

## CURRICULUM

The curriculum is as outlined in this handbook and in Curriculum Overviews which are sent home. When necessary reasonable adjustments are made to allow all children to access the curriculum.

## STAFF DEVELOPMENT

Should the teacher require further training to support children with physical disabilities the appropriate courses will be arranged.

All Staff have access to Continuous Professional Development as agreed with the Headmistress and as part of the school's appraisal programme. This enables Staff to be fully up-to-date with developments in curriculum matters and many other aspects of education.

## SCHOOL AND THE COMMUNITY

We are developing stronger links with the community and we welcome visitors to the school.

The school is developing links with the Community Police who have provided talks to the children on the many aspects of personal safety.

Revd Ann-Louise Critchlow, vicar of St.Andrew's Church Eccles visits the school on a termly basis to give Assemblies.

The School Carol Service is held at St.Andrew's Church Eccles.

The school choirs and instrumentalists visit Otterburn House each year and entertain the residents there.

We endeavour to support local events and activities and local groups.

The school facilities are used by the local community for a variety of purposes.

## EXTRA-CURRICULAR ACTIVITIES INCLUDING OUT OF SCHOOL HOURS LEARNING AND STUDY SUPPORT

Facilities available at the school for sports and outdoor activities are:

- The assembly hall
- Astro turf
- Playgrounds

These facilities within the school are excellent. We have a good building with a large assembly hall. The school has well-kept grounds including a large paved playing area, a grassy playing area and two all weather astro turf. There is ground level accessibility to the assembly areas.

The school has thriving football teams, a netball team, a group of cross country runners who regularly take part in the Salford Cross Country Races on Saturdays throughout the

year, whilst also welcoming lacrosse, rugby, dance, gymnastics and judo teachers in to the school for extra curricular activities.

We promote healthy living.

We also have a very successful choir who have performed on Channel M, at the Young Voices Concert at the M.E.N, and sing Carols to the residents of Otterburn House. Choir practice takes place on Friday lunchtime, and is open to Forms 3 to 6.

## PRACTICAL MATTERS

### SCHOOL HOURS

School Open	8.30 am
Break	10.30 -11.00 am
Lunchtime	12.00 - 1.30 pm (staggered)
Home Time	3.00 pm (KG1) to 3.30 pm (Form 6)

### AFTER SCHOOL CARE

After School Care starts at 3.00 pm and finishes at 5.45 pm. Children from KG1 will be taken across to the main building by a teacher. After School Care will be invoiced each term.

### SCHOOL STAFF

Mrs C. E. Follett	Headmistress	MA. B.Ed (hons)
Mrs G. Hague	Form 6 Teacher	B. Ed (hons)
Mr. A. Whittell	Assistant Head (Academic). Form 5 Teacher	MA, BA(hons) PGCE
Mrs J. Walker	Assistant Head (Pastoral). Form 4 Teacher	Cert. Ed. Dist.
Miss L. Power	Form 3 Teacher	PGCE Primary Education (English)
Mrs L. Jones	Form 2 Teacher	BA (hons), PGCE
Mrs D. Houseman	Form 1 Teacher	B.Ed
Mrs L. Butcher	Spanish Teacher	PGCE French/Spanish
Miss J. Boulton	KG2 Teacher / Foundation Stage Leader	B.Ed (hons)
Mrs A. Headd	KG1 Teacher	T. Cert.
Mrs K. Cracknell	Music Teacher	BA (hons), PGCE

		(Music)
Mrs L. Hoyle	Academic Support Teacher	BA (Hons) Primary Education with QTS
Mrs C. Dickinson	Classroom Assistant	NVQ Levels 2 and 3
Mrs L. Courtney	Classroom Assistant	NVQ Level 3
Miss T. Johnson	Classroom Assistant	NVQ Levels 2 and 3
Mrs L. Relph	Classroom Assistant	Cache Diploma Level 3
Mrs D. Speakman	Classroom Assistant and After Care	NVQ Level 3
Miss L. Willetts	Classroom Assistant	NVQ Level 3

Mr R. Waugh	Visiting Guitar Tutor	LTCL (TD), ALCM
Mrs L. Le Coq	Visiting Violin Tutor	BA, PGCE
Mrs G. Flynn	Bursar	BA (hons)
Mrs J. Kemp	Secretarial Assistant	
Mrs M. Hadcock	Secretarial Assistant	
Mrs C. Pollitt	After Care	
Mrs E. Kelly	After Care	
Mr S. Martyniak	Caretaker and Groundsman	
Mrs J. Hamilton	Catering Manager	
Mrs S. Mack	Assistant Cook	
Mrs H. Whitehouse	Kitchen Assistant	

## BOARD OF TRUSTEES AND GOVERNORS

The Trustees and Governors may be contacted via the school.

### TRUSTEES

Mr T. Cramant	Mr M. Fletcher
Mrs J. Wilcox	Mr D. Taylor
Mr M. Foster	

### GOVERNORS

Mrs J. Wilcox	Mr P. Gallagher
Mrs T. Davie	Mrs J. Walker (Teacher Representative)
Mr M. Foster	

## ENROLMENT

In the first instance a parent or carer will contact the school and arrange an appointment to visit, meet the Headmistress and view the school.

Parents are eligible for the Early Years Grant available for children up to the age of 5 years.

## ENTRY CRITERIA

### *KG1*

All children must be aged 3 on the first day of the term they start school. All children must be toilet trained and out of nappies.

### *KG2-FORM 6*

Children will be interviewed by the Form Teacher and will complete an assessment to ensure that Branwood is the right school for the child.

## COMMUNICATION WITH PARENTS

We try to send all circulars out on a Monday, hence parents should ask pupils or check satchels etc., for messages on that day. However it is sometimes necessary to send circulars on other days too, therefore please check at other times as well.

## ATTENDANCE AT SCHOOL

Children's attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the Education Act (School and Placing Information) Amendment, etc Regulation 1993 requires each child's absence from school to be recorded in the school register as authorised: i.e. approved by the authority, or unauthorised: e.g. unexplained by the parent/guardian (truancy) or excluded from school.

When absence level gives cause for concern the Headmistress will consult with parents on the cause, its effect and how this will be addressed.

Parents/guardians do not have an automatic right to take their child out of school without permission during term-time. The Headmistress can only authorise time off during term-time in exceptional circumstances.

Exceptional circumstances include:

- short-term parental placement abroad;
- family returning to its country of origin for family reasons;
- the period immediately after an illness or accident;
- a period of serious or critical illness of a close relative;
- a domestic crisis which causes serious disruption to the family home, causing temporary relocation.

Time off during term-time for the following reasons is not acceptable and will be recorded as unauthorised absence:

- Availability of cheap holidays or desired accommodation;
- Holidays which overlap the beginning or end of term.

Clearly, with no explanation from the parent or carer, the absence is unauthorised.

## ABSENCE

On the first day of any spell of absence from school, please telephone or email before 10a.m. to inform the school. This is a safety precaution to ensure that no harm has come to the pupil en route to school. When your son or daughter returns to school please send in a written reason for our record keeping.

## GAMES

Please send a note when children are not to take part in P.E. or swimming and ensure that your child has the correct P.E. uniform. Notes should be signed and dated please.

## FAMILY HOLIDAYS

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only when attendance is otherwise satisfactory. Clearly where attendance is unsatisfactory, absence is unauthorised.

## FAMILY VISITS

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted and the pupil noted as an authorised absentee in the register.

## SCHOOL UNIFORM

It is important that, for comfort and safety, appropriate clothing should be worn for Physical Education.

For Health and Safety reasons children who do not bring their Physical Education Kit will not be permitted to take part in Physical Education.

Children receive Physical Education on Thursdays and Fridays, and parents are asked to ensure that children attend school dressed in PE kit on these days.

Whittaker's is the School Outfitters and all children are required to wear the uniform stipulated on the clothing list.

It is recognised that the wearing of a school uniform has many benefits for all concerned parents, pupils and school.

- A uniform is practical
- It is no more expensive than clothing children out of uniform - indeed often less expensive
- There is less pressure on parents to buy what is considered fashionable
- No comparisons are drawn between children
- Wearing uniform fosters community spirit and provides a sense of belonging and identity
- Respect for one another grows
- At events out with the school children are easily identifiable

## CASES/ BAGS/ SATCHELS

The school has a supply of appropriate Branwood bags, and a carrier in this style is required. When an older child goes swimming, a bag suitable for this activity is acceptable.

## NAMING OF CLOTHING

Please be sure that all clothes are clearly named. When something is lost, please let us know at once. Games clothing, pumps, trainers and football boots are very often left unmarked. All clothing, shoes and personal property must be taken home at the end of each term. Please check children's games bags promptly so as to discover not only whether items are missing, but also whether your child has accidentally brought home someone else's property.

## LOST PROPERTY

Lost property is kept in a basket which is immediately on the left under the fire extinguisher by the pupil's rear entrance to the main building. All lost property not named will be put into the basket. At each half term and at the end of term the remaining contents will be disposed of appropriately. Parents are free to look through the basket at any suitable time. All named lost property will be returned to its owner.

## SECOND HAND CLOTHING

A very helpful second hand clothing service is run in the school. Notification of the times and dates of sales is sent out to parents as and when appropriate.

## SCHOOL DISCIPLINE

The School aims for excellent behaviour and we promote positive behaviour at all times. In the first instance please discuss any problems or incident, social or academic, concerning your child with the form teacher or teacher concerned. If the matter does not then resolve itself please follow it up by contacting the headmistress. In all cases of worry or difficulty it is best to take action sooner rather than later.

Education is a partnership with school, home and the community. There is strong evidence to show that the way in which children perform at school is strongly influenced by what parents think, say and do in their lives.

Discipline is dependent upon co-operation between school and home and many disciplinary standards are set in the home. The main difference is that school rules are set for a large community of pupils and not for the smaller unit of the family where rules can be more relaxed.

When unsatisfactory behaviour becomes more than mischief, which can be dealt with by the school, and is unsociable and unacceptable, then the school will seek the co-operation of parents in dealing with such behaviour as soon as possible.

Means of dealing with unacceptable behaviour range from a simple verbal warning to exclusion from school.

- Merit mark - given for good work and behaviour.

- Conduct mark - given for unsatisfactory behaviour in the first instance.
- Send Up - given as a measure of continued unsatisfactory behaviour, or physical abuse of another person.
- Poor Copy - as a warning that work could be better.
- Bad Copy - as a continued warning of unacceptable work, which may need to be re-done.
- Commendations - given for good work.
- House Competition and Prizes - all merits and commendations work towards this.

As well as providing support for parents and pupils it is hoped that the above procedures continue to make exclusion from school a last resort.

## MEALS

School meals are provided in the school in the dining area from 12.00 pm daily.

The children are provided with a wide choice of healthy meals and snacks.

Free milk is available to all children daily.

Children who have special dietary requirements can be accommodated by the school. Parents/Guardians should discuss any such requirement with the Headmistress.

## THE BREAKFAST CLUB

The school has a breakfast club which runs every morning and is available free of charge to all children. Drinks and light snacks are available.

## WATER

Children are encouraged to drink water during the school day, and have access to fresh drinking water during break and lunchtimes and in each classroom throughout the day.

## MILK

Free milk is available for all children at break time and lunch time.

## PICKING UP AND DROPPING OFF

Please ensure that a change of collector is notified to the school and that all collectors are known to staff.

For obvious safety reasons children waiting for parents must be in specified areas inside the school boundaries. Up to and including Form 2 the area is their classroom. For Forms 3 to 6 the area is the science room by the rear entrance to the main school building. Please support these safety precautions.

## PARKING

In the morning gates will be opened at 7.30 am and will close at 8.40 am. Any children arriving after 8.40 am should enter the school through the front entrance. In the afternoon the gates will be opened at 2.50 pm and closed at 3.40 pm.

On days when a coach is awaited after a trip, would parents please be sure that room is left for the returning coach to park in front of the Branwood railings.

## ACCOMPANYING CHILDREN

Parents are asked to stop accompanying children into the classrooms as soon as the child is able to cope alone. This should normally be by Christmas in the KG2 stage.

## MEDICAL AND HEALTH CARE

Where the administration of medicine etc., at school is essential, the school will do everything possible to co-operate, but parents are asked, for safety reasons, to avoid bringing in medication unless absolutely necessary.

Parents are reminded of the necessity to inform the Headmistress of any medical problems or requirements which affect their child whether these be long term or short term.

It is extremely important that parents provide the school with the name, address and telephone number of a responsible adult as a contact person in the case of illness or emergency.

Should a child become ill in school, parents or the contact person will be contacted by the Headmistress, a senior member of staff or a clerical support assistant on behalf of a senior staff member in the school so that the child can be taken home.

It is of vital importance that the contact person has a telephone and is within easy reach of the school.

## INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions there are circumstances which arise which lead to disruption.

Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases we shall do all we can to let you know about the details of closure or re-opening.

We shall keep you informed by using letters, email and text messages and by the use of the homepage on the school website at <http://www.branwoodschool.co.uk>

## LEGAL, SAFETY AND POLICY ISSUES

### ANTI-BULLYING POLICY

The school has a clear policy on anti-bullying.

Bullying behaviour cannot be tolerated and action taken against such will be immediate and effective.

Fortunately bullying on a serious scale seldom occurs in Branwood, but parents should be under no illusions. Persistent and proven cases of bullying of any kind would lead to

serious consideration being given to the expulsion of the culprit from the school. Please discuss any worries that you might have with the form teacher or headmistress.

The Rationale of our policy states that we wish to adopt a preventative approach to bullying behaviour, and by promoting positive behaviour ensure an anti-bullying climate in our school. Any parent wishing a full copy of the policy may have one on request.

## **DEALING WITH RACIAL HARASSMENT**

The Race Relation Act of 1976 makes it unlawful to discriminate against someone because of her/his colour, race, nationality, ethnic or national background

In 1999 the guidelines, "Dealing With Racial Harassment" were issued to assist all teaching staff in dealing with such incidents.

The adoption of an anti-racist approach should be seen as one of the continuing attempts to improve the quality of education.

## **SUPERVISION IN SCHOOL PLAYGROUND**

An adult presence is provided in the playground at breaktimes, and lunchtimes. During morning break there are two teachers on the playgrounds and one in the first aid room. At lunchtime there are three lunchtime assistants on the playgrounds and one in the first aid room. During the wet days children return to their Form Rooms and are supervised by adults on a rota-based system.

## **CHILD WELFARE AND SAFETY AND CHILD PROTECTION**

All educational establishments and services must take positive steps to help children and young people protect themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children/young people have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

As with other areas of the curriculum, you will be kept informed of the health and personal safety programme for your child/young person's establishment.

Educational establishments and services must create and maintain a positive ethos and climate which actively promotes children and young people's welfare and a safe environment by:

- Ensuring that children and young people are respected and listened to
- Ensuring that programmes of health and personal safety are central to the curriculum
- Ensuring that staff are aware of child welfare & safety and protection issues and procedures
- Establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children and young people

Should any member of staff have concerns regarding the welfare or safety of any child or young person they must report these concerns to the Headmistress or Assistant Heads in the first instance. The Headmistress, or the Assistant Heads, after judging that



- Failure to comply may result in extra collection costs being applied to your account
- The Bursar must be notified in writing of any extenuating circumstance whereby settlement of this account before the first day of term is not possible