

Welcome to Dunnington C of E (Voluntary Aided) Primary School



The intention of this prospectus is to give you an insight into the organisation and work of Dunnington School.

The four cornerstones of our school are to encourage our pupils to love God, to work hard, to care for each other and to have good manners and behaviour.

Our aim is to provide a happy and stimulating environment where children can become confident and happy members of the community. We aim for high standards of attainment and behaviour from everyone within school in order for all our pupils to develop to the full potential.

We think of ourselves as the 'Dunnington Family' an extension of our own family because of the amount of time we spend with your child. You as parents, therefore, are an integral part of our school working together to achieve the best in developing your child as a whole person. You are always welcome in our school and we encourage you to become actively involved in the activities we are able to arrange and host.

'The Dunnington family working together to achieve our best'

Our Mission Statement

At Dunnington, it is our aim to give each child a better understanding of themselves and the world in which they live, by helping them to acquire skills and knowledge to enable them to use language and numbers effectively.

From within the Christian context of our school, we aim to instil respect for religious and moral values, so that they may be tolerant of other races, religions and ways of life.

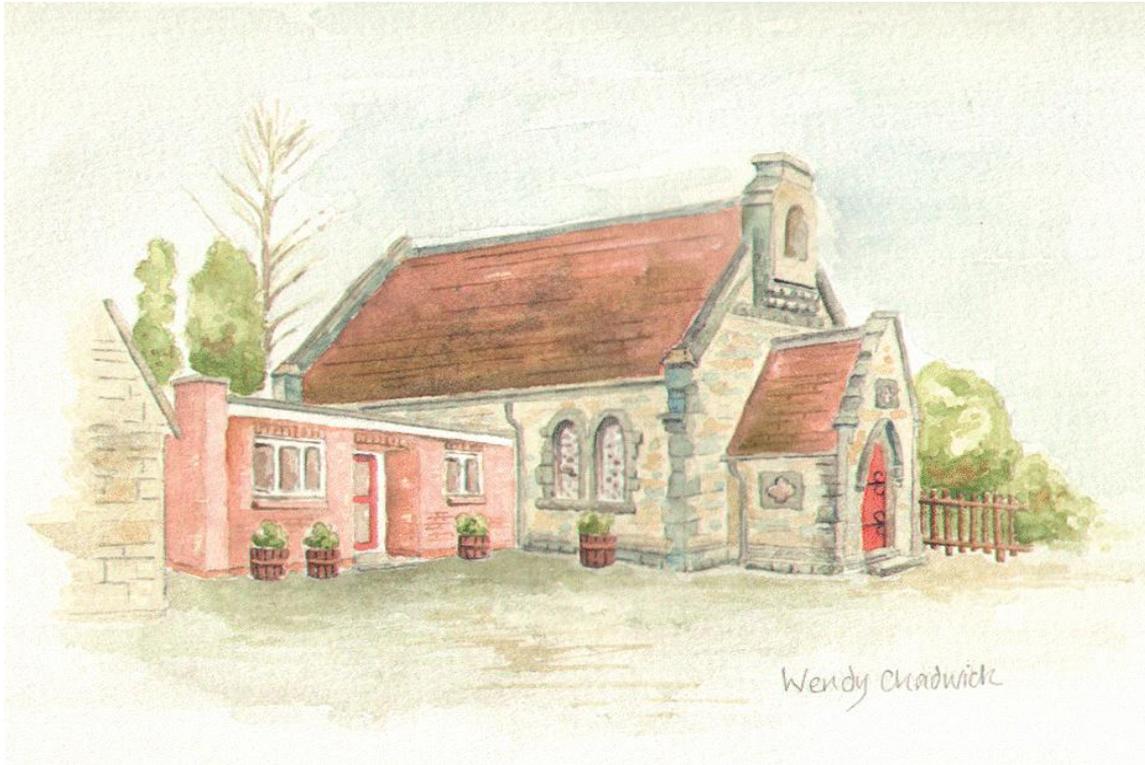
We aim to help pupils develop lively and enquiring minds, to develop physical skills and creativity so that they are able to appreciate human achievements and aspirations and to strive for consistent improvement in their own work.

The School

Dunnington Primary School was established in 1876. The building was donated by the 5th Marquess of Hertford to the vicar and church wardens of St. Matthew's Church, Salford Priors.... "for the purposes of educating children of the Ragley Estate workers living in and around the village of Dunnington".

The school has been extended several times over the years to provide for the needs of our community. In September 1999 the school acquired Voluntary Aided status which forged even stronger links with the Diocese of Coventry.

The governing body includes parents, Local Authority appointees, the headteacher, teaching and non teaching staff and foundation governors who represent the church.



Collective Worship

The whole school shares a daily act of collective worship where we encourage personal reflection. These acts of worship are led by the headteacher, teachers or members of the local clergy. The children are encouraged to participate in these acts with readings, songs and hymns, prayers and their own responses to the weekly themes. We use this time each day to share the feelings of being a whole school community that cares for each other and to respond individually to God.

The school governors recognise the right of parents to withdraw a child from collective worship after discussion with the headteacher. If a parent chooses to withdraw their child from these areas of education then alternative arrangements will be made for the child to work with a teaching assistant during these times.



St Matthew's Church

Dunnington School has very close links with St Matthew's Church, Salford Priors. We enjoy attending services at the church on special occasions such as Harvest, Christmas, Easter and when our oldest children leave the school. We look forward to our weekly visits from the clergy.

Religious Education

Our aims in teaching religious education within a Christian Environment are to:

- Help all children to develop a knowledge, understanding and awareness of Christianity and other major religions
- Help promote pupils' spiritual, moral and cultural development
- Encourage respect and tolerance with different religious beliefs
- Recognise that the development of spirituality pervades all areas of the curriculum

The school governors recognise the right of parents to withdraw a child from religious education after discussion with the headteacher. If a parent chooses to withdraw their child from these areas of education then alternative arrangements will be made for the child to work with a teaching assistant during these times.

Special Educational Needs and Inclusion

Principles of Inclusion

This statement takes account of the provision of the Special Needs and Disability Act 2001, relevant codes of practice and the policy of Warwickshire LA.

Valuing Diversity:

All children present a diverse range of strengths and needs and should be equally valued. At Dunnington School we recognise this and regard it positively. We recognise that inclusion is a process that benefits all children and not only those with special educational needs. To this end we work towards communication and dyslexia friendly environments.

Dignity:

We believe that children and their parents are entitled to be treated with respect. Parents and children will be involved with the planning of provision.

Equality of opportunity:

We believe in equality of opportunity for all pupils and to this end monitor provision made for and achievements made by the children within the school.

Entitlement and Access:

We believe that children are entitled to be considered as individuals, having needs addressed on the same basis as their peers.

Any child may have special educational needs in one or more areas.

These special needs may include:

Learning difficulties – when a child has significantly greater difficulty in learning in a particular area

Physical and sensory disabilities – when a child has condition which hinders their capacity to access the curriculum

Emotional or development problems – these may be long or short term

The school takes the provision for SEN seriously and our staff work hard to ensure they are providing for and seeking advice for those pupils who have special educational needs.

A child may be placed on the schools special needs register at;
school action – where the school community will adapt their teaching and the learning opportunities to meet the need of the child

school action plus - where the school community will adapt their teaching and the learning opportunities to meet the need of the child and outside agencies will provide their expertise to support the school and the child.

A statement of special educational needs – this statement of needs from the Local Authority ensures all agencies supports the requirements of the child and the local authority have a legal requirement to ensure the needs of the child are met.

The SEN register helps the school to track the needs of the pupils and to ensure appropriate provision is made for them

If there any concerns about your child's ability to achieve their full learning potential then the school will ask you to come and discuss your child's needs and no action is taken without full consultation with you.

If your child has specific talents or is gifted in particular areas of the curriculum then the school will look for ways to ensure your child can achieve their potential in these areas.

The Special Educational Policy is reviewed each year and a full copy of the policy is available for parents in the entrance hall.

Dunnington Parent's Handbook

The school's prospectus sets out general guidelines and curriculum policies. In our prospectus we have a statement that says, "Education is a three-way process involving, children, teachers and parents." It is our intention as a school to work in partnership with you in your child's education, caring for them and helping them to develop into confident and thoughtful citizens of the future. On this basis, we refer to ourselves as the '**Dunnington Family**'

All new parents are issued with a prospectus, however this does not cover all the day to day things, which help us to work together. We have therefore updated this **Parent's Handbook** as a source of information for existing and new parents.

The School Day

The playground is unsupervised before **8:50am** and after **3:40pm**. The school cannot accept responsibility for children in the playground when it is not supervised. If you are unavoidably detained and will be late to collect your child please let the school office know.

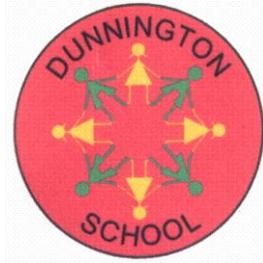
The official school day starts at **9:00am** and all children should be in school by this time. However the school doors will be opened at **8:50am** and your child is then able to go into class for registration.

Mid morning break starts at **10.30am**. Please ensure your child brings a named water bottle to school as we encourage children to drink water throughout the day. Free fruit is available for Infants at mid morning break and parents can provide healthy snacks for Juniors at this time. Free school milk is available for under-fives and parents can arrange for milk to be supplied for their children over five at a small cost.

Lunchtimes. At **12:15pm – 1:30pm** lunch is served for infants. Juniors have their lunch break between **12:30pm and 1:30pm**. Lunches are prepared in the school kitchen and the menu is displayed on the school notice board every Monday for the week ahead.

Afternoon Break. Is a **short break** for the younger pupils

The School Day ends at 3:30pm. Please collect your child from the front playground as promptly as you can. We encourage parents to come into the playground so that staff can safely hand children over into their adults care. Parking is very difficult and parents are advised to park further down the lane towards the Baptist Church



Useful Information (listed Alphabetically)

Accidents

As a staff we will do all that we can to prevent accidents. However, it is essential that your daytime telephone numbers are up to date so that we can contact you in case of emergency.

Activities and Clubs – are seasonal

Examples of clubs are as follows:

- Spanish Club (by private arrangement)
- Individual music lessons (woodwind & strings) during school time and are by arrangement between parent and County Music Services.
- Individual music lessons (piano & guitar) during school day. (by private arrangement)
- Choir (after school)
- Eco-club (lunchtime)
- Various Sporting clubs (after school)
- Football club training (private arrangement)
- Children's University modules (various) are offered depending on availability of trainers and parent helpers.

After school care

We have after school care available (Denim Club) between 3.30pm and 6pm. For further details call into the school office or telephone 07511 679109

Concerns

As a staff we wish to work closely with you and we would encourage you to talk to us about any concerns, however trivial you may feel they are. However, at ***the beginning of the school day the teachers are often very busy*** organising the days teaching. If you have any small concerns or pieces of information to pass on to the teacher then please do this when the school doors open at 8.50am. The teachers must start teaching promptly at 9am. ***If you need to speak to a teacher on more important matters we would ask you to contact the school office in person or by telephone to arrange a convenient time for both you and the teacher to talk.*** The head teacher will also be available in school, most days, to discuss any issues

Contact addresses and other information

Please ensure that all addresses, health information and contact details are kept up to date by informing the school office of any changes.

Cycling to school

Children can cycle to school. However the security for bicycles during the day cannot be assured. If children do cycle to school, we strongly recommend that

your child has a thorough knowledge of the rules of the road and always wears a cycling helmet and a reflective vest.

Discipline

We believe in supporting the children's behaviour by clear guidelines and positive rewards. These rewards include praising good behaviour, housepoints, stickers and letting parents know about something we are particularly pleased with. If a child is having particular difficulties then we will inform you as parents so that we can work together to support your child.

Friends of Dunnington School

As a parent of Dunnington school, you are also a 'Friend'. The Friends arrange functions, raise money for extra equipment or trips for the children and generally do a great deal to support and enhance the school environment.

Helping in School

We welcome involvement and help of parents. If you become a helper within school, we will require you to have a criminal record check. Please contact the Head Teacher or one of the class teachers if you wish to volunteer your services.

Holidays in Term Time

We know that absences are sometimes unavoidable. However, holidays during term time effect your child's education and there will be things that they miss. Schools also have to set targets for attendance, each time a child has a day off whether authorised or not it affects the schools attendance figures. The Headteacher will only authorise holidays in exceptional circumstances.

Homework and Help at Home

Your child will be sent regular homework and it would be helpful if you could supervise your child in completing this by the due return date. The types of homework your child will receive are dependent on age. They may include spellings, maths work, research or literacy and reading.

House Points

All children are equally divided between two houses, Bomford and Hiller. We award points for good work as well as positive attitude and good behaviour.

Illness

Please telephone the school and write a note to explain any absence from school. If your child has been sick please ensure they do not return to school until 24 hours has elapsed since their last bout of sickness.

Lost Property

All items of clothing should be clearly marked so that we can return lost items to you. If items are not named they will be placed in the lost property basket situated in the ICT suite.

Lunch

Dinner money is collected in the school office every Monday morning **and is paid in advance**. Lunches can be paid for weekly or half-termly. If you are paying half termly, **please send in the payment during the first week of the half term to avoid reminders being sent out the following week**. If meals are missed, please check with the school office to see how much you may be in "credit"

A lunch may be ordered on the day if you see the school secretary or bursar first thing in the morning

Jewellery

Watches and stud earrings can be worn in school. Please ensure all other jewellery is kept at home

Medicine

If your child requires antibiotics, **please try to ensure that they are given to them at times when they are at home with you.** If your child is prescribed medication 3 times per day please give it to them before school, when they come home from school and before bedtime. If your child needs their medication during school time (4 times per day), please bring it to the office and sign to give permission for us to administer the medication and the time at which the medication is due.

Please ensure that you let school know if your child suffers from any allergies and what we are required to do if your child has a reaction.

If your child uses an inhaler, please make sure they know how to use them and to be responsible for them. We will rely on you to make sure that medication is in date and that your child has a sufficient amount. Please write a reminder on the reply slips when your child is going on a school trip.

Money

Your child will not require any money in school. Your child should not bring any electronic equipment or mobile phones into school as we cannot be responsible for them.

Notice boards

There are notice boards inside the front door and by the school gate. These boards will have copies of letters that go home and which you should have received. Please read the notices regularly. There is a whiteboard inside the main pupil entrance with messages from the friends or teachers.

Parking

We wish to ensure every child's safety when coming and going to school. **Please drive cautiously and park safely around the school.** The further you park away from the school gates the easier the congestion will be. Please consider our neighbours and follow the highway code. We would encourage you to wait for your child in the playground so that we can hand your child over to you away from the road.

Payments

Payments by cash or cheque are acceptable. Cheques should be made payable to 'Dunnington School'

P.E. and Games

Please ensure that all kit is named and in school. Your child needs pumps that fit for indoors and pumps or trainers for outdoors. Please ensure that long hair is tied back.

Ragley

Our pupils in reception go to the grounds of ragley hall each week for Forest school work please see uniform for the things your child will need.

Reading bags

The Reception and Infant classes use reading bags and these can be purchased from school uniform retail outlets. Please ensure that reading books are in school every day (including Fridays)

Stationery

All the basic items of stationery is provided by the school. When your child reaches Key Stage Two, they are encouraged to provide their own pens, pencils,

rubbers, rulers etc. This equipment needs to be kept in a pencil case that fits into their drawer. We also request that you to provide them with their own dictionary and thesaurus.

Swimming – is not an option, it is part of our curriculum

- **All children** go once a week by coach to Stratford Leisure Centre for swimming lessons. A small weekly charge is made for this.
- All children need a named swimming bag to hold their swimming kit
- Swimming caps must be worn and these can be purchased from the school office.
- Goggles may be worn if wished, but they are not compulsory
- **If your child is well enough to be at school then they should be well enough to go swimming**
- If you decide that your child is not able to go swimming on a particular occasion ie. An ear infection, skin disorder, then a note must be sent to the teacher. Please ensure that this only happens in exceptional circumstances as swimming is part of our commitment to the P.E. curriculum and it also creates a problem as your child needs to be kept in school with another teacher and therefore not participating in the relevant curriculum to their needs.
- **Swimming is paid on a half termly basis. Refunds are not possible as fees are fixed and the school has to pay for the coach, the use of the pool and the fees for the instructors irrespective of whether or not children attend.**

Toys

Please do not allow your child to bring any toys into school, unless they have been requested to do so, as they cause many problems and upsets. The children are provided with sufficient play equipment and games for outside play and wet playtimes.

Telephone Tree

We have a telephone tree that we ask you to be part of. Your telephone number is placed on this list and in cases of emergency (such as school closures) we ask you to telephone the person directly below you on the tree to enable the information to be cascaded throughout the school family. Please ensure that you only use this list for school closure purposes.

Uniform

A full uniform list is included in the prospectus

Vouchers

Vouchers for various school offers are collected in the entrance hall.

Worship

A daily act of worship is part of our school day. Parents are invited to join us if they can for a celebration assembly at the end of each month on a Friday afternoon. The whole school attends St. Matthew's Church, four times per year and as part of our 'Family' you are welcome to attend.





School Organisation

Children start school in the Reception class in the September following their fourth birthday.

However to make the transition a happy event we organise several ½ day visits and a full day visit in the summer term.

To help your children prepare for school:

- Encourage them to dress and undress themselves
- Recognise their clothes and their name on their clothes
- Put on their coats and be able to do their coat buttons or zips
- Be able to go to the toilet and wash their hands on their own
- Be able to use a knife and fork
- Give your child the opportunities to use scissors, glue, crayons and paint.
- If your child expresses a wish to write, teach them to use lowercase letters and encourage them to form the letters correctly.

The Curriculum

The Reception aged children will follow the Foundation Stage curriculum which includes, Communication, Language and Literacy, Mathematics, Personal and Social development, Knowledge and Understanding of the World, Physical development and Creative development.

Our Reception children also take part in the Forest schools initiative and use the grounds of Ragley Hall every Wednesday afternoon for outdoor pursuits.

The Keystage One and Two children follow the broad and balanced curriculum offered at Dunnington School. This curriculum is based on the requirements of the National Curriculum 2000. Attention is paid to the teaching of basics in the core subjects of English, Mathematics and Science. The children will also study other subjects in a themed approach through the International Primary Curriculum. These subjects include Geography, Music, History, Art and Design, Religious Education, Information Communication Technology, Physical Education, Design and Technology, Personal, Social and Health Education and international dimensions of education.



Assessment

Assessment is an integral part of the learning process and takes place continuously through interaction with the teachers and teaching assistants. A child's progress is recorded through National Curriculum Attainment Targets. Each child's individual attainments are carefully tracked in order to plan the appropriate curriculum for groups of children

Children are given individual targets to work towards which is shared with parents at parents' evenings.

Towards the end of Year 2, children complete the National Standard Attainment Tests (SATs) for Key stage 1. During Year 6 the tests for the end of Key stage 2 are given to establish the child's level of attainment.

These results are communicated with parents at the end of KS1 and KS2 as part of the annual report.

There are two parents' evenings each year and a written report to parents towards the end of the summer term

Transfers at 11

Children leave Dunnington at the end of the year in which they reach eleven. The schools to which children go depend upon parental choice and where they live. Local secondary schools include Alcester High School and St Benedict's Roman Catholic High School, Alcester.

In South Warwickshire, a procedure for selection for grammar school places exists. This takes the form of the 11+ and the children who wish to try for places at these schools sit tests in the early part of the Autumn term.



Sex and Relationships Education

It begins at the reception level with a study of the development and growth of babies, parts of the body and family life. Gender issues and stereotypes are challenged as children get older.

Children are taught about physical changes to their bodies and about emotions they may experience. In the final years of the primary school boys and girls will learn more about puberty, menstruation and personal hygiene with the school nurse. Throughout their schooling they will be taught how to develop self esteem, to nurture their rights and responsibilities, what feeling safe means and their social responsibilities to home and school.

This area of the curriculum is always taught with sensitivity and care and parents are involved at every stage.

Full details of the policy is available in the entrance. There may be rare occasions when parents wish to withdraw their child from these lessons and these should be discussed with the headteacher.

Complaints Procedure

Under the terms of the Education Reform Act there is a statutory procedure to deal with complaints by parents who feel that, in relation to a school's curriculum, the Local authority or the governing body is failing to discharge its duties. It is hoped that any issues can be dealt with by the school, however there is a form available at the school should the need arise for a matter to be taken further



Dunnington Behaviour Policy

'The Dunnington Family working together to achieve our best'

At Dunnington we recognise the value of each child as an individual. We believe education is about much more than academic standards. It is about how children develop their attitudes and values and become emotionally literate people, growing to become responsible members of their own communities.

At Dunnington we have good communications between staff and children. We believe in teamwork at all levels. We are honest about our weaknesses and appreciate support from each other. We are enthusiastic, caring, dedicated, flexible, and committed and we have respect for each other. We have high expectations of ourselves, and each other, in our work and in our behaviour.

We believe that humour is a useful tool but we would never seek to humiliate each other.

We are proud of Dunnington and pass on this sense of pride.

We want Dunnington to be a happy, caring, family community where everyone is valued.

We achieve good relations by:

- Teaching Christian Values
- Basing our code of behaviour on our agreed school rules
- Sustaining a culture of celebration within our school
- Teaching a well structured PSHE curriculum which includes emotional literacy.

Christian Values

Christian Values are taught throughout the school. This is led by the Headteacher, link vicar and teachers leading Assemblies. These issues are followed up in the classrooms when appropriate.

The School Rules

We want Dunnington to be a place where being kind, gentle, honest, hardworking, careful and a good listener, is valued and encouraged. We want our children to understand themselves as people with these qualities. These moral values form part of our Christian ethos, but are also values shared by many religions of the world. These moral values underpin all the choices and decisions made by the school and its pupils. The school rules provide the expectations for everyone's behaviour and attitude. These rules are adapted into language that is accessible dependent on age and more comprehensive for older pupils.

Reception & Keystage 1 school rules

We sre the Dunnington Family which means we are kind, helpful and gentle

Listen to others and do what you are asked

We rork hard

We are Honest

We look after property

Keystage 2 school rules

We are the 'Dunnington family', this means we respect and look after each other

We always listen to the person whose turn it is to talk and do as we are asked straight away

We keep our hands, feet and put-downs to ourselves

We are honest and hardworking

We take care of our own and other peoples property

These rules are displayed in every classroom. However, having a set of rules is useless if we allow them to become nothing more than a set of good intentions on the wall. We need to get them from the wall and establish them as accepted behaviour with the children understanding why.
(Playground rules are displayed in the playground.)

We do this through:

- Establishing the School Rules in assembly every September. These are regularly referred to throughout the year.
- Discussion in PSHE lessons.
- Catching children doing things right and using the words of the School Rules to reinforce the same message.
- Identifying targeted rules that certain children can try to work towards.
- All adults setting the correct positive role model.
- Positive reinforcement in class, around school and in assemblies.

Culture of Celebration

We believe that positive reinforcement promotes appropriate behaviour and we use arrange of rewards throughout the school.

These may include:

- Praise from class teacher.
- Praise from other adults; teaching assistants, office staff and Headteacher.
- Class reward charts or displays. Team/table points (possibly working towards a treat)

- Star of the Week certificates presented in Celebration Assemblies.
- Dinner time good behaviour stickers.
- Postcards home to parents from Headteacher.
- Headteacher achievement stickers.

We try hard to praise those children who always behave appropriately and work hard! We appreciate how unfair it can seem to the well behaved child when those whose behaviour is more challenging appear to get rewards. Every teacher is responsible for finding opportunities to praise and reward such children.

PSHE

Each class covers PSHE topics regularly in class. These cover aspects of emotional literacy through our school PSHE programme and the SEAL syllabus.

What happens when relationships break down and challenging behaviour occurs?

In the first instance the teacher will endeavour to resolve the issues behind the situation using a variety of strategies to enable them to maintain a positive and diligent atmosphere in the classroom. It is helpful if teachers keep a note of challenging situations and to talk to another member of staff or the Headteacher about the strategies used.

Some interventions that have worked effectively are:

- Developing a positive culture in the classroom at the start of the school year
- Praise for appropriate role models in the classroom.
- Different tones of voice
- “The Look”
- Distraction
- Warning and loss of golden time
- Setting behaviour targets
- Time out- within the classroom or to another teacher, or the Headteacher.
- Counselling by another adult.
- Missing a playtime, or other treat.

We must be aware that certain times are more challenging than others. At such times staff must be extra vigilant e.g. walking around the school and checking entrances. At such times children should be walking and it is the teachers/dinner supervisor’s responsibility to ensure this.

When interventions don’t work

- The Headteacher must be informed of any incidents of bullying immediately. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

- If a child continues to behave disruptively or upset others, and efforts to restore relationships appear to have been unsuccessful, then the school contacts the parents/guardians to enable us to work as a team to find a way forward. We encourage parents who are concerned about their children's behaviour to contact the school.
- Continued incidences of challenging behaviour may result in the child being put on the special needs register and a behaviour plan put in place. If a teacher feels this is necessary then advice must be sought from the SENCO.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school.

The relevant Internet address is:

www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to

the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Monitoring and review

- The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- The Headteacher keeps a record of any child concerns or behaviour concerns in the school log.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Dunnington School Uniform

After consultation with all stakeholders this is the agreed uniform policy.

Please ensure your child wears the correct uniform at all times

Girls' Winter/Spring

Red check shirt

Red tie

Red sweatshirt with logo or red cardigan

Grey skirt or pinafore dress or Black trousers

Suitable black shoes (not trainers)

Grey/red tights or white socks

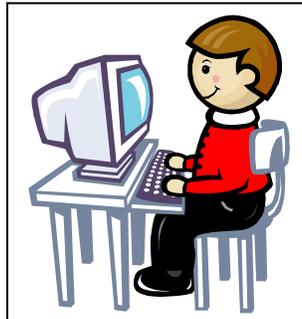
Girls' summer

Red check dress

Red cardigan

(if you wish your daughter to wear trousers in the summer they will need to wear checked shirt & tie with them)

Jewellery – only watches or stud earrings to be worn in school



Boys' Winter/Spring

Red check shirt

Red tie

Red sweatshirt with logo (v neck sweatshirts are an available option to order) or red pullover

Grey trousers or shorts

Grey socks

Suitable black shoes (not trainers)

Boy's Summer

Grey shorts

Red polo shirt

All uniform is available from high street stores or the National Schoolwear shop in Alcester, who are the suitable suppliers for uniform with logo's and checked shirts.

The 'Friends of Dunnington School' have secondhand clothing available all year round in the PE store – each item bought for a donation of 50p.

It is vital that all items of clothing are labelled with your child's name

Please ensure that long hair (longer than shoulder length) is tied back

P.E. Uniform (boys & girls) – pupils to change into P.E. uniform in school time

White polo shirt, red shorts, black pumps (indoors) trainers or pumps (outdoors)

Swimming (boys & girls)

School uniform is to be worn when going swimming. Swimming kit – towel, swimming costume or trunks (Bermuda shorts are not permitted) swimming hat which can be purchased from the school office, goggles are optional.

Please note exception to above dress code –

Reception parents may choose to put their child/children in polo shirts until they are more confident in dressing themselves.

When Reception children are going to Ragley they need wellingtons, a red polo shirt, red sweatshirt, joggers and their own waterproofs (they may borrow school waterproofs but please ensure their swift return)

Holidays

Some parents arrange family holidays during term time, which leads to problems for all concerned:

- **Your child's education suffers;**
- **Lessons and extra curricula activities are missed;**
- **Continuity of project work is lost;**
- **There is often no opportunity for teachers to set additional work or to assist a child in catching up on their return from holiday;**
- **The class is generally disrupted; other pupils suffer as a result;**
- **You may be in breach of your legal obligation to send your child to school.**

There is a common misconception that any pupil is allowed to take 10 days holiday per academic year in term time. This is not strictly true. Parents are entitled to ask for leave of absence of up to 10 school days for an annual family holiday, and this may be authorised by the school. Only in exceptional circumstances can any more than 10 days be granted. The Department for Education and Skills expects us to actively discourage all holidays in term time. (School Attendance Policy and Practice on Categorisation of Absence : Circular 10.99).

School governors wish to stress that any request for holiday absence will be considered very carefully. The following factors will be taken into account:

- **The child's general attendance/punctuality record;**
- **The number of previous similar requests;**
- **The time of year that the child will be absent. (For example requests for leave of absence at the start of a school year, or when examinations are taking place are very unlikely to meet with consent.**
- **The clear educational nature of the proposed holiday;**
- **Any second request in the same academic year will be automatically refused, save in exceptional circumstances (see above).**

If you are unable to avoid requesting absence during school term, an application must be made to the head teacher on an application form (available from the school office). This should be not less than 6 weeks before the absence is due to start. A response will be sent to you within 14 days of receipt of your request. If your request is refused, but the child will still be absent from school the absence will be recorded as unauthorised

Any unauthorised absence is damaging to your child's education as well as reflecting badly on the school. Please consider this matter very carefully before making a request for absence during term time.

List of Governors

Mrs Sally Sealy(Chairman)	Foundation Governor
Mr Phillip Mottram(Vice-Chairman)	Foundation Governor
Mrs Lynne Russell	Headteacher
Revd. Steve Tash	Vicar of Parish (ex-officio)
Miss Claire Hall	Teacher Governor
Mrs Trudy Lamb	Staff Governor
Mr Michael Boswell	Local Authority Governor
Mrs Sue Lucking	Parent Governor
Mrs Elaine Trevor	Parent Governor
Mr Colin Fairman	Foundation Governor
Lord Hertford	Foundation Governor
Mr Denis Gascoigne	Foundation Governor
Mr Richard Warner	Foundation Governor
Mr Ernie Couchman	Foundation Governor

List of staff

Mrs Lynne Russell	Headteacher
Mrs Jayne Middleham	Administrator / Bursar
Miss Carrie Lomax	Red Class (Reception & Year 1)
Mr Lawrence Wild	Blue Class (Year 1 & Year 2)
Miss Claire Hall	Yellow Class (Year 3 & Year 4)
Mrs Amanda Dick	Green Class (Year 5 & Year 6)
Mrs Trudy Lamb	Teaching Assistant – Green Class and SEN
Mrs Sarah Brunson	Teaching Assistant – Blue Class and Red Class & LTS
Mrs Jan Del Monaco	Teaching Assistant – Blue Class & LTS
Mrs Jane Perry	Teaching Assistant – Yellow Class 3 & LTS
Miss Lisa Hall	Teaching Assistant – Red Class & LTS
Mrs Teresa Dee	Kitchen Staff
Mrs Vicky Alder	
Mrs Amanda Edkins	Lunchtime Supervisor
Mrs Magaret Davies	
Mr Sorin Bitoleahu	Caretaker

School Dates

Autumn term 2008

Designated Teacher Training Day - Friday 29 August 2008

Term Starts - Monday 1 September 2008

Half Term - Monday 27 October to Friday 31 October 2008

Term Ends - Friday 19 December 2008

Spring Term 2009

Designated Teacher Training Day -Monday 5 January 2009

Term Starts - Tuesday 6 January 2009

Half Term - Monday 16 February to Friday 20 February 2009

Term Ends - Friday 3 April 2009

Summer Term 2009

Term Starts - Monday 20 April 2009

Half Term - Monday 25 May to Friday 29 May 2009

Term Ends - Friday 17 July 2009

3 extra SCHOOL INSET DAYS will be added each year

Autumn term 2009

Designated Teacher Training Day - Friday 4 September 2009

Term Starts - Monday 7 September 2009

Half Term - Monday 26 October to Friday 30 October 2009

Term Ends - Friday 18 December 2009

Spring Term 2010

Designated Teacher Training Day -Monday 4 January 2010

Term Starts - Tuesday 5 January 2010

Half Term - Monday 15 February to Friday 19 February 2010

Term Ends - Friday 26 March 2010

Summer Term 2010

Term Starts - Monday 12 April 2010

Half Term - Monday 31 May to Friday 4 June 2010

Term Ends - Friday 23 July 2010

Dunnington C of E (Voluntary Aided) Primary School
ADMISSIONS POLICY
2009-2010

The Governors have set the following guidelines for admission to this school in the year 2009-2010.

In Warwickshire, children are usually admitted at the beginning of the academic year in which they will be five. With effect from September 2004, admissions to primary schools have been administered by the County Admissions service. As Dunnington School is a Voluntary Aided School the school governing body remains the admissions authority and all applications are judged by the governing body's admissions criteria.

The governing body has adopted a Race Equality Policy and will ensure that the school does not discriminate against applicants on grounds of race, colour, creed, nationality, ethnic or national origin and religious belief.

Offers of a place will be made in the Spring Term on a date to be arranged by your Local Authority for the following academic year with a closing date for reply (Please contact the Admissions Service Warwickshire). Applicants who apply after the common closing date set by the Local Authority will be dealt with after those applications received on time.

The Governing body supports the legal requirement that no class in the Foundation Stage or Key Stage 1 should contain more than 30 pupils with a single teacher. The school combines year groups and therefore has an agreed admission number of 15. If the number of applications exceeds the number of places available, the admissions policy is that the places will be offered according to the following criteria (listed in order of priority).

- 1) *Looked after children in the care of or provided accommodation by a Local Authority (under section 22 of the Children Act 1989 / See Note 6).***
- 2) Children in residence within the priority area who have a sibling at the school at the time when the applicant is due to start school.
(see definition1 & 2)**
- 3) Other children in residence within the priority area. (see definition 1)**
- 4) Children in residence outside the priority area who have sibling at the school at the time when the applicant is due to start school. (see definition 1 & 2)**
- 5) Other children in residence outside the priority area. (see definition 1)**

In the event that there are more applicants than available spaces, preference will be given to those applicants who live nearest to the school. (Measured by straight line measurement supplied by the Local Authority, see Note 7). This will be applied, as necessary, to each category, in priority order, until the fifteen spaces have been filled.

Note 1

Special Education Needs

Children with a statement of Special Educational Need that names the school must be admitted. This will reduce the number of places available to other applicants.

Note 2

Waiting Lists

If our school is oversubscribed, we will hold a waiting list of children initially unable to secure a place. We will offer any places which have become available in order of priority, using the stated admissions criteria. The list will exist until the start of the Autumn term. The amount of time the child's name has been on the waiting list is not relevant. Parents should be aware that the priority order of children on the list can alter. Waiting lists for reception entry and in-year transfers to the school are dealt with in the same way.

Note 3

In-Year Transfers

In year transfers must apply directly to the school rather than the Local Authority.

- a) If the school has a vacancy in an appropriate year group, this is filled on request provided that the admission will not breach the infant class size limit of 30 pupils.
- b) We reserve the right to refuse applications if the number on roll in the appropriate year group is equal to or higher than the standard admission number. In the event that the school is unable to accept the application at that time, the child's name will be retained on a waiting list which will exist until the start of the Autumn Term (see note 2).

Note 4

Appeals

If a child is refused admission to the school (for any year group) the parents have the right to appeal against the Governors' decision. Details of the procedure may be obtained from the school.

Note 5

Excluded Children

Pupils who are permanently excluded from school are referred to the Area Behaviour Management Panel in order that consideration can be given as to the appropriateness of a return to mainstream school. On the recommendation of the Behaviour Management Panel and in keeping with Warwickshire Local Authority's In-Year Fair Access Protocol, the governors may offer a place to a previously excluded pupil even though the school is full in the year group.

Note 6

Looked After Children

Placements of looked after children in the care of the LA can occur outside the normal admissions round. We will admit without appeal looked after children from within the Priority Area even if the admission limit has already been reached or exceeded, unless such an admission would result in exceeding the infant class size law of 30 pupils.

Note 7

Calculation of Distance

Within each criterion priority is given in order of distance between the child's home and the school. (shortest distance = highest priority) Distance will be calculated by the straight line measurement from the centre of the applicant's residence address (supplied by Ordnance Survey) to the centre point (centroid) of Dunnington School, as supplied by the Local Authority. This applies equally to all applicants.

Note 8

Twins & Triplets etc.

Where the final place in any year group is offered to one of twins (or triplets etc) it is the responsibility of the parent(s) to decide which child, if any, will take up the place.

For the purposes of clarification we have defined the following:

Definition 1

Priority area

Is defined as the area shown on the attached map. And includes the Parish of Salford Priors north of the Banbrook including the village of Dunnington and the parish of Weethley.

Definition 2

Siblings

Are defined as children living as brother or sister (including half brother or half sister, adopted, step brother or step sister) living within the same household and also living with at least one of their parents or legal guardian, within that household. In the event that the child is subject to a residency order the application must be made from the household address where the parent or guardian with whom the child is deemed to reside, lives.

Definition 3

Residence

Is defined as the child's home address where he or she normally resides /sleeps when he or she attends school. Addresses involved in childminding arrangements (professional or with relatives) are invalid.

The Local Authority requests and accepts a copy of the applicant's District Council Tax details as proof of residence.

Split Parents; Where a child lives with two parents in separate addresses, the qualifying address will be that where the child spends (ie sleeps) the majority of the school week. If the child spends exactly equal amounts of time in the two addresses the parents themselves will need to nominate the **one** address they wish to be the child's main address for school admission purposes.

In the event that a school place is allocated on the basis of an address that is subsequently found to be different from the child's home address that place may be withdrawn

This policy document can be translated into any language upon request.

**Dunnington C. of E. Voluntary Aided Primary School,
Dunnington, Nr. Alcester, Warwickshire, B49 5NT.**

ACCESSIBILITY PLAN

Introduction

Progress continues to be made in the provision of facilities for disabled pupils, staff and visitors. The school now has a disabled toilet and wheelchair access to all areas of the school.

The premises are on one level and the design of new classrooms has also incorporated means of escape which can be accessed by the less able bodied.

Review

The existing facilities will be reviewed annually, taking into consideration new guidelines and legislation. If progress can be made and funding is available, accessibility will be further improved.

Any future development of the site will incorporate legislation and guidelines on accessibility available at that time.

This plan is currently being amended in line with future developments and the Disability Discrimination Act.

If you have any queries concerning accessibility for you, a family member or your child, please contact the school for current information.

Key Stage Results 2008

Key Stage One

	<i>School Results 2005</i>	<i>School Results 2006</i>	<i>National Results 2007</i>	<i>School Results 2007</i>	<i>National Results 2008</i>	<i>School Results 2008</i>
<i>Level 2</i>						
<i>Reading</i>	93.3%	93.8%	84%	100%	84%	100%
<i>Writing</i>	93.3%	93.8%	80%	93.8%	80%	100%
<i>Maths</i>	100%	100%	90%	100%	90%	100%
<i>Level 3</i>						
<i>Reading</i>	60%	50%	26%	50%	25%	46.2%
<i>Writing</i>	33.3%	31.3%	13%	37.5%	12%	46.2%
<i>Maths</i>	46.7%	43.8%	22%	43.8%	21%	38.5%

Key Stage 2

	<i>School Results 2005</i>	<i>School Results 2006</i>	<i>National Results 2007</i>	<i>School Results 2007</i>	<i>National Results 2008</i>	<i>School Results 2008</i>
<i>Level 4</i>						
<i>English</i>	92.9%	100%	80%	91.7%	81%	93.3%
<i>Maths</i>	85.7%	73.7%	77%	83.3%	78%	93.3%
<i>Science</i>	92.9%	89.5%	87%	91.7%	88%	100%
<i>Level 5</i>						
<i>English</i>	64.3%	47.4%	33%	33.3%	29%	73.3%
<i>Maths</i>	35.7%	31.6%	32%	25%	31%	66.7%
<i>Science</i>	42.9%	52.6%	46%	58.3%	44%	80%