

BEDFORD ROAD PRIMARY SCHOOL

Hillgrounds Kempston Bedford MK42 8QH
Telephone: 01234 851011



Headteacher: Mrs L J Gould
E mail: office@bedfordroadlower.org.uk

Dear Parents/Carers

Welcome to Bedford Road Primary school. This prospectus will provide you with an introduction to life at our school and I hope that you will find it useful and informative.

Bedford Road has high expectations of pupils, both in terms of education and behaviour, where all are valued and staff work hard to meet the needs of all within their care.

The school holds the belief that there should be an effective partnership between home and school. The aim is to work with parents and guardians to ensure that children get the most from their time at our school.

The staff here at Bedford Road look forward to working with you during future years to deliver the best possible education for your child.

Yours sincerely

Mrs L Gould
Headteacher

STAFF

Headteacher	Mrs L Gould
Assistant Headteacher	Mrs C Clarke
Teachers	Mrs G Brundle Mrs C Caunt Mrs M Chand (Senior Leader) Mrs R Felice Mrs K Horgan Mrs E Llewellyn Mrs K Maslen Mrs O Pacey Mrs K Parker Mrs S Pratt Mrs H Robinson Mrs H Sainsbury (Senior Leader) Mr J Soanes Mrs S Tolley Miss R Turner Mrs C Williams (Senior Leader)
Nursery Nurses	Mrs H Beg Mrs A Gros
Teaching Assistants	Miss R Baird Mrs C Bird Mrs T Bond Mrs T French Miss T Hanley Mr C Harper Mrs L Howson Miss J Impey Mrs J Kingham Mrs A Marshall Mrs T Mountcastle Mrs C Roberts Mrs L Stacey Mrs N Summerfield Mrs C Symes
Family Support Worker	Mrs J Holden
Finance Team	Ms C Stratton Mrs L Rignall
Secretaries	Mrs S Coleman Mrs P Monk
General Assistant	Mrs J Willis
Site Agent	Mr S Denton
Cleaners	Mrs R Baird Mrs A Marshall
Midday Supervisors	Mrs R Baird Mrs T Bond Mrs G Casale Mrs J Clooney Miss T Hanley Mrs K Holdway Mrs J Kingham Mrs T Mountcastle Mrs C Waller Mrs J Willis

The Governing Body

The Governors make decisions about how the school is run, and they meet together regularly, at least once per term as a full committee and also in smaller separate working parties and sub-committees.

Our Governing Body comprises parents, community members, local authority members and staff members. They are all responsible for a 4 year term of office and have legal duties, powers and considerable responsibilities.

Co-opted Governors	Mrs A Hooks (Chair) Mr R Ward (Vice Chair) Mr A Beardmore Mr L Stewart
Parent Governors	Mrs C Cozzi Mrs M Resanovic
Staff Governors	Mrs C Clarke
Local Authority Governors	Rev V Bryson
Clerk	Mrs N Healy

All Governors can be contacted through school.

The school's Governing Body takes a keen interest in all aspects of school life. Governors are accountable to the Local Authority for the overall performance of the school and for the effective use of its delegated funds. They are responsible to parents, pupils and the community served by the school for the good education of the pupils and responsible also to the staff as good employers.

Governors take these duties seriously. Regular visits to the school ensure that they have first-hand impressions of the feel of the school and the flavour of its work and also demonstrate to the staff that they are interested in what they do and that they understand their work.

General information about our school

Currently, Bedford Road Primary School takes children from 4-10 years (FS – Year 5). The average number on roll is 345. Year 5 children will move up to year 6 from September 2018. Four suitably furnished and equipped classrooms have been built to ensure that the school meets the needs of the 9-11 range. We will continue to liaise with next phase schools and local cluster schools to ensure a progressive learning journey for our children.

The children are mainly taught in groups according to age. Each child is taught by a class teacher or, in the case of a job share, two class teachers may share the class teacher responsibility. The class teachers are responsible for the whole curriculum and the social, emotional and physical wellbeing of the children in the class. The Foundation Stage Unit is staffed by two teachers and two Nursery Nurses.

Age Groups: Foundation Stage	(4+ years)
Year 1	(5+ years)
Year 2	(6+ years)
Year 3	(7+ years)
Year 4	(8+ years)
Year 5	(9+ years) from September 2017
Year 6	(10+ years) from September 2018

Morning session:

starts 8.55 am ends 12.00 pm for Years 1 & 2
starts 8.55 am ends 12.30 pm for Years 3 & 4
There is a morning break of 15 minutes.

Afternoon session:

starts 1.00 pm to 3.15 pm for years 1 & 2
starts 1.30 pm to 3.15 pm for years 3 & 4
Afternoon break (for Key Stage 1 only) is 15 minutes

Foundation Stage

Morning session

starts 8.55 am ends 11.45 am

Afternoon session

starts 12.45 pm ends 3.10 pm

You are very welcome to bring your children into the school playground in the morning. This is a very busy time of day for the teachers. If you have urgent communication for staff at this time, please leave a message in the school office or with the member of staff on the door.



Please be on time, punctuality is vitally important. Gates into the playground are unlocked at 8.40am and again at 3pm. The classroom doors will be open from 8.45 am and closed at 8.55am prompt.



Try not to have the children waiting too early, especially in wet and very cold weather. Five minutes before school is early enough, so please do not come earlier than 8.40am.

For your child's protection and safety the big school car park gate is closed from 8.45am until 9.15am and again from 3.00pm until 3.30 pm. All entrance doors to the school building have security entry locks and the school is alarmed after hours. The entrance to the School Office is by the car park. The office staff will be pleased to help you in any way they can.

Bedford Road School Uniform

We encourage all pupils to wear the correct school uniform;

- Grey or black skirt or pinafore dress
- Grey or black trousers
- Green school sweatshirt/cardigan or green jumper or cardigan
- White or green polo shirt, blouse or shirt
- Safe, sensible black shoes (trainers should not be worn in the classroom). Please make sure that fastenings are easy for your child and for the teacher; Velcro or buckle fastenings are preferable until your child is able to tie their own shoe laces. Sandals worn in the summer should NOT have open toes.
- Children in Key Stage 2 may bring trainers to school to change into for lunchtime games. If trainers are provided for lunchtime play they must be all black or all white (no colours permitted).
- Green and white dresses in summer.

PE kit is essential. All children should wear shorts, T-shirt and white or black slip-on or velcro plimsolls for PE. In Key Stage 2 children often go outdoors in colder weather. During the winter months it is advisable to ensure that your child has jogging bottoms and a warm fleece in their PE kit. If your child brings trainers for PE, they must be all black or all white. (No colours permitted)

The following items are available to purchase from the school office and online

- polo shirts with school logo
- sweatshirts and sweat cardigans with school logo
- PE bags with PE kit (younger pupils)
- PE bags with school logo (older pupils)
- baseball hats
- rain proof fleece coats

School uniform can be ordered online from Price and Buckland our existing supplier, or alternatively from Tesco, details of this will be available from the school office. It will be possible to order uniform through school, order forms available from the school office, this will be from Price and Buckland only, and may take a little longer.

Book bags with the school logo will only be available from the school office, where an order form can be obtained. Correct payment should accompany all orders and should be in a clearly marked sealed envelope.

ALL GARMENTS SHOULD BE CLEARLY MARKED WITH YOUR CHILD'S NAME

Watches and Jewellery

If your child is able to tell the time, they may wish to wear a watch to school; please ensure that your child's name is engraved onto it. Children should not wear jewellery to school; if children have pierced ears they should wear a simple stud. Children are asked to remove these or cover their earrings for PE. Rings are considered too dangerous for many school activities and children will be asked to remove them.

Bedford Road Primary School Standard Admissions Policy 2017

The Local Authority will apply the following criteria (in the rank order shown) to decide the order in which places will be allocated when there are more requests from parents / carers than the number of places available:

1. All 'looked after' children or children who were previously 'looked after' (see definitions);
2. Pupils living in the catchment area with siblings at the school (see definition of sibling);
3. Other pupils living in the catchment area;
4. Other siblings (see definition);
5. Any other children

Notes

1. If applying these criteria results in there being more children with an equal right to admission to the school than the number of available places, the tie break will be the distance the pupil lives from the school, measured in a straight line, using the Local Authority's computerised measuring system, with those living closer to the school receiving the higher priority. The Local Authority will measure the distance from the address point of the pupil's home to a point on the school site agreed with the governing body of the school (published in the 'Starting School' and 'School Transfer' admissions booklets). The Local Authority will not give priority within each criterion to children who meet other criteria.
2. If a pupil moves into the catchment area outside the normal admissions round (or after the allocation process has begun) it may be more difficult to offer a place at the catchment area school if this would mean exceeding the admission number at the school. In this case, a place will normally be offered at the next nearest school or academy which caters for pupils of the same age and has places available.
3. Pupils who have a Statement of Special Educational Needs or an Education Health and Care Plan (EHCP) are required to be admitted to the school which is named on their statement, even if the school is full. Pupils identified for admission through the Fair Access Protocol will also be admitted even if the school is full.

Definitions 'Looked after' children

A 'looked after' child is a child in the care of a local authority as defined by Section 22 of the Children Act 1989. In relation to school admissions legislation a 'looked after child' is a child in public care at the time of application to a school.

Previously 'looked after' children

A previously 'looked after' child is a child who was 'looked after', but ceased to be so because they were adopted or became subject to a child arrangements order or a special guardianship order.

Sibling

A sibling refers to a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, foster brother or sister where foster care has been arranged by a Local Authority or the child of the parent / carer's partner, and in every case, the child should be living at the same address. The sibling must be in the school at the time of application and be likely to remain in the school at the proposed date of admission.

Home Address

A pupil's home address will be regarded as the address of the parent / carer with parental responsibility with whom the child normally lives. This will not usually include grandparents, aunts or uncles. Where a child spends time with parents / carers at more than one address, the address used to allocate a school place will be the one at which the child spends the majority of the school week (Mondays to Fridays) including nights. If there is any query on the home address this will be checked against original official documentation e.g. council tax bill, a recent utility bill (gas, electricity or water), a rental agreement, child benefit annual statement or family tax credit information.

Early Years Foundation Stage

Children are admitted to Bedford Road Primary School Early Years in the September of the education year during which they are five. Children who are five in the Autumn term may attend full time straight away. Children who are five during the Spring term will be part time for a few days and then attend full time. Children who are five in the Summer term will attend the school part time for two weeks and after this they may attend full time. We are committed to a smooth transition of children into school, and therefore, if any child is not ready to attend full time, and requires a longer period of being part time then this is supported by the school.

During the Summer term prior to the children starting school in September we welcome parents to our New Parents Evening. Here we will explain further details about what to expect in school and this gives parents a chance to meet staff and ask questions.

Following the New Parents Evening we provide each family with a home visit. These are highly valuable and will provide you and your child with the opportunity to meet staff on a one to one basis, ask questions about the school, and enable us to meet and get to know you and your child.

Before the end of the Summer term you and your child will also be invited to come and visit for a play session to familiarise yourselves with the environment, staff and other children.

Our Early Years Unit is happy and lively, aiming to provide a positive and stimulating environment for your child. All areas of the curriculum are treated equally. Your child will have the opportunity to develop their personal, social and emotional development, communication and language, physical development, literacy and mathematical development, understanding of the world and expressive art and design.

All these skills are available through well planned play based activities (both inside and out). The provision in the unit is so diverse and open ended that children are able to access it at their own level and for their own needs, whilst being supported by the adults.

We pride ourselves in our friendly approach, providing children with the basic skills to enable them to approach learning in a positive, confident way. We help the children to develop their self esteem and confidence to become independent learners.

Curriculum Aims

We believe that children come to our school with a wide variety of learning experiences, preferences and needs. We aim to provide all children with a positive, enjoyable learning experience, enabling all children to grow and to fulfil their potential.

Objectives

Through our teaching, we aim to:

- Raise levels of attainment for all pupils, enabling them to achieve success.
- Provide a safe and happy work place where children develop a lifelong love of learning.
- Develop confident, disciplined, independent, enquiring learners, able to make informed choices about their futures.
- Promote an understanding of positive life values where children foster self-esteem and personal responsibility as well as respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community and promote a thoughtful attitude towards the immediate and wider environment.
- Ensure equal opportunities in relation to gender, race, class, special needs and belief and a community where all cultures are valued and respected.

The curriculum is delivered using a thematic approach to study. To ensure that children and teachers are interested in the topics studied, topics are built around the interests of the members of our school community. Themes are adapted, improved and changed regularly to ensure a fresh approach to teaching. All themes begin with a 'stunning start' to stimulate curiosity and a desire to learn. They are then concluded in style with a 'fabulous finish'.

In planning our themes, the children's prior interests and experiences are considered. Children learn in many different ways and our lessons cater for different learning styles, ensuring active participation in all activities. This active approach to learning will ensure that children are motivated.

Our effective use of Assessment for Learning ensures that children can see the purpose of their own learning and all lessons are expected to be led by an appropriate learning objective which is shared with the children, along with related success criteria.

If you would like to read more, our full teaching and learning policy is available from the school office.

The Curriculum

The school adopts a variety of teaching techniques, using individual, paired, group and class teaching. The school teaches a rich and varied thematic curriculum which fosters creativity and independent learning.

The classes are year based wherever possible and are of mixed ability. Each member of staff undertakes the overseeing of specific areas of the curriculum to ensure continuity and progression. Staff are involved in regular professional development training sessions. The school engages in a process of self-evaluation and assessment which, in turn, informs planning.



Mathematics

We aim to provide opportunities for all children to experience and acquire mathematical concepts through the world around them, and provide the mathematical language necessary to describe their learning. Mathematics learning begins in the early years through play activities and discovery, both inside and outside the classroom.

Teaching and learning is based around the areas of; Number and Place Value, Calculating, Fractions, Measurement, Geometry and Statistics. Children learn using a variety of methods and resources with the emphasis on practical activities in which they can practise and refine skills.



Reading

Reading is the most vital skill learnt in the early years of school. It is about enjoying and understanding text, reading for pleasure, information and purpose. We aim to provide the children with a variety of learning approaches to match the children's developing abilities in reading. These include phonics, Look and Say, 'real' reading books and, as they progress, interactive programmes such as Bug Club in Key Stage 1 and Accelerated Reader in Key Stage 2 that help ensure comprehension skills, as well as decoding skills, are being developed.

The *Read, Write Inc.* phonics programme is followed in Foundation Stage and Key Stage 1 which makes explicit the link between phonics and reading using differentiated texts, closely matched to the children's developing phonics knowledge. In addition, via guided reading sessions, we: encourage children to care for and respect books, promote independence, encourage the development of expression, self-correction, discussion skills and comprehension.

Overall we aim to foster in our children a love of books and reading. As parents, you can help by regularly sharing books and reading with your child. This link between home and school is invaluable and impacts greatly on a child's motivation to read and subsequently, the progress they make.



Writing

Much of the writing at Bedford Road is cross curricular in nature giving children a real purpose and context in which to write. Some aspects of writing are taught discretely as appropriate. Children also have regular Big Write (extended writing) sessions. This may involve children bringing home talk homework once a week or fortnight to prompt discussion at home in preparation for writing the next day. It is important to encourage your child to talk about this: *"If a child can't say it, a child can't write it."*

Spelling families are taught from Year 1, with spellings sent home weekly, following the *Read, Write Inc.* phonics progression. Spellings may also include common exception words. In Key Stage 2, spelling is focused on consolidating what has been taught at Key Stage 1 and covers the spelling rules and requirements of the National Curriculum.

The *Pen Pals* handwriting scheme is used throughout the school to teach joined up handwriting, from Year 1.



Science/Technology

The children will be encouraged to tackle problems in a logical and methodical way by observing, seeking and finding their own solutions. Throughout Key Stage 1 and 2 children learn about Life Processes and Living Things; Materials and their Properties; Physical processes and have the ability to use and develop their skills of scientific enquiry to enable them to broaden their own understanding and answer challenging questions.

Similarly, children will be given opportunities to design and construct, using a variety of materials and skills, including cookery and needlecraft, and are encouraged to evaluate and modify their work.

Computing

We believe that all pupils are entitled to be prepared to live in a technological society by having access to IT experience so that they can develop the required knowledge, skills and values promoted throughout all curriculum areas. There is a computer in each classroom, an ICT suite and class iPad sets. The school is also connected to the internet and children have the opportunity to browse (your permission will be sought for this) to search for information. Interactive whiteboards are installed in all classrooms and are used to enhance teaching and learning. These are also connected to the internet.

Art, craft and design

Art and craft permeate the whole curriculum. Emphasis is placed on skills and techniques involving the use of a variety of materials in 2 and 3 dimensional forms. We aim to encourage high standards and a sense of value in the efforts of every child through careful displays of their work.

Music

Musical appreciation is extended by the pupils being taught pulse, rhythm, pitch, dynamics and a basic understanding of musical notation, in line with the National Curriculum. Pupils in years 3 and 4 are given the opportunity to receive individual tuition on the violin, keyboard, clarinet and cello from the local authority peripatetic staff.

Religion Education and Collective Worship

Our aim is to help children acquire some understanding of what religion is and to respect different faiths and traditions in a multi-ethnic society. RE may be taught both in its own right, or as part of a particular theme, in addition to collective worship. Parents wishing to exercise their right of withdrawal are invited to discuss the matter with the head before making a formal written request to Governors.

Physical Education

All pupils have the opportunity to do PE, games or movement to music at least twice a week. Our aim is to assist the children to work co-operatively and individually to develop control, co-ordination, agility and mobility, giving opportunities for motor-control through the use of large and small equipment. We also hope to instil a life-long love of physical activity and encourage a healthy lifestyle both in school and beyond. Children also have the opportunity to participate in competitive activities both within the school and against other schools. There are also opportunities for children to take part in variety of after school sports clubs.

History and Geography

Through the study of geography, children are given opportunities to develop an awareness of their immediate surroundings, other places and how people have used their environment. History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like and what beliefs and cultures influences people's actions.

Languages

Learning a language provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning through life. French is taught to children in KS2.

Assessment, Recording and Reporting

We believe that assessment and target setting are essential to the promotion of effective learning and teaching, in providing a framework in which educational objectives can be set and pupils progress accurately monitored and recorded. Assessment should be a fair and open process which involves, informs, supports and motivates pupils.

All pupils, regardless of ability, gender, social or ethnic background, should benefit equally and not be disadvantaged by any method used. Work will be assessed on a regular basis. Meaningful statements and evidence will be collected as data for the teacher, parents and next school.

Homework

We ask parents to assist in the learning of tables and spellings and also to take an active interest in their child's schoolwork. Children will also complete 'take away tasks' as part of their research and independent study in their termly topics

Values Education

Over a two year period, we explore twenty core values with the children. The value changes each month and children are given the opportunity to explore the value through assemblies and a weekly values lesson. Children are encouraged to live out Values and are rewarded for doing so. The values we study are as follows:

Respect, Trust, Hope, Honesty, Happiness, Simplicity, Friendship, Caring, Courage, Responsibility, Tolerance, Love, Patience, Understanding, Peace, Quality, Unity, Co-operation, Freedom and Humility.

Personal, Social, Health and Citizenship Education is closely linked to Values Education. This is an important part of the curriculum that helps children grow and develop as individuals and as members of families and communities. Through PSHE, pupils will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Through this area we also focus on the need for personal hygiene, keeping ourselves fit and healthy, keeping ourselves safe, for example learning about road safety.

Sex and Relationships Education (SRE) is taught during Key Stage Two where it focuses on the physical changes that children are beginning to experience as they are growing up. Parents have the opportunity to withdraw their child, although this is not encouraged.

Kaleidoscope

At Bedford Road Primary as well as holding academic pursuits in high esteem we also consider self-belief to be extremely important. We want our pupils to be resilient and resourceful; in their learning, and in their lives. Kaleidoscope is a structured programme that aims to improve the well-being and self-esteem of children using light, colour, sound and natural materials. We are lucky enough to have a designated room decorated to enhance the programme and provide a calm and relaxed environment. Here small groups of children can enjoy a range of planned activities. It is a quiet room where children have chance to reflect and find peace away from the hustle and bustle of the classroom. Perhaps the most important rule of our programme is that *'You cannot fail in Kaleidoscope.....and you will never be asked to read words, write or do any sums even if you find them easy'*.

School Council

We have a school council recognising the importance of pupils having a voice in decisions that affect them. The council is made up of elected members from each class. It represents pupils' voice and puts forward new ideas, suggestions and ways of solving issues.

Liaison

The school maintains close links with playgroups and local schools. We also keep in contact with other local agencies such as the library, churches and police.

Educational Visits

Educational visits occur throughout the year to reinforce topics and themes that children are learning about. Some visits are local and within walking distance of the school. If we have to hire a coach in order to visit a special place of interest, then we ask parents to make a contribution to cover the costs. Without these contributions the visit may not be able to go ahead, so we ask for your help with this. We also need parent helpers to accompany us on the trips to help us ensure the safety of the pupils and also to ensure that the children gain full educational benefit from the trip.

Extra Curricular Activities

Additional activities are available for children, both after school and during the lunch time. These include various sports clubs, eco club and choir.

Pupils with Special Educational Needs and Disabilities

It is standard classroom practice for teachers to give children different support or tasks according to their needs, based on their next steps, in groups in the classroom.

Children who need additional support or adaptation of the curriculum that is different from this normal differentiation, are identified as having Special Educational Needs. This sounds a very serious term but for many children it is a short term arrangement where additional support or programmes of work (provision) are provided to support the child. Identification of special needs will initially be the responsibility of the class teacher and will be based on their professional judgement or the concerns of parents/carer. The Special Educational Needs and Disabilities Co-ordinator monitors the provisions put in place for all identified children and their progress, advising and supporting teaching staff.

Children with special educational needs are given an Individual Provision Plan (IPP). The additional provision(s) the child will receive over the course of the term are selected and a 'baseline' assessment is recorded so that progress can be monitored. Some children will also have individual targets on their plan. These plans are reviewed at least once a term and parents are encouraged to be part of this process with ideas of how they can help at home on the IPP's. It is sometimes necessary for a child with special educational needs to be referred to an outside agency such as the Educational Psychologist, Speech Therapist or Occupational Therapist for additional support, advice on resources and activities to use in school, or diagnostic testing. Parental consent is always sought before referral to outside agencies.

The school has an admissions policy based on an 'open to all' principle. If a child has a disability, every effort is made to ensure that the needs of all pupils are met and a policy of equal opportunity for all exists throughout the school.

Bedford Road Lower School is a Victorian single storey building. The new buildings have ramp access but unfortunately the older building have steps and a degree of limited access. A programme is in place for plans to improve our accessibility.

Gifted and Talented

In line with Government policy, Gifted and Talented pupils will be identified by the class teacher and appropriate additional resources will be used to support them within the classroom.

END OF KS1 (Year2) ASSESSMENT RESULTS

% of pupils achieving the expected standard or above. (National figures in brackets)

Subject	2016
Reading	63% (74%)
Writing	45% (65%)
Maths	65% (73%)

Phonics screening 2016

Year 1

YEAR 1 PHONICS	% Achieving the expected standard School	% Achieving the expected standard National
All Pupils	70	81

Year 2

YEAR 2 PHONICS	% Achieving the expected standard by the end of year 2 (cumulative) School	% Achieving the expected standard by the end of year 2 (cumulative) National

Dinner Arrangements

Children may have a school meal or bring a packed lunch. All children in Key Stage 1 (Foundation Stage – year 2) are entitled to a free school meal every day under the Universal Infant Free School Meals policy.

If your child has a school dinner it will cost £2.15 per day, £10.75 per week.

Dinners must be paid for in advance of taking a meal.

Please send the correct amount in a sealed envelope labelled with your child's name and class. All money should be sent to the school office on Monday morning. (Cheques can be handed in an envelope to the class teacher.)

Packed Lunches

Children may bring a packed lunch but we do ask that you put the complete lunch, including a drink, into one container, which is clearly labelled with your child's name and class. These are taken to the dining hall where they can be kept in hygienic conditions.

Fizzy drink and drinks in glass containers or breakable flasks are not allowed.

Snack



Children may bring fruit, raw vegetables (eg carrots) or a packet of raisins to eat at first play. We are a health promoting school and we ask that you do not send crisps, sweets, chocolate or nuts (because of allergies) for morning break.

Treats for Special Occasions

In our commitment to promoting a healthy diet and attitude towards food, we have phased out the giving of sweets/cakes for birthdays and special occasions.

As we recognise that very occasionally a small treat is acceptable your child's class teacher may choose to provide a sweet or chocolate treat at certain times of the year, for example Christmas or Easter.

Free School Meals

Free meals are available to children whose parents receive the relevant benefits. This is your right so please do not feel embarrassed to claim it. Please contact someone in the school office for further details. All information is kept strictly confidential.

Attendance

Each pupil's attendance is monitored and rewarded termly according to the following;

% attendance	
97% and above	Children achieving this level of attendance will be awarded a gold metal badge.
95 – 97%	Children achieving this level of attendance will be awarded a silver sticker.
90 – 95%	Children achieving this level of attendance will be awarded a bronze sticker.
80 – 90%	Children achieving this level of attendance are in the ' be alert ' category.
Under 80%	Immediate ' wise up ' action is required for children achieving this level of attendance. Parents will be contacted by Mrs Holden and Educational Welfare.

The Education Welfare Officer regularly monitors attendance at Bedford Road Primary School and will be notified if a child's attendance drops below 80%.

Children who have 100% attendance across the whole year will receive a special gold 100% badge.

Children will receive a certificate informing them of their personal attendance each term.

Attendance bear - The attendance bear is awarded to the class with the best weekly attendance.

We hope you will work with us to ensure that your child achieves the best attendance they can; it really does make a difference to their learning.

Requests for Holiday in Term Time

Good attendance is essential if children are to make good progress with their learning and establish good habits for the rest of their lives.

The schools within Kempston have an agreed attendance target of 95% and aim to achieve this by operating an attendance policy within which everyone living in Kempston, children, staff, parents and the Education Welfare Service, can work in partnership.

Kempston schools are concerned about the number of requests we receive for leave during term time and the effect taking such holidays has on a pupil's education. As a result we have agreed a joint policy for such requests. Term time holidays have a detrimental effect on a child's education and if coupled with unavoidable reasons for absence such as illness, will result in pupils not achieving the 95% attendance target we have set.

Kempston Schools' Joint Policy

Kempston schools will code **all** holiday applications in term time as 'unauthorised', unless there are exceptional circumstances'.

Any application for a holiday in term time should be made, in writing, via the application form, prior to booking a holiday and at least 4 weeks before the date of departure. You may be asked to attend a meeting to discuss this request with the Headteacher or Mrs Holden, our Family Support Worker.

Punctuality

It is really important for children to get a settled start to their day.

As a school we keep detailed records of attendance and punctuality. Families who arrive late will be asked to complete a form explaining late arrival and those that arrive late on a regular basis will be asked to attend a meeting with the Head Teacher and Attendance Officer to discuss the matter further.

Please support us by getting your child to school on time.

Medical Issues

If your child is ill please inform the school as soon as possible. All absences must be notified otherwise they will be counted as unauthorised.

If your child has an appointment during school hours, please visit the school office to sign your child out, before collecting him/her yourself. No child will be allowed to leave the school alone and without authority.



Medicine

Only medicine prescribed by a doctor as '4 doses a day' will be administered by the school office but an indemnity form must be signed. An indemnity form must also be signed for asthma inhalers. These should be brought to the school office and will be kept in the child's classroom.

If your child has a chronic or long lasting medical condition which requires frequent medication, please come in and discuss this with the Headteacher so that arrangements can be made to overcome any difficulties.

Illness at School

If your child feels unwell at school we will contact you in order that he/she may go home. Please see that information on the contact form is kept up to date, by informing us of any phone number changes.



Medicals

In the term after their 5th birthday all children will usually be offered an appointment with the school nurse for a development check and a hearing and vision test. At intervals throughout the school your child will also receive an inspection by the school dentist,

who will advise if any treatment is necessary. The visiting dentist or your own family dentist can carry out this treatment.

From time to time, we have children in school who are likely to have an allergic reaction to anything containing **NUTS** and this could, in fact, prove life threatening. Parents are requested to help by not sending anything that contains nuts as part of your child's packed lunch e.g. peanut butter sandwiches and chocolate bars/biscuits containing peanuts

At Bedford Road Primary School we wish to promote a happy, caring and secure environment, with a clear code of conduct which children, staff and parents support.

We wish to:

- Promote self-discipline and proper regard for authority among children.
- Encourage good behaviour and respect for others.
- Ensure standards of behaviour are acceptable.
- Regulate children's conduct.

Children and staff worked together to agree a Code of Conduct.

There is a strong emphasis on Values Education. Each month children are taught about a new value such as Respect, Tolerance, Responsibility etc

Rainbow rewards are designed to encourage desired behaviours.

There are 6 colours to collect and each colour represents a desired behaviour.

Red	Behaviour for learning
Orange	Showing friendship
Yellow	Playtime behaviour
Green	Looking after our school
Blue	Movement around our school
Silver	Individual / Class target

Children are given a collection card and must collect at least one sticker of each colour to earn their first badge. Badges are presented to children in assemblies. The first badge is their red badge. After this, they are given a new collecting card and start collecting stickers for their Orange badge. This goes on until all colour badges have been earned. Once children have a badge in every colour they are presented with their very special 'Rainbow Badge'

The children are very excited about collecting their rainbow rewards.

☹ **Unacceptable behaviour** is dealt with by the systematic application of restorative justice and consequences. You will be contacted by your child's teacher/Headteacher when behaviour continues to be unacceptable.

We aim to create a happy, caring, industrious and stimulating environment where children and adults work together in harmony. We hope that as parents you will work with us, support us and encourage your child at home as well as in school to achieve his/her potential.

Children's role

Early in each school year, the whole school agreement is revisited and children are encouraged to have control over ensuring that their school is a happy place to be. Bedford Road Primary has established a school council and part of their role is to share ideas and contribute to discussions on behaviour management. The children are made aware of the behaviour management system and it is their responsibility to behave in an acceptable way.

Parents' role

We encourage you, as parents, to support good attendance and behaviour through home-school agreements (see attached), parents' meetings and newsletters. When problems occur, parents will be notified at the earliest opportunity. It is our aim at Bedford Road to work in partnership with parents to

support the children at the school. Regular home - school communication links are set up with parents to achieve this.

Headteacher's role

The role of the Headteacher is to support the pupils, staff and parents. The Headteacher aims to set a positive example. Teachers are encouraged to send children to the Headteacher to share good work and celebrate good behaviour.

If a child is sent to the Headteacher for inappropriate behaviour, cool off time is allowed before the child is engaged in discussion relating to their behaviour. Pupils are encouraged to analyse their behaviour and consider how they may prevent this type of behaviour in the future.

If the incident is serious the Headteacher will contact the parents and invite their involvement in working together to meet the child's needs. A daily or weekly report may be given. In extreme cases there is provision for a child to be excluded from school.

A full copy of the school's behaviour policy and Anti bullying policy is available from the school office.

Parental Involvement

Bedford Road welcomes parental involvement in school encouraging the partnership between home and school in working for the education of your children.

Parents Formal Consultation Evenings are held when you can come and discuss your child's progress with his/her teacher. You are welcome to make an appointment to see the Headteacher or your child's teacher at any time.

Written pupil reports are completed once a year and are sent home in the summer term. An end of year summary is also sent out along with results of teacher assessments.

Parent help in school

We rely on the help of parents in school to assist with many jobs where an extra pair of hands is helpful. This help can be on both a regular and occasional basis. Regular help covers such things as help with reading, classroom games, sewing, cooking etc. On a less regular basis we need help with costume making, covering books and odd jobbing. We always need assistance and hope that you will be able to help us. We are most grateful for the help we receive.

Regular Parent helpers will require Criminal Records Bureau clearance. Application for this DBS clearance is made through the school.

Parent Teacher and Friends Association

There is a Parent Teacher and Friends Association (PTFA) at school. The Association involves itself with fund-raising and social events for the children and parents.

All parents are automatically members of the Association and will be made very welcome at meetings.

As a school we appreciate the hard work and support given to us by the PTFA. It is invaluable.

Road Safety and Parking

Please be aware of the safety of all children when entering and leaving the school premises.

- If at all possible please walk to school with your children, to avoid traffic congestion. We have a school travel plan and we are actively trying to promote walking to school as the preferred method of travel to school.
- If you must drive, please park in the permitted places on the roads surrounding Bedford Road Primary School.
- DO NOT park in the yellow zig zag lines outside the school gates or in the entrance road to the school car park. This is extremely dangerous and it also blocks the entrances to local residents' garages.
- The school car park is for school staff only. There is no parking for parents on the school site. Please be aware that the gate is shut at periods throughout the school day. Your car may be locked in if you have chosen to park there without permission.

Procedure for Complaints

From time to time parents, and others connected with the school, will become aware of matters that cause them concern. To encourage resolution of such situations the Governing Body has adopted a "General Complaints Procedure".

The Procedure is devised with the intention that it will:

- Usually be possible to resolve problems by informal means
- Be simple to use and understand
- Be non-adversarial-Provide confidentiality
- Allow problems to be handled swiftly
- Address all the points at issue
- Inform practice so that the problem is unlikely to recur

Full details of the procedure may be obtained from the school office or from the Clerk to the Governing Body.

Charging policy

There are occasions where we ask for a voluntary contribution towards a particular activity. We cannot take children on outings or provide them with extra curricular opportunities without financial assistance. No child will be disadvantaged where a parent or guardian does not offer a voluntary contribution.

Visitors to the school

It is essential that we know who is on the school premises at all times. Anyone entering the school grounds should report their presence to the school office. If you are at school during the day for any reason other than for the normal starting and finishing times of the day, please come to the school office. Please ensure that you sign the visitor's book both on entering and leaving the premises. These arrangements are essential for the safety of the children.

Equal Opportunities

Every child is individual or special and all should be cherished and valued irrespective of race, colour, religion, gender or special needs. We adopt and fully endorse the county policy for equal opportunities.

Use of Cameras (Film, Digital and Video) by Parents at School Events

Photographs and video images of pupils and staff are classed as personal data under the Data Protection Act 1998. Using such images for publicity purposes will require the consent of the individual concerned, or in the case of pupils, the parents or carers. Consequently, images should not be displayed on websites, in publications or in a public place without such consent. The Governors have agreed that parents/carers may take photographs or videos of their children taking part in a school activity on the understanding the images will not be used inappropriately or shared electronically via social media and other websites.

Legal Requirements – Safeguarding Children

Bedford Road Primary School recognises that it has a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children.

There may be circumstances when we feel that you and your family may benefit from some support from other agencies. Before we contact them, we will usually seek your permission so we can work together for the best outcome for yourself and your family.

Section 47 of the Children's Act 1989 gives the local authority a duty to investigate when it is suspected or found that a child is suffering or likely to suffer significant harm. The local authority will then make enquiries from other agencies to enable them to decide whether they should take any action to safeguard or promote the child's welfare.

As a school we have a statutory duty to assist the Social Care departments acting on behalf of children in need or enquiring into allegations of child abuse. As well as this statutory duty we have a pastoral responsibility towards our pupils and we recognise that pupils have a fundamental right to be protected from harm. Children cannot learn effectively unless they feel safe and secure. We therefore have a Child Protection policy, which reflects both our statutory duty and our pastoral responsibilities.

If we have a concern that a child has been abused or is at risk of being abused, we have a duty to refer this to Social Care. In making any referral, the school is not making any judgement for example about individual parents or carers. It is for Social Care to decide whether there should be an investigation.

Our Family Support Worker, Mrs J Holden, is the named person responsible for Child Protection and the Safeguarding Training of all staff.

Dogs

Dogs are generally not permitted on the school grounds. This does not apply to assistance dogs and official school visiting dogs.

Bedford Road Primary School
Term and Holiday Dates
September 2017 to July 2018

Autumn Term

Term starts Tuesday 5th September 2017

Last day of half term Friday 20th October 2017

Half term break Monday 23rd October 2017 to Friday 27th October 2017

School starts again Monday 30th October 2017

Last day of autumn term Tuesday 19th December 2017

Spring Term

Term starts Wednesday 3rd January 2018

Last day of half term Friday 9th February 2018

Half term holiday Monday 12th February to Friday 16th February 2018

School starts again Monday 19th February 2018

Last day of spring term Thursday 29th March 2018

Summer Term

Term starts Tuesday 17th April 2018

School closed for staff training Thursday 3rd May 2018

May Day bank holiday Monday 7th May 2018

Last day of half term Friday 25th May 2018

Half term holiday Monday 28th May 2018 to Friday 1st June 2018

School starts again Monday 4th June 2018

Last day of summer term Friday 20th July 2018