

2023
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2024



Kingsthorpe Grove Primary School

Prospectus



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WELCOME FROM THE HEAD TEACHER

I have pleasure in writing the introduction to the school prospectus which I hope you will find helpful.

We are proud of our school, its pupils and staff. At Kingsthorpe Grove we firmly believe that every child deserves the best and we strive to provide them with a high-quality education that enables each to reach their full potential academically and socially. We value good relationships between teachers and children, home and school, and between school and the wider community. We are always pleased to see parents in our school, both formally and informally. Above all the staff and Governors aim to be supportive, challenging and caring. Within a safe, stimulating and inclusive learning environment we promote equality of opportunity for all. Kingsthorpe Grove provides a high quality education within a caring supportive framework. Children need to be willing to learn and work within the behaviour code of the school.

We had an Ofsted Inspection in April 2018. We continued our grading of 'GOOD'. "Pupils conduct themselves extremely well around the school. They listen attentively in class and concentrate on their work. The schools provision for pupils with autism is a strength and is fully embedded in the life of the school."



We will not rest and will always continue to work hard to improve our provision.

Alison Dolan - Head Teacher

THE HISTORY AND TRADITION OF KINGSTHORPE GROVE

Kingsthorpe Grove School was established as a school in 1906 and has since that time been central to the local community.

Although the building is over 110 years old, it is a fine example of early 20th Century architecture and is a listed building, which we are all proud of it. Our school emblem is an owl; this is depicted in the beautiful stained glass window in the school.

The school has undergone several changes in status over the years and underwent a major building programme and refurbishment 10 years ago.

The majority of pupils come to Kingsthorpe Grove from the area close to the school. We aim to provide each of our pupils with a sound education within a caring and inclusive environment.

The school has a thriving Nursery unit, which opened in 1987; there are a combination of part time and full time places available. The Nursery is fully integrated into the school Foundation stage team and follows the National Early Years Foundation Stage Curriculum.

The school also has a Special Provision Unit for 28 students diagnosed with ASD aged between 4 and 11 years. The provision enjoys an excellent reputation within Northamptonshire. The provision has been greatly improved and extended within the building programme providing excellent facilities for both pupils and staff.

Open days for new entrants and information evenings for parents of new entrants are held in the summer term preceding entry. Staff are available to share information about our school and answer questions that parents may have.



SCHOOL AIMS, ETHOS AND VALUES:

At Kingsthorpe Grove Primary School, we aim to:

- Provide a safe, secure, friendly environment where everyone's contribution is valued and respected and where the well-being of the individual is paramount.
- Supported learning that offers challenging opportunities that enrich and encompass all areas of the curriculum within an inclusive setting.
- Communicate and work in partnership with children, parents, staff, governors and the wider community.
- Ensure that all pupils take an active role in citizenship by developing mutual co-operation, respect and an awareness of the multiplicity of cultures and backgrounds in our world.

SUPPORT FOR PARENTS AND PUPILS

The school is proud of its work towards supporting parents and carers. Our families are supported by two Family Workers.

Pupils who are experiencing barriers to learning are supported by the Learning Mentor.

We have a Lead Behaviour Professional, Teresa Ives, who offers support to encourage positive behaviour management across the school.

The first port of call for children and parents who have concerns about bullying is the class teacher and Teresa Ives.

Our school is under-pinned by a strong cohesive School Behaviour Policy through which pupils are encouraged to develop self-discipline, awareness of the feelings of others, respect, tolerance and positive attitudes. There is a zero tolerance towards violence of any kind.

The Behaviour Policy has been drawn up in consultation with staff, Governors, parents and pupils.

** Information sheet School Behaviour Statement included in (Appendix 2).*

The staff and Governors are committed to equal opportunities for all and every school policy includes an equal opportunity statement. Our school will not tolerate any form of racism.



STAFF COMMITMENT

We have a caring and enthusiastic team of teaching and support staff who are dedicated to supporting all pupils and encouraging each to reach their potential.

SCHOOL GOVERNORS

The Governing Body meet at least six times a year. Governors sub-committees include Standards and Finance/Personnel. Each committee meet on a regular basis. *(A full list of Governors is included with this pack in Appendix 1).*

ANTI-BULLYING POLICY

At Kingsthorpe Grove we take the issue of bullying very seriously. We have no place for bullying at our school, all pupils have the right to feel safe, happy and protected at all times.

With effect from September 2020, Kingsthorpe Grove Primary School have adopted the Anti Bullying Alliance's (ABA) definition of bullying which is: **The repetitive intentional hurting of one person or a group, by another person or group where the relationship involves an imbalance of power.**

Bullying can be physical, verbal, or psychological and can happen face to face or online. If isolated incidents occur, staff take swift action.

We work to promote the message that bullying is not acceptable at our school.

(An information sheet Anti-Bullying Statement is included in Appendix 3).

THE SCHOOL CURRICULUM

The school curriculum comprises of all learning and other experiences planned for the pupils. The Foundation Stage Curriculum and National Curriculum are important parts of this, including National initiatives.

- The school curriculum aims to provide opportunities for all pupils to learn and achieve their potential.
- The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare pupils for the opportunities, responsibilities and experiences of being in a tolerant multicultural British Society.

The Governing Body keeps the school's curriculum under review. Responsibility for this lies with the Standards Sub-Committee. Our curriculum is broad, balanced and inclusive and fulfils the requirements of the National Curriculum. It promotes British Values of rule of law, mutual respect and tolerance of other faiths and beliefs. Its implementation is consistent with the published aims of the school.

CURRICULUM SUBJECTS:

English

The main aims of the English Curriculum subject are: to foster a love of books and reading; to develop and enrich the language experiences each child brings to the school; to encourage the children to use Literacy confidently across the curriculum and to give each child the ability to communicate effectively. We complement our work in English with the use of our school Library.



Maths

The main aims of the Maths Curriculum subject are: to provide the numerical skills necessary for school and adult life while helping children to analyse and communicate information and ideas, to develop positive attitudes towards mathematics, enthusiasm for investigation and the ability to recognise and understand mathematical relationships.

Science

The main aims of the Science Curriculum subject are: to engage in practical, investigative, problem solving activities; to begin to understand the way things work in the world around them through their own investigation and observations; to help the children become caring people who respect living things and the non-living environment and who will not wish to waste natural resources; to develop skills of enquiry, and of dealing with information, that is useful in other subjects as well as Science.



Design Technology

The main aims of the Design Technology Curriculum subject are: to provide the children with the necessary skills to design, make, evaluate and improve products or artefacts and to appreciate the impact of technology on everyday life.

Computing

The main aims of the Computing Curriculum subject are: to develop the children's confidence and enjoyment in using IT; to develop children's capability to use IT effectively and to broaden their understanding of the uses of IT and to understand how to control technology.

The school is connected to Broadband Internet through a network. All classrooms at Kingsthorpe Grove are equipped with interactive whiteboards and projectors. We have Chromebooks which work as tablets and laptops utilising G-suite for education to use in KS1 and KS2 (these can be used as cameras, videos, tablets etc.)

History

The main aims of the History Curriculum subject are: to arouse an interest in the past; to introduce pupils to what is involved in understanding and interpreting the past; to help them to understand change and to develop their concept of time.

Geography

The main aims of the Geography Curriculum subject are: to help the children develop geographical knowledge and understanding based on direct experiences; to introduce them to geographical enquiry through learning about their own locality, home region and contrasting localities.

PE/Games

The main aims of the PE Curriculum are: to help promote physical development and competence; to teach pupils to know about and value the participation in physical activity and to develop an appreciation of skilful and creative performances across the areas of activity. Pupils have access to a purpose built Sports Hall and playing field.

Games skills are taught as an on-going part of the PE curriculum and playground games are encouraged and often led by adults. Sports days are held annually. Key Stage Two pupils receive coaching (e.g. Soccer) and participate in activities with cluster schools.

Music

The main aims of the Music Curriculum are: to provide opportunities to enjoy and participate in a wide range of musical activities; to value all that children can offer musically and to acquire increasing knowledge, skills and understanding of music.



Art

The main aims of the Art Curriculum are: to develop visual perception and provide opportunities for pupils to represent their perceptions using a variety of media, tools and techniques; to begin to develop an awareness of the use of visual symbols to convey ideas, information, feelings and emotions and to develop critical appreciation alongside a knowledge of different cultures and traditions in Art.

Personal Development

Staff and Governors care about the personal and social development of our pupils, wishing each to gain maximum benefit from their time at our school, reaching their full potential. PSHE (personal, social and health education) is an umbrella term which covers the new, statutory RSHE (Relationships, sex and health education). These areas of the curriculum helps to give our pupils the knowledge, skills and understanding they need to lead confident, healthy lives and to become informed, active and responsible citizens of the future. In addition, personal safety, sex education, drugs education and learning about rights form part of this curriculum area. This curriculum assists pupils to become self-confident, independent future citizens in today's diverse society.

A School Council is in place; this provides a forum for pupils to express their views on a regular basis.

(An information sheet Sex & Relationship Education included in Appendix 4).

Religious Education

Religious Education is taught using the Northamptonshire Agreed Syllabus. It enables pupils to consider and respond to a range of important questions related to their own spirituality, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.

Swimming

Swimming provision is provided for Year 3, 4 and 5. They follow the ASA Swimming Framework, which is about developing confident and competent swimmers. At the end of each stage, they will receive a certificate.

Children will need:

- Swimming trunks or costume (no bikinis or long shorts please)
- Swimming Hat (Essential and can be purchased at the office for £1)
- Goggles (optional)
- Towel

Extra-Curricular Activities

Staff and Governors are committed to providing a range of extracurricular activities and educational visits, including residential visits that will enrich the learning and experiences of our pupils. The school, in partnership with other providers, also runs a large number of before and after school activity clubs both in the school and at the sports hall.



For Key Stage 2 Additional Music lessons are available.

Please speak to Sheryl in the School Office for further information.

Homework

The school has a Homework Policy to support learning that takes place in school. This was agreed in consultation with parents in our Parent's Forum meetings. We ask that parents give support with homework tasks, encouraging learning and keeping children to deadlines for returned work. A Home/School agreement is in place at our school.

(Homework Timetable is included in Appendix 5)

School Trips and Visitors

We have a range of trips and visitors to the school. Please see example of previous trips taken and visitors to the school.

Nursery - Sywell Country Park & West Lodge Farm

Reception - Royal & Derngate, West Lodge Farm & Sywell Country Park

Year 1 - Twycross Zoo, West Lodge Farm & Raptor Xotics

Year 2 - National Space Centre & West Lodge Farm

Year 3 - Whipsnade Zoo & Woburn Safari Park

Year 4 - Harry Potter Studio Tour, Raptor Xotics & Kingswood Activity Centre

Year 5 - Inflatable Planetarium & Woburn Safari Park

Year 6 - Longtown Outdoor Learning Centre, Bletchley Park & London Theatre trip

Year 6 children have the opportunity to take part in a Residential trip (charge applicable). Please see details below.



A 2 night Residential at Kingswood Activity Centre – Year 6

A multi-activity programme with all the fun of adventure but with a special focus on supporting pupils in adapting to change and developing social skills, perfect for the transition from primary to secondary school.

Every child will benefit from a Kingswood adventure. Character development is at the core of each Kingswood programme with a focus on confidence, resilience and life skills, which are delivered through a carefully designed mix of challenge, play and reflection. Programmes are designed to

specifically meet children's needs and link back to the core curriculum as well as developing environmental awareness and improve both mental and physical wellbeing.

KEY STAGE INFORMATION

Early Years Foundation Stage

Foundation Stage (Nursery and Reception classes – ages 3-5)

The Foundation Stage curriculum covers seven areas of learning to include:

3 Prime Areas

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

4 Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design



There are different areas of learning that provide a framework for the early year's curriculum. This does not mean that all children's learning is divided into areas. One experience may provide opportunities across several areas of learning and development. Well planned play is a key way in which children learn with enjoyment and challenge during the Foundation Stage.



World Book Day

Early Learning Goals:

The early learning goals are organised into the same seven areas of learning.

- They set out what most children are expected to achieve at the end of Reception Year.
- They are not a curriculum in themselves.

Some children will have exceeded the goals by Year 1; others will be working towards them.

Children aged three, four and five learn in many different ways. They are constantly encountering new experiences and seeking to understand them.

Key Stage One (Years One and Two – ages 5-7)

In Key Stage One, planning and teaching take place in accordance with the National Curriculums for English and Mathematics. Other national and local schemes alongside school-designed schemes are used for the teaching of other curriculum areas.

Children are taught phonic skills and early reading via the Read, Write Inc scheme. Staff are well trained in its delivery and it helps children to

Children are encouraged to learn through a variety of approaches which include practical hands-on learning, small group and whole class activities. Where possible the children are given the chance to learn from first-hand experiences through external visits, visitors to school, artefacts and use of computers.

Working links with other children across all year groups within the school is encouraged.

In the summer term links between staff and children in years two and three are increased to ensure smooth transition between Key Stage One and Key Stage Two.

At the end of Year 2 all students undertake National Assessments and results are reported to parents.

Key Stage Two (Years Three to Six – ages 7-11)

A range of local and national schemes are used for teaching other areas of the curriculum. Children are encouraged to learn through a variety of approaches including: practical tasks, small groups and whole class activities. We encourage first hand experiences such as visits, visitors, artefacts and computing.

Links throughout the school are encouraged and we make sure there is a smooth transition from Year 2 to Year 3 for pupils.

At the end of Year Six all pupils undertake National Assessments and results are reported to parents.

SPECIAL EDUCATIONAL NEEDS (SEN):

Staff and Governors are fully aware of our responsibility to provide for students with a range of special educational needs and keep our SEN Policy under review in line with national and local guidelines and statutory requirements.

The school works closely with West Northamptonshire's SEN Service and with other outside agencies.

Kingsthorpe Grove is justifiably proud of the SEN Unit for Autism, providing 28 places for pupils diagnosed with ASD.

SEN Order of Actions:

Special Educational Needs Support

Class teacher discusses concerns with the Special Needs Co-ordinator (SENCO) and IEP is set up in consultation with parents.

Education Health and Care Plans

If concerns persist then a request for Statutory Assessment may be submitted and the Local Authority will decide if an EHC Plan is needed.

Disability Access

As part of the school building programme, full disability access applies across the school. This is reviewed annually.

ASSESSMENT AND TESTING:

Staff monitor each pupil's attainment from Nursery onwards in line with Foundation Stage Curriculum and National Curriculum.

There are opportunities for parents to discuss their child's progress, meetings with teachers can be arranged when necessary.

COMPLAINTS PROCEDURE:

General Principles

This procedure is intended to allow you to raise a concern or complaint relating to the school, or the services that it provides.

An anonymous concern or complaint will not be investigated under this procedure, unless there are exceptional circumstances.

To enable a proper investigation, concerns or complaints should be brought to the attention of the school as soon as possible. In general, any matter raised more than 3 months after the event, being complained of, will not be considered.

This policy is not intended for parents/carers to raise issues regarding any safeguarding concerns about any member of staff. These should be raised immediately with the Head teacher, or the Chair of governors (if the complaint is about the Head teacher) via the school front desk.



Informal Stage

It is normally appropriate to communicate directly with the member of staff concerned. This may be by letter, by telephone or in person by appointment, requested via the school office. Many concerns can be resolved by simple clarification or the provision of information and it is anticipated that most complaints will be resolved by this informal stage.

In the case of serious concern's, it may be appropriate to address them directly to the Head Teacher (or to the chair of the governing body, if the complaint is about the Head Teacher).

If you are uncertain about who to contact, please seek advice from the school front desk.

Formal Stage

If your concern or complaint is not resolved at the informal stage you may choose to put the complaint in writing and pass it to the Head Teacher, who will be responsible for ensuring that it is investigated appropriately. If the complaint is about the Head Teacher, your complaint should be passed to the clerk to the governing body, via the school front desk, for the attention of the chair of the governing body.

The Head Teacher (or chair) may invite you to a meeting to clarify your concerns and to explore the possibility of an informal resolution. If you accept that invitation, you may be accompanied by a friend, if you wish, to assist you in explaining the nature of your concerns.

It is possible that your complaint will be resolved through a meeting with the Head Teacher (or chair). If not, arrangements will be made for the matter to be fully investigated, using the appropriate procedure. In any case you should learn in writing, usually within 5 days of the school receiving your formal complaint, of how the school intends to proceed. This notification should include an indication of the anticipated timescale.

Any investigation will begin as soon as possible and when it has been concluded, you will be informed in writing of its conclusion.

If you are not satisfied with the manner in which the process has been followed, you may request that the governing body reviews the process followed by the school, in handling the complaint. Any such request must be made in writing to the clerk to the governing body, within 10 school days of receiving notice of the outcome, and include a statement specifying any perceived failures to follow the procedure. The procedure described below will be followed. A review Request form can be found on the school website or a copy can be obtained from the school office.

Review Process

Any review of the process followed by the school will be conducted by a panel of 3 members of the governing body. This will usually take place within 10 school days of receipt of your request.

The review will normally be conducted through a consideration of written submissions, but reasonable requests to make oral representations should be considered sympathetically.

USEFUL INFORMATION

The School Day:

Nursery

School Hours 8:30am to 11:30am
 12:30pm to 3:30pm

Reception, KS1 & KS2

School Hours 8:30am-8:45am to Lunch at 11:45am
 Then 12:45pm to 3.15pm

EYFS entrances and exits

Nursery and Reception entrances doors open at 8:30am until 8:45am. The Nursery entrance is on St Davids Road and Reception entrance is in the Main Entrance gates.

Reception children are collected from the gate in the main entrance at 3:15pm.

Nursery children are collected from the door on St Davids Road at 3:30pm

A before and after school club is available from 7:30am and after school until 6:00pm. This is managed by Kool4kids and information as well as an application form are available from the office.

LUNCH

Parents may wish to take advantage of the provision of hot meals at lunchtime; these will be provided by Dolce, prepared on site and currently cost £2.40 daily for Years 3-6. Reception and Years 1 and 2 children are entitled to a free school meals. There is also provision for pupils to eat packed lunches brought from home. In line with Government Policy, all children in year groups Reception to Year 2 are entitled to a free meal. Parents need to order in the same way but will not be charged.

Families in receipt of Income Support and Income based Jobseekers Allowance are entitled to free hot meals for their children. Please ask office staff for further information.

WE ARE A NUT FREE SCHOOL. We have several children with a severe nut allergy therefore please do not send any nut based products into school.

SCHOOL UNIFORM

The school has a uniform policy. All pupils should wear navy sweatshirts with the school logo, grey skirts or trousers and pale blue polo shirts with the school logo. Grey tights can be worn. Uniform can be purchased from The Schoolwear Shop, 40-42 Abington Square, Northampton. Governors strive to keep uniform costs as low as possible. For your child's health and safety we request that sensible **black** shoes be worn without a heel. **Trainers are not permitted.**

(See appendix 6 for school uniform).

Please label all items of your child's clothing clearly.

ATTENDANCE AND PUNCTUALITY

Regular attendance and punctuality are vital to the success of all pupils in order that learning can be built upon. Attendance and punctuality form part of the school development plan and are given high priority, following National Guidelines on Attendance and Absence. The school works closely with the Local Authority to monitor pupil attendance.

The guidelines categorise absences as authorised or unauthorised. Examples of authorised absence include genuine illness, notified days of religious observance and family circumstances such as bereavement.

Unauthorised absences are those when no letter of explanation is provided by the parents or carers, or where reasons given are not similar to the examples above.

Children are expected to be in school by 8:45am. If a child is persistently late, they will be marked as unauthorised absence and parents may be issued with a Fixed Penalty Notice. The gates open at 8.30 and close at 8:45am. If you are late then you will need to sign in.

The Department for Education has amended the regulations in relation to school attendance and this now includes parents receiving a Fixed Penalty Notice for taking students out of school in term time. If your child has 5 unauthorised absences in a 6 week period, then you could be referred to the Local Authority for a Penalty Notice. A Penalty Notice of £120 per parent/adult for each student, reducing to £60 for early payment could be the outcome. This would require payment being made directly to the Local Authority within 21 days.

Non-payment will mean that the Penalty notice will rise to £120 after 21 days but within 28 days of receipt. If the penalty has not been paid within 28 days of issue the Local Authority may instigate legal proceedings under section 444 (1) of the Education Act 1996. If found guilty of an offence under this Act, parents will receive a criminal record and could be fined up to £1000.

I realise that the vast majority of parents do not take family holidays in term time as they recognise the significant impact this can have on their child's education. We support the government stance on trying to reduce the amount of school missed due to holidays and we hope that you will continue to support us by not planning a family holiday during term time.

To obtain a high level of attendance and punctuality we need parental support; please help us by these actions:

If your child is ill, please telephone the school office **each day** that your child will be absent – 01604 714674 then chose option 1.

If you know your child will be absent, i.e. a visit to the dentist, please send a note in advance.

If, through emergency, you will be late collecting your child at the end of the day, please telephone the school so that arrangements can be made for caring for your child until you arrive. (Children wait in the entrance lobby next to the school office.)

In Years 2 and 6 please do not take your child out of school during the period of National Tests (May).

HEAD LICE

Anyone can get head lice, but it is more common in children. Head louse infection is a problem of the whole community, not just the schools – many infections are caught from close family or friends.

** An information sheet is included with this pack (Appendix 7).*

SUPPORT SERVICES

Our Family Support Workers can provide details of outside agencies that give further support. Please speak to them for further information.

CHILDREN'S SAFETY AND JEWELLERY

For your child's safety, no false nails or jewellery is permitted at school, except studs in pierced ears. It is a good idea for children to leave their studs at home on days they are having PE.

SCHOOL SECURITY

The school has a security system on the main entrances into the school. If parents arrive after the start of the school day please report to the main Reception and sign your child in the late book. The school doors are locked from 8:45am daily.

The school has CCTV throughout the school corridors and most outside areas.

Appendix 1

GOVERNING BODY

Head Teacher

Mrs Dolan

Parent Governors

Mrs E Joyce

Chair of Governors/Co-opted Governor

Mr F Ashby

Vice Chair/LA

Mr T Woods

Co-opted Governor

Mr A Scandrett

Community Governor

Mr C Rockell

Staff Governor

Mr J Wilson

Co-opted Support Staff

Mrs V Foster

Ms G Sammons

Clerk to Governors

Ms S Turland

Appendix 2

School Behaviour Statement

At Kingsthorpe Grove we aim to ensure that all our policies take into account the rights of all children.

Kingsthorpe Grove Primary School aims to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure, and happy working environment for all.

This policy should be read in conjunction with the following policies:

- Anti-bullying
- Restrictive Intervention and Positive Handling of Pupils
- E-safety
- Inclusion
- Child Protection Policy

We have a home-school agreement (appendix a). This is an agreement accepted by all those who have children in the school.

Restorative Approaches

Underpinning this, our school is working towards using Restorative Approaches (RA). The reason for this is that *“RA place the needs of the harmed at the centre of the process. It recognises the need for the harmed to feel empowerment and for them to have a voice in what is essentially their harm.”*

RA is not about getting to the truth, as often the truth depends upon your point of view or perception. Children both with and without SEND often have, in their opinion, very valid reasons for their behaviour, as they may perceive things differently, depending upon their state of mind at the given time. What RA attempts to do is to provide the harmed a voice to say what **THEY** need to make it right, and for the harmer to acknowledge what they have done wrong, but also so that the harmed can hear why an event may have taken place.

Rewards

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children. Kingsthorpe Grove Primary School's scheme is based on a range of differentiated systems, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour. Younger children may gain more rewards than older children as older children are encouraged to be more intrinsically motivated.

Rewards

- Whole school have house points.
- Rewards should be plentiful, achievable by all, meaningful to the children.

- Optional for class to do own rewards to run alongside
- Once a reward has been given it should not be taken away.

Rewards may include:

- Class daily reward chart
- Stickers for learning
- 'Star of the Week' award
- Certificates
- House points
- 'Well done' post cards home
- Phone calls home
- Attendance awards
- Rewards linked to the Rainbow Room
- Class dojo

House points are awarded by all teaching staff and support staff. In addition, each class teacher gives oral or written praise. Teachers often have their own individual class rewards schemes that complement the list above.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

Dealing with incidents using Restorative Approaches

When a child approaches an adult making an accusation, a simple script can be used to deal with minor incidents there and then. There are five questions that make up this script. It is important that where possible, this is done as quickly as possible for minor incidents, and research shows that where used effectively, this can have a dramatic impact on reducing the incidents of negative behaviour.

The five questions are:

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who has been affected by what has happened? And in what way?
5. What needs to happen to make things right?

Depending upon the age and the ability of the child, you may need to reword some of the questions, but it is important that all the questions are asked.

Process:

The other important factor is the order to who they are asked:

1. Ask the harmer questions 1-4 first, so that the harmed hears them
2. Ask the same questions, 1-4 to the harmed, so that the harmer hears them
3. Ask the harmer to respond to anything that the harmed has just said
4. Ask the harmed question 5
5. Ask the harmer for a response, and gain agreement on reparation actions
6. If necessary set a time scale for any actions agreed.

At no point is the above process supposed to replace any sanctions, but is an important tool to help change negative behaviour patterns and allow the harmed to feel empowered to speak up and feel that they have had input to the process. It also allows the harmed to suggest the actions/sanctions for their actions, which they are more likely to comply with.

It should be noted, that this process will not work with all children, but it is important that where possible both sides have some of the process.

Staff will be given a small card, business card size, with the script on, and this should be kept on them, possibly with their school ID card, so that they can refer to it as and when the need arises.

Dealing with serious incidents:

Where an incident involves large numbers of children and or is of a serious nature, the matter will need to be referred to either the Head teacher or the Lead Behaviour Professional, who have both been trained. These incidents may need to be turned into full Restorative Approaches conferences, where preparation meetings will be held, risk assessments may need to be written and which may require parental attendance. If in any doubt, staff should speak to either the Head teacher or the Lead Behaviour professional for advice.

Consequences

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. A Positive Behaviour Policy should state these boundaries clearly and firmly. The following process sets out clearly what the school agrees are appropriate sanctions to secure effective behaviour.

2. CONSEQUENCES

- Appropriate to the behaviour
- Appropriate to the child
- Timely
- Understood by the child

- Where possible delivered by the adult who has dealt with the incident

All adults in school:

- Ensure that behaviour and safety within the curriculum and school environment is seen as a priority – learning will not happen without it
- Adults must set a good personal example of positive language and behaviour
- Ensure you meet the agreed expectations and responsibilities for your behaviour and use of language
- All staff must take an active involvement in securing appropriate pupil behaviour
- All incidents **MUST** be taken seriously by staff
- If children bring an issue to staff we **MUST** take the children’s concerns seriously
- Staff should use the matrix to guide their reactions and responses
- Notice any emerging patterns of unacceptable behaviour
- Serious concerns **MUST** always be taken to the Lead Behaviour Professional, Head teacher, Deputy Head teacher and/or the Inclusion Manger and recorded on an orange form.
- The Head teacher is the only member of staff who can carry out a fixed term exclusion
- Exclusions can be for a fixed period i.e. a number of days or lunch times
- Fixed term exclusions cannot exceed 45 days

The school does not allow ‘Time Out’ with another class/adult, unless this is agreed as part of a behaviour plan with the Inclusion Manager and/or the Lead Behaviour Professional.

Roles and responsibilities of stakeholders in relation to behaviour management:

3. SENIOR LEADERSHIP TEAM (SLT)

- Promote positive behaviour (classroom/corridor or playground)
- Support and advise staff as and when required.
- Support staff when dealing with potentially challenging conversations
- Refer parents back to class teachers in the first instance
- Ensure all stakeholders follow the behaviour policy
- Ensure all staff are correctly trained to deal with behaviour in school – through staff meetings, team teach.
- Have a clear understanding of behaviour policy and ensure all staff are made aware of the policy
- Follow up all orange concern forms
- Sign off bound and numbered book
- Meet with parents/carers where appropriate.

4. TEACHERS

- Promote positive behaviour (classroom/corridor or playground)
- Praise good behaviour
- Provide a safe learning environment
- Be consistent and fair
- Ensure consequences are appropriate to the child
- Fill in orange concern forms for incidents which fall into one of the following categories: bullying, racism, physical assault, homophobia, e-safety abuse and sexual misconduct.
- Complete behaviour log as needed.
- Ensure you communicate with any relevant staff i.e. Support staff and senior leaders.
- Meet with parents/carers where appropriate

5. CHILDREN

- Show respect to all staff, other children and property
- To be honest about themselves and others
- Be kind in what you say and do
- Be safe in the choices you make and keep others safe.
- Accept challenge and try your best

6. LUNCH TIME SUPERVISORS

- Promote positive behaviour (classroom/corridor or playground)
- Understand levels of behaviour
- Use restorative approach
- Solve problems as much as possible
- Be proactive in behaviour management
- Fill in orange concern forms for incidents that fall into one of the following categories: bullying, racism, physical assault, homophobia, e-safety abuse and sexual misconduct.
- Fill in Behaviour logs for lunchtime issues and pass on problems to class teachers.

7. LEAD BEHAVIOUR PROFESSIONAL

- Promote positive behaviour (classroom/corridor or playground)

- Understand levels of behaviour
- Use restorative approach
- Be consistent and fair
- Ensure consequences are appropriate to the child
- Fill in orange concern forms for incidents that fall into one of the following categories: bullying, racism, physical assault, homophobia, e-safety abuse and sexual misconduct.
- Record on behaviour on Edukey of children regularly demonstrating level 3 and 4 behaviour who LBP is supporting
- Carry out observations in class and provide advice and support formally and informally
- Meet with parents/carers where appropriate.

8. SUPPORT STAFF

- Promote positive behaviour (classroom/corridor or playground)
- Praise good behaviour
- Communication between teachers and support staff
- Fill in orange concern forms for incidents that fall into one of the following categories: bullying, racism, physical assault, homophobia, e-safety abuse and sexual misconduct.
- To be consistent and fair.
- Ensure you communicate information to all relevant staff i.e. Teachers and senior leaders.

9. PARENTS

- Support and reinforce the values of the school with their child/children
- Be a role model when discussing behaviour with school staff
- Where bigger issues need to be discussed, arrange a suitable time with the teacher
- Where changes in circumstances may affect a child's behaviour, to inform the school

Appendix 3

Anti-Bullying Statement

Note: This policy to be read in conjunction with the Behaviour policy, Child Protection policy, Safeguarding policy, Inclusion Policy, E-Safety Policies, SEN and acceptable use policy.

This policy has been written using advice and guidance from the Anti-Bullying Alliance www.anti-bullyingalliance.org.uk and criteria from The All-together Anti-Bullying Alliance award scheme.

At Kingsthorpe Grove we aim to ensure that all of our policies take into account the rights of all children.

Table of acronyms used in this policy

ABA	Anti-bullying Alliance	LELE	Learn Equality Live Equally programme
LGBTQ+	Lesbian, Gay, Bisexual, Transsexual, Questioning plus other acronyms	SEN	Special Education Need
PSHE	Personal, Social, Health and Economic Education	ASD	Autistic Spectrum Disorder
RSHE	Relationships, Sex and Health Education	LBP	Lead Behavioural Specialist

Parent Contacts

Upper KS2	Katie Light
Lower KS2	Jack Wilson
KS1	Karena Wright
Early Years	Sarah Anderson
SEN Unit	Angela Woods
Additional pupil contacts	Martha Munro

Statement of intent:

The school community should work in co-operation towards building and maintaining an anti-bullying ethos in school.

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated. We are a telling school

if bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This means anyone who knows that bullying is happening is expected to tell the staff.

In accordance with the DfE, schools have duties to tackle bullying outside of school (see below) and therefore this policy covers bullying both in school and out of school, journeys to and from school and online bullying (cyberbullying).

DfE's [Preventing and Tackling Bullying guidance](#): schools duties to tackle bullying outside of schools

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Principles

- Kingsthorpe Grove takes bullying seriously and all incidents will be thoroughly investigated
- Bullying will not be tolerated at Kingsthorpe Grove as all pupils have a right to learn and play free from intimidation and fear
- In the event of a bullying incident, the needs of all involved are paramount and therefore all pupils involved will be supported and listened to and strategies put in place to resolve and move forward

Objectives of this policy:

- To raise awareness of the school's stance towards bullying.
- To ensure that the whole school community (governors, teaching, support staff, midday supervisors, site maintenance, parents, carers and pupils):
 - have an understanding of what bullying is
 - knows what the school policy is on bullying
 - knows what to do should bullying occur
 - understand how bullying will be dealt with and by whom
 - can together build an anti-bullying ethos at Kingsthorpe Grove

What is bullying?

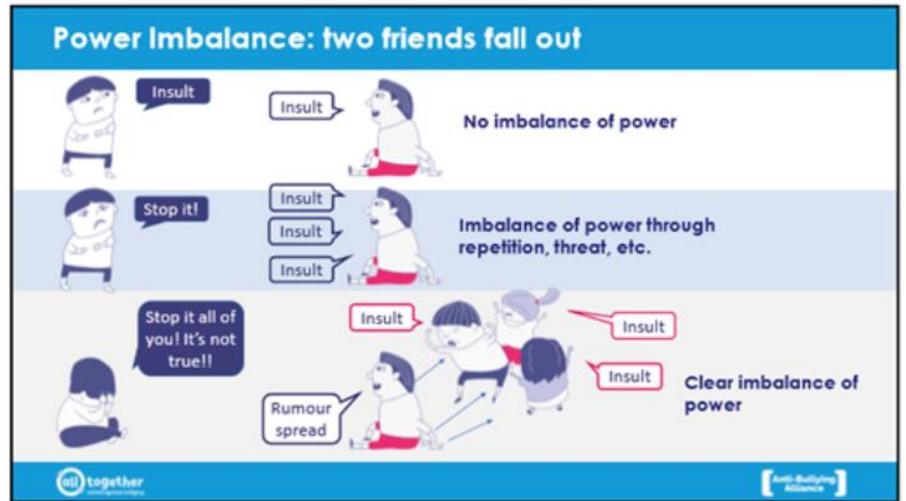
With effect from September 2020, Kingsthorpe Grove Primary School have adopted the Anti Bullying Alliance's (ABA) definition of bullying which is: **The repetitive intentional hurting of one person or a group, by another person or group where the relationship involves an imbalance of power.**

Bullying can be physical, verbal, or psychological and can happen face to face or online.

Why is it important to respond to bullying?

Bullying hurts and no-one deserves to be a victim of bullying, as everybody has the right to be treated with respect. Schools also have a responsibility to respond promptly and effectively to issues of bullying.

Bullying can have both short and long term effects on people, which in turn can effect mental health, so it is really important that we have a whole school approach to bullying which is pro-active.



Short term effects of bullying	Long term effects of bullying
<ul style="list-style-type: none"> • Face barriers to learning • Miss school • Be excluded • Retaliate • Place strain on families/carers • Have impaired wellbeing • Self harm and experience depression 	<ul style="list-style-type: none"> • Earn less money • Have fewer academic qualifications • Not be in a stable relationship • Be obese • Experience mental health issues • Perpetrate or be a victim of domestic violence • Be homeless

Roles and responsibilities

Our Staff will

- Demonstrate, by example, the high standards of personal and social behaviour we expect from our pupils.
- Regularly discuss bullying with our pupils to:
 - reinforce the ABA definition
 - recap the roles involved in bullying
 - explain the damage bullying causes to all involved both short and long term
 - encourage our pupils to be defenders

- Be alert to signs of distress and possible indications of bullying
- Listen to all children involved in any bullying incident, take what is said seriously and act to support and protect everyone in accordance with this policy
- Support children to promote individuality and the rights of every child

We expect our pupils to:

- ensure that their actions do not hinder anyone's rights as a child
- refrain from becoming involved in any kind of bullying, except to be a defender
- to report any instances of bullying that they are aware of, to either their teacher or a member of the anti-bullying team
- to celebrate and promote individuality

We ask our parents to support their children and the school by:

- being aware of the ABA definition of bullying
- keeping lines of communication open with their child/children about their school relationships and watching for signs of distress or unusual behaviour, which might be evidence of bullying
- encouraging their child/children to report any bullying to their teacher or a member of the anti-bullying team and the importance of doing so
- informing the school of any suspected bullying, even if their child/children are not involved.
- co-operating with the school if their child/children are involved in an instance of bullying

The responsibilities of all

Everyone should help to promote an anti-bullying ethos at Kingsthorpe Grove Primary School by continuing to educate pupils and reporting all instance of bullying to either class teachers or the anti-bullying team.

Who can be bullied and who bullies?

Bullying can be between pupils, pupils and staff, between staff by an individual or group, by parents/carers or any member of the school community and can be face to face or indirect using cyber-bullying methods. Safeguards are in place for both adults and children at Kingsthorpe Grove. The Leadership Team are lead professionals in cases of adult bullying and Local Authority policies are used to support adults.

People bully and are more likely to be bullied due to:



Which makes a number of people potential targets:

				
Disabled or those with SEN	Young Carers	Looked after children	Those who are or who are perceived as LGBTQ+	Race and Faith, religion or belief

Therefore, as a school community, we must act to protect everyone from bullying. We are committed to preventing and responding effectively to the bullying of these vulnerable groups in addition to the remaining protected characteristics mentioned under the Equality Act 2010: age, gender reassignment, marriage and civil partnership, pregnancy and maternity, sex and sexual orientation.

Bullying as a group behaviour



Previous ideas about bullying are that it is often one on one, however it should be recognised that bullying is often a group activity with many roles. Ideally, we want our children to become defenders.

What have we got in place to support potential targets?

In general, those who bully need to be taught and learn different ways of behaving. Targets of bullying should not be made to feel that they should change as this can give a message that the bullying is their fault and that they need to change or tolerate the bullying.

Vulnerable group	What have we got in place to create an environment that removes barriers for these groups of people and changes negative attitudes?
Age	<ul style="list-style-type: none"> Clubs, opportunities etc... are open to all where appropriate – refer to Equality policy for more information.
Disability	<ul style="list-style-type: none"> The children are taught about the rights of all children including those who have disabilities. When deemed appropriate, children from our SEN unit are integrated into mainstream lessons. Charity days and events raise money for and teach children about a range of disabilities. Specialist days, such as 'No Pens Day' teach children about a range of disabilities. Our PSHE/RSHE curriculum teaches about diversity and how we should respect differences and celebrate individuality.
Gender reassignment	<ul style="list-style-type: none"> Under the LELE project, we are about to begin a process of looking at how inclusive our school is towards this group of people. Staff are beginning to be trained to support young people who may be gender questioning.
Marriage and Civil partnership	<ul style="list-style-type: none"> Our PSHE/RSHE curriculum has been updated to ensure that when we talk about marriage, we also talk about civil partnerships as part of 'Different Families' work. Following removal of Section 28, references to personal marriage or civil partnerships can be discussed.
Pregnancy and maternity	<ul style="list-style-type: none"> Refer to Equality Policy and Maternity policy for more information.
Race	<ul style="list-style-type: none"> Our RE curriculum explores different religions along with their beliefs. Children are taught that even though we may not agree with the beliefs of others, we should still respect them. Various celebrations from a range of religions are celebrated and discussed in school, for example Diwali, Eid and Baisakhi.
Religion or belief	

	<ul style="list-style-type: none"> • Our PSHE/RSHE curriculum teaches children about diversity and difference and how this should be celebrated.
Sex	<ul style="list-style-type: none"> • Under the LELE project, we are about to begin a process of looking at how inclusive our school is towards this group of people. • Our PSHE/RSHE curriculum teaches children about the differences and similarities between people and covers sex. • Sexual orientation is covered by our PSHE/RSHE curriculum under the 'different families' work.
Sexual orientation	
Looked after children	<ul style="list-style-type: none"> • Raising the awareness of looked after children is covered in our 'Different families' work which is part of our PSHE/RSHE Curriculum.

Signs and symptoms:

Children and adults who are bullied may not always be prepared to tell someone. It is important to be observant and alert for signs of bullying.

- being unwilling to go to school (school phobic)
- becoming anxious and withdrawn
- crying themselves to sleep at night or nightmares
- feeling ill in the mornings
- beginning to feel poorly at school
- coming home with clothes or books torn
- having possessions 'go missing'
- continually 'losing' pocket money
- unexplained cuts/bruises
- becoming withdrawn, lacking in confidence
- becoming aggressive and unreasonable
- bullying other children or siblings
- refusal to talk about the problem
- giving improbable excuses to any of the above
- other excuses or constant complaints
- Children with special educational needs may not be able to express themselves so it is important to be vigilant and look for all signs and symptoms of bullying

Procedures (where possible, these should follow a SMART (specific, measurable, achievable, realistic and time bound) approach):

1. Anyone from our school community who is aware of an instance of bullying (be it in school, out of school, during journeys to or from school or an instance of cyberbullying) should report it, in the first instance, to either a class teacher or a member of the anti-bullying team. Children can also report instances of bullying by using their Network hands, posting in worry boxes or through bubble time.

2. Each child involved will then have a meeting with their teacher where they will be listened to, to ascertain what has happened. All children should be given the option of having another trusted adult of their choice present during their meeting. Should the child be in the SEN Unit then they would be accompanied by their key-worker. If the child has special needs, particularly if the child has ASD then the child may feel that it is their fault and may not want to talk. Using tools such as a comic strip conversation may help in this circumstance. The teacher who is initially informed about the incident will become the, 'Lead Teacher'.
3. The lead teacher should then refer the case to the lead behavioural specialist, Teresa Ives, who will advise on further action including completing an orange form, contacting parents, keeping them informed and next steps in terms of the children involved. This includes sanctions (linked to the behaviour policy), support and strategies to change bullying behaviour for all those involved (ringleader, reinforcer, assistant, defender and target) remembering that we should NOT be trying to change the target. In certain instances, the incident may be taken on and dealt with entirely by Teresa.
4. Where possible, the 'Restorative Approach' will be used to reconcile pupils.
5. All orange forms, once completed by the lead teacher, should be passed to the Head Teacher (Alison Dolan) and will then be recorded on SIMs. These will be reported to the Governors on a regular basis for monitoring and where necessary, passed onto the relevant authority.
6. Any changes to school policy or procedures needed to prevent a similar incident happening again will be decided upon and implemented by Senior Management.
7. Individual follow up meetings are promptly arranged for all those involved in the incident by either each class teachers or Teresa Ives, as appropriate.

Outcomes:

1. The primary outcome is that the target(s) feel safe and are free from further instances of bullying.
2. The behaviour of the ring-leader, reinforcer and assistant have been changed for the better.
3. Support, where necessary, has been given to all involved
4. If possible, the pupils will be reconciled using the 'Restorative Approach'
5. Steps have been put in place to avoid a reoccurrence
6. Where repeated incidents take place and cannot be resolved, then further action would need to be implemented, for example outside agencies may need to be called in to advise the school.

Recording incidents and sharing information

-Paper based reports are kept by the office

-Each orange form is recorded on SIMS

-Head teacher reports incidents of bullying to Governors at Full Governing body Meetings

-Where necessary, incidents are reported to the relevant authority

Prevention:

- There is an anti-bully team in place to ensure that:
 - the school community has a number of contacts in the event of a bullying incident.
 - our policy is up to date,
 - the definition of bullying is in the forefront of our minds
 - we strive to uphold an anti-bullying ethos.
- Every September, staff are to be reminded of the anti-bullying policy and procedure on the first training day back in school.
- Every November, the anti-bullying policy and child friendly policy will be updated and added to the website after being reviewed by the whole school community. A copy of the child friendly policy should also be laminated and placed in each classroom.
- Assemblies, PSHE/RSHE lessons and Anti-bullying Week take place to remind children what bullying is, teach them why bullying is wrong, reinforce how we should behave, encourage them to report bullying incidents and to be active defenders.
- The school will engage with anti-bullying week every year and pupils should be involved in planning this. During this week parents/carers and pupils should be reminded of where our policy can be found and that they should continue to report any incidents of bullying
- In ICT lessons children are taught how to stay safe on-line and reporting mechanisms.
- There is on-going reinforcement of the appropriate behaviours through the school's core values, PSHE/RSHE curriculum and Rights Respecting work
- LBP and Learning Mentor support will be directed to target pupils who are identified as causing concern.
- Positive behaviour rewards are in place throughout the school. (See Behaviour Policy)
- The school council support the anti-bullying team and help to raise awareness across the school (Circumstances allowing).

Policy review

The policy should be reviewed annually by a lead behaviour professional with input from children across the school.

Guidance on what children should have input on will be sought from the anti-bullying alliance website.

In addition to the above, the same group of children who assisted in reviewing the anti-bullying policy should assist in updating the child friendly version of the anti-bullying policy.

Once both policies have been updated, staff and parents should be given the opportunity to comment on them before they are finalised, passed to Governors to be ratified and published on the school website.

Staff and parents should be made aware when the policies are updated on the website and updated copies of the child friendly version should be laminated and put into classrooms.

Appendix 4

SEX AND RELATIONSHIP EDUCATION

Sex and relationship is taught throughout the school during RSHE lessons. There is a focus on Sex and Relationship Education in Year 4& 5 when we use a number of teaching resources including the Channel 4 series 'Growing and Living'. Information of the programme of study is given at a Parents' Information evening prior to the programme being delivered. If parents wish to withdraw their children from Sex and Relationship

Education lessons, they must inform the Head Teacher in writing. This is outlined in the Sex and Relationship Education Policy, a copy of which can be viewed at the office.

Appendix 5

Homework Timetable

- Timings given are per week.
- Homework to be handed out on a Thursday and collected in on a Tuesday to allow for it to be marked.
- All homework that is recorded to be in a designated homework book.
- Homework does not need to be given out over holidays – allow children to be children!

Reception

- English/spellings – Share one reading book once a week. Know character names etc.
- Writing – Letter formation
- Spellings – Send home letter sounds, cv, cvc, high frequency words
- Maths – Number recognition, number formation, practical maths problems

Years 1-6

- Spelling shed - website
- Weekly spellings given and weekly spelling test to be tracked

- Reading x3 a week to be recorded in Reading Record book.
- Number facts or times tables
- Staff Acknowledgement

Termly project optional with a 'due in' date and acknowledgement.

To be put in newsletter- useful tips and ideas relating to the term topic e.g. Links to websites, days out, programmes to watch and books to read.

Appendix 6

Kingsthorpe Grove Primary School - School Uniform List

- Light blue polo shirt (with or without logo) or light blue shirt/blouse
- Dark blue sweat shirt/jumper/cardigan (with or without logo)
- Grey trousers/shorts/ skirts (knee length) or pinafore dress
- Grey tights or black/white/grey socks
- Blue/white summer dresses
- Black shoes (no heels)
- No jewellery (stud earrings only and taken out for PE)
- No make-up



For PE we will also require the children to have the correct coloured clothing and this is as follows:

- School PE t-shirt in house colour. (Initially provided by the school when pupils first join.)
- Shorts – black or navy
- Jogging bottoms – black or navy
- Sweatshirt/Jumper – black or navy
- Trainers

All this should be named and in a suitable bag.

No jewellery other than **stud** earrings should be worn to school and earrings must be removed for PE or not worn at all on a PE day. If a child cannot remove their own earring they will need to cover them with tape.

Unsuitable or forgotten kit

If a child does not have suitable kit for two consecutive weeks parents will be contacted and asked to provide a kit for the next session.

As a school we believe children should begin to take responsibility for organising their own belongings from year 4 upwards. A child in year 4 or above who does not have a suitable kit for more than two consecutive weeks will also spend some of their free time writing a reminder for themselves about bringing correct kit.

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