

SPRING 2012

**CHILDREN, YOUNG PEOPLE AND LEARNING SERVICES GROUP  
IMPROVEMENT AND SUPPORT SERVICES**

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Dear School Governor

**ALL SAINTS BENHILTON C OF E PRIMARY SCHOOL GOVERNING BODY**

This term's ordinary meeting of the Governors will be held at All Saints Benhilton C of E Primary School on Monday, 6<sup>th</sup> February 2012 at 7.30 p.m.

Yours sincerely

Julia Ayres  
CLERK TO THE GOVERNORS

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**ALL RELATED ENCLOSURES CAN BE ACCESSED VIA THE GOVERNORS  
DOCUMENT LIBRARY AT [docs.suttonlea.org](http://docs.suttonlea.org)**

AGENDA AT A GLANCE

ITEM	ENCL	
1		APOLOGIES
2	B	CONSTITUTION AND APPOINTMENTS
3	A	MINUTES OF LAST MEETING
4		MATTERS ARISING FROM THE LAST MINUTES
5		MINUTES AND REPORTS OF COMMITTEES
6	C	REPORT OF THE HEADTEACHER
7		TRAINING FOR SCHOOL GOVERNORS
8		REVISED EQUALITY DUTIES
9		CODE OF CONDUCT FOR FIXED PENALTY NOTICES
10		SERVICE LEVEL AGREEMENTS
11		ASSOCIATION OF SUTTON GOVERNORS
12		FUTURE MEETINGS OF THE GOVERNING BODY
13		CONFIRMATION OF CHAIR'S ACTION
14		ANY OTHER BUSINESS
15		CONFIDENTIALITY
	D	INFORMATION SHEET

## **1. APOLOGIES**

Governors need to decide whether or not to give their consent to the absence of each governor not present.

## **2. CONSTITUTION AND APPOINTMENTS**

Changes in the membership of the Governing Body, including notice of forthcoming vacancies.

**Parent Governor** – Mr M Hayward's term of office ends 21<sup>st</sup> June 2012

The list of committees and panels is Enclosure B.

## **3. MINUTES OF LAST MEETING**

Minutes of the meeting held on Monday, 17<sup>th</sup> October 2011 at 7.30 p.m. to be agreed and signed (Enclosure A, previously circulated).

## **4. MATTERS ARISING FROM THE MINUTES NOT COVERED ELSEWHERE ON THE AGENDA**

**22/11 SIP Report** – to receive the School Improvement Partner's Report

## **5. MINUTES AND REPORTS OF COMMITTEES**

- i) Details of minutes and reports of committees
  - Finance
  - Premises
  - Curriculum
- ii) To receive a report from the Child Protection Governor on safeguarding practice within the school.

## **6. REPORT OF THE HEADTEACHER**

- [a] The Headteacher's report is Enclosure C.

The report should include the following if not covered elsewhere in committee minutes:

- School closures for INSET for approval
- School visits for approval
- Progress on the School Development Plan
- SEN Report
- Exclusions
- Accident Reports
- Incidents of Bullying
- Performance Management

- Staffing Matters
- Significant visits to school.

[b)] School Fund Account

To receive details of the School Fund Account for the school year 2010/11.

## 7. TRAINING FOR SCHOOL GOVERNORS

- To note that the training programme is available to view and book at [www.sams.sutton.lgfl.net](http://www.sams.sutton.lgfl.net)
- To receive a report from the training representative.
- Work commences on putting together the 2012/13 training programme from Easter onwards, and therefore any suggestions or ideas are welcome. Please contact June Crame on 0208 545 3823 or email June.crame@merton.gov.uk.

## 8. REVISED EQUALITY DUTIES

The Equality Act 2010 provides some changes about which schools need to be aware, and which should be in place by April 2012. The Act replaces all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act, and provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. Protection is now also extended to pupils who are pregnant or undergoing gender reassignment. However, schools that are already complying with the law should not find major differences in what they need to do.

The new duties require schools, by 6<sup>th</sup> April 2012, to:-

- Publish information to demonstrate how they are complying with the Public Sector Equality Duty (including policies, prospectuses, website etc)
- Prepare and publish equality objectives (minimum of one objective, and 'as many as the school believes to be appropriate to its size and circumstances')

Full guidance from the Department for Education can be found at:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

**It is RECOMMENDED that governors consider their duties with relation to the revised Equality Duties.**

## **9. CODE OF CONDUCT FOR THE ISSUING OF PENALTY NOTICES TO PARENTS OF PUPILS ABSENT FROM SCHOOL**

The LA Code of Conduct is due for revision in January 2012. All schools have been invited to take part in a consultation on the changes in the updated document, along with other stake holders, including the police and Sutton Legal Services. The closing date for this consultation is Friday, 10<sup>th</sup> February 2012.

**It is RECOMMENDED that schools note the changes to this document and receive a report on any response that was made by the school on the consultation.**

## **10. SERVICE LEVEL AGREEMENTS (SLA)**

Each Spring Term, governing bodies are asked to consider purchasing a range of services from the Local Authority.

Services are offered on an annual basis and governing bodies are now asked to consider purchasing the services for 2012/13. Information will be sent to Headteachers and Chairs of governing bodies in due course

**IT IS RECOMMENDED that the governing body agree which of the delegated services will be purchased from the Local Authority.**

## **11. ASSOCIATION OF SUTTON GOVERNORS**

To receive a report back from the ASG representative on the activities of the Association since the last governing body meeting.

The next meeting is on Wednesday, 29 February 2012 at 7.30 p.m. at St Dunstan's, Cheam C of E Primary School.

Mr Tolis Vouyioukas, who takes up the post of Strategic Director of Children and Families on 20 February 2012, will attend the beginning of the meeting to meet the ASG.

Dr Peter Simpson, Executive Head of Education, Learning and Intervention, will then report on the Education Act 2011.

## **12. FUTURE MEETINGS OF THE GOVERNING BODY**

### **a) Date of Next Meeting**

To arrange/confirm the date of the Summer 2012 meeting. The Chair's briefing will be on Wednesday, 2 May 2011 so the preferred earliest meeting date is Monday 14<sup>th</sup> May 2012

### **b) To arrange/confirm dates of Committee meetings.**

**13. CONFIRMATION OF CHAIR'S ACTION**

**14. ANY OTHER BUSINESS**

**15. CONFIDENTIALITY**

To consider if any items are confidential and should not therefore be available to persons wishing to inspect Governing Body papers.

<p><b>GOVERNORS ARE REMINDED THAT AN INFORMATION SHEET FOR NOTING IS ATTACHED TO THIS AGENDA AS ENCLOSURE D</b></p>
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**GOVERNING BODY COMMITTEE/PANEL MEMBERSHIP****OCTOBER 2011****Chairman Mr M Rowland****Vice-Chairman****Mrs J Jones****Committees exist as follows** - the Headteacher & Chairman are members of all 5 Committees**Finance**

Mr Hayward (Chair)  
 Mrs Northfield  
 Mr Arnold (Treasurer)  
 Mrs Ferns (Associate Member)  
 Mrs Stanley-Bristowe (Assoc. Member)

**Curriculum**

Mrs Southgate (Chair)  
 Mr Paraschidis  
 Miss J Thomas  
 Cllr Heron  
 Mr Hughes (Secretary)  
 Mrs M Phillips (Co-opted)  
 Mrs S Langley (Co-opted)

**Premises**

Mrs Jones (Chair)  
 Mrs Northfield  
 Mr Payne (Secretary)  
 Mr Munro  
 Mr Parish (Co-opted)

**Personnel**

(Mr M Rowland will chair this Committee)

Mr White  
 Mrs Nickson  
 Mrs Ferns (Associate Member)  
 Fr P Harnden

**Admissions**

Mrs Alexander (Clerk)  
 Mrs Southgate  
 Mr White  
 Mrs Ferns (Associate Member)

Associate Members have voting rights on their Committees, Co-opted members do not.

**Panels exist as follows****Staff appointments, teaching and non-teaching:**

Headteacher and any two of the following: Mr Rowland,  
 Mr White; Mrs Jones & Diocesan representative if desired

**Appointment of head teacher and deputy head teacher:** Whole governing body.  
 (See Minute 40/09 regarding make-up of a working party to decide procedural details.)  
 (A decision on whether or not to invite representatives of the Director and of the Diocese will be made at the time the panel is convened.)

**Staff Discipline, Staff Grievance, & Staff Redundancy, Redeployment and Early Retirement****First Committee**

Mrs Jones  
 Mr Munro  
 Mr C Paraschidis  
 Mr Hughes

**Second Committee**

Mrs Nickson  
 Mr White  
 Mrs Southgate  
 Mr Hayward

**Pupil Exclusions**

Mr Rowland }  
 Mrs Jones } Headteacher plus at least one of the three  
 Mr Arnold }

Complaints Against the Curriculum and Other Matters

Cllr M Heron	}
Mrs Jones	} 3 of these 4 people
Mr Hayward	} to serve
Mr Munro	}

Admission Appeals

Margery Whitehouse	Clerk
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3 other panel members to be appointed.

Salary Review (Teaching & Non-teaching Staff)

Mr Rowland  
Headteacher  
Mr Hughes

(ix) Salary review (Headteacher)

Mr Rowland  
Mr Hayward  
Mrs Jones

<u>Training Representative</u>	Mrs Jones		
<u>Attendance Governor</u>	Mrs Southgate	<u>Association of Sutton Governors</u>	TBA
<u>All Saints' Benhilton School Association</u>	Mr Payne/Mr Munro		
<u>Appeals (Admission)</u>	Mr Rowland	<u>Maintenance</u>	Mr Arnold
<u>Child Protection Governor</u>	Mr Munro		

Curriculum Pairs

<u>Subject</u>	<u>Teacher</u>	<u>Governor</u>
English	Jenny Collingwood	Margaret Southgate
Maths	Wendy Hayter	Mike Hayward
Science	Sharon Ferns	Martin Rowland
ICT	Janine Thomas	Stephen Arnold
SEN	Karen Stanley-Bristowe	Jane Jones
Humanities	Sarah Croxford/Leanne Craven	Michael White
PE	Rachael Hayward	Neil Payne
RE	Mary Horlock/Emma Murton	Sylvia Nickson
Design Technology	Hayley Spring	Chris Paraschides
PHSCE	Jenny Webb	Marlene Heron
Music	Linda Roots	Richard Hughes
Art	Luci Pearson	Malcolm Munro
Assessment	Ros Sutton	Caroline Northfield

§ This post covers SEN, Gifted & Talented Children, Inclusion and 'British Ethnic Minority Achievement'.

<u>Responsible Officer</u>	Mrs Anna Williamson
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**APPROVED MINUTES – AUTUMN 2011****ENCLOSURE A****ALL SAINTS BEHILTON C OF E PRIMARY SCHOOL GOVERNING BODY**

Minutes of the meeting of the Governing Body held at All Saints Behilton CofE Primary School on Monday 17<sup>th</sup> October 2011 at 7.30pm.

Members:	Mr M Rowland – Chairman	Mr M White
(*Absent)	Mr S Arnold	Mrs R Sutton – Headteacher
	Mr R Hughes	* Cllr M Heron
	Mrs J Jones – Vice Chair	Mr M Hayward
	Mrs S Nickson	Mr M Munro
	Mr N Paynes	Mr C Paraschidis
	Mrs M Southgate	Miss J Thomas
	Mrs C Northfield	Father P Harnden

Also present:	Mrs S Ferns	Associate Governor
	Mrs B Foley	Clerk to the Governors

Fr Peter Harnden opened the meeting with prayers.

**17/11 APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillor M Heron.

In accordance with the School Government Regulations, the Governors decided whether or not to give their consent to the absence of each Governor not present.

**RESOLUTION: to give consent to the absence of Cllr Heron**

**TG****18/11. CONSTITUTION AND APPOINTMENTS****a) ELECTION OF CHAIRMAN**

The clerk to the Governors took the chair for this item.

Mr M Rowland agreed to stand as Chairman of Governors. All Governors present voted unanimously to elect Mr Rowland his term of office will be 12 months.

**RESOLUTION: to elect Mr Rowland as Chair to hold office until 17<sup>th</sup> October 2012.**

**TG****b) ELECTION OF VICE CHAIR**



Mrs J Jones agreed to stand as Vice Chair of Governors. All Governors voted unanimously to elect Mrs Jones; her term of office will be 12 months.

**RESOLUTION: to elect Mrs Jones as Vice Chair to hold office until 17<sup>th</sup> October 2012. TG**

- c) Father Peter Handen the Priest in charge of All Saints Church was welcomed to his first meeting as an ex officio governor.

The Chair confirmed the re appointment of Cllr M Heron as LEA Governor.

The Headteacher confirmed the election of Miss J Thomas as Teaching Staff Governor. The Chair welcomed Miss Thomas to the meeting and passed on his thanks and those of the Full Governing Body to Miss J Webb.

The Chair confirmed Mrs M Southgate's re-appointment as Foundation Governor.

The Chair confirmed that Miss Mary Phillips, a member of the congregation of All Saints has been co-opted onto the Curriculum Committee.

**RESOLUTION: noted TG**

- d) i) The membership of all committees and working parties was reviewed and recorded (Appendix B).

**RESOLUTION: agreed TG**

- e) The membership of all panels was reviewed and recorded (Appendix B).

**RESOLUTION: agreed TG**

- f) Other posts such as Training Representative and ASG Representative were reviewed and recorded (Appendix B).

**RESOLUTION: agreed TG**

- g) School Fund Account

**RESOLUTION: i) to appoint Mrs Ros Sutton, Mrs Sharon Ferns and Mrs Jennifer Collingwood as authorised signatories for the academic year for the School Fund Account.  
ii) to appoint Mrs Anna Williamson as auditor for the academic year for the School Fund Account.**

## h) General School Budget

**RESOLUTION:** to appoint Mrs Ros Sutton, Mrs Sharon Ferns and Mrs Jennifer Collingwood as certifying officers for the General School Budget (petty cash vouchers; official orders; salary claims; invoices; contracts; bank imprest account).

TG

## i) Signatories for Cheque Book

**RESOLUTION:** to appoint Mrs Ros Sutton, Mrs Sharon Ferns and Mrs Jennifer Collingwood as signatories for the cheque book.

TG

## j) Financial and Other Interests

The policy for recording Governors' interests was reviewed.

**RESOLUTION:** i) to note that the designated officer is the Bursar, Mrs Caroline Northfield  
ii) to note that no interests were declared

**19/11 MINUTES OF LAST MEETING**

**RESOLUTION:** the minutes of the meeting held on 27<sup>th</sup> June 2011 were confirmed and signed

TG

The Chair thanked the Bursar for her work with the new electronic portal. He asked governors for their patience adding that this will be a learning process for all. Governors noted that all documentation is available via the portal in electronic form and systems will need to be agreed to ensure all proper records are maintained.

**20/11 MATTERS ARISING FROM THE MINUTES**

**09/11 Bishop's Certificate** – the Headteacher reported that Miss Thomas and the Bursar had attended training; Miss Thomas agreed to circulate training materials to all governors.

The remaining training sessions are:

Mrs Southgate and Mr White – Admissions  
Mr Paraschides, Mr Hughes and Mrs Southgate – Curriculum and Teaching  
Mr Payne – Effective Governor

The Headteacher agreed to review the training schedule and identify any gaps.



**Item 8 SEN Report (tabled)** – the report highlighted the possibility of an increase in the number of SEN pupils and the difficulty around funding through the LEA for SEN Statements.

**Item 9 Child Protection** – all staff are trained in child protection. Governors noted there are two looked after pupils and two pupils on the child protection register; all indentified post admission.

**Item 10** The Headteacher advised governors that an incident log is completed when staff have concerns about a pupil; this often highlights when further intervention is needed. There are currently two pupils on the watch list.

**Item 12 Policies** – a number of policies were presented by the Curriculum committee but in electronic versions so governors agreed to review them at the next meeting,

**Governor Pairs** – a list of governor/teacher pairs was approved. Governors were reminded to meet their teacher pair.

**AOB** – the Headteacher confirmed the Child Protection Policy review date has been changed. As previously agreed this will be reviewed at the Spring term meeting.

The Chair thanked the Committee for their report.

<b>RESOLUTION:</b>	<b>to confirm the next Faith Group meeting date</b>	<b>Fr P</b>
	<b>to evaluate the impact of increased nursery hours provision</b>	<b>HT</b>
	<b>to review certain Policies and Procedures at Spring meeting</b>	<b>ALL</b>
	<b>to receive the minutes of the Curriculum meeting</b>	

**b) FINANCE COMMITTEE – Minutes 4<sup>th</sup> October 2011**  
2011/12 carry forward of £10 k is reduced to just under £5.5K. Contingencies have been worked in and the Bursar and Headteacher are monitoring the situation carefully to ensure no overspend. An update will be provided at the Spring term meeting.

**Item 5 NEXT YEAR'S BUDGET UPDATE** – the 2012/13 budget shows no sign of improvement either. Governors noted the school will receive 7/12 of the budget for the extra children who start in September 2012.

**Item 6 Capital Budget** – the balance stands at £49,450.59. It also includes £9K which will need to be spent this year to avoid being lost.

**Item 7 Maintenance Fund** – the Treasurer is currently compiling the report which will be presented at the Finance committee meeting in January 2012; this will be presented to the full governing body for ratification.

**Item 9 Contract Reviews** – the Headteacher confirmed that some of the contracts will need be reviewed in line with the expansion programme.

**AOB** – the Chair informed governors that he had received a card from Mrs Sisson thanking everyone for her retirement celebration.

The Chair highlighted that budgets have been challenging over the past two years; this is expected to continue. Any surplus funding has been used and the income line is flat. He stated that governors should be ready for more change at the local authority.

The Chair thanked the committee for their report.

**RESOLUTION: to receive the minutes of the Finance Committee**

**c) ADMISSIONS** – the Chair reported there had been no further meetings since the Summer term. The committee will consider the 12 places for Nursery January 2012 intake on the 2<sup>nd</sup> November 2011.

The Chair asked governors to note that two families who were allocated open places for Nursery in September 2011 had asked for their children to be exempt from RE. The Headteacher explained that she has spoken to both sets of parents; one couple have been invited to attend an act of worship, the other couple are meeting the Headteacher week commencing 17<sup>th</sup> October 2011.

The Headteacher reported that she is confident that an amicable conclusion will come out of further discussions.

Governors noted that families whose children join the school do so knowing that the school provides an education based on Christian principles and the Governors expect that all children will take part in Christian worship and RE lessons as per the admission policy.

Father Peter questioned whether parents are aware of the schools ethos and expectations when they apply to the school. The Headteacher confirmed that everything is clear and that she has sought additional advice and guidance from the Diocese on how to make the admission notes as clear as possible for all potential parents/carers.

The Headteacher explains to parents that the school is a Church of England school with its ethos based on belief. Father Peter advised governors that he is here to support the community and to maintain a balance. HT/Chair

The Chair and Headteacher agreed to provide an update at the

Spring meeting.

**RESOLUTION: to receive the Admissions update**

**d) PERSONNEL COMMITTEE – Minutes 23<sup>rd</sup> September 2011**

As two governors were absent from the meeting it was necessary for the Full Governing Body to ratify the minutes.

**Headteacher's Performance Management** - The Chair confirmed the performance review was completed with Mr John Dewhurst, Mike

Governors agreed that Father Peter should be part of the Personnel committee. Father Peter agreed.

**Expansion** – the Chair confirmed there is no need to recruit for teaching staff for the additional intake of 2012 however the School will need to recruit an additional Teaching Assistant.

**AOB** – The Bursar reported on the Local Authority cuts to automatic scale salary increments for all non teaching staff. The Headteacher indicated that an amount of £250 could be lost per person and stated that it was disappointing that this important information was received via the unions and not the local authority.

The Headteacher has approached the Diocese for additional advice and guidance but has received no call back. She advised governors that some governing bodies have voted to pay the increments. This will result in a monetary reprimand. The Bursar raised her own concerns about the concept of gain/no gain.

All governors agreed to watch how this situation develops and will decide on a case by case basis.

**RESOLUTION: to ratify the Personnel Minutes  
to receive the Personnel minutes**

**e) PREMISES COMMITTEE – Minutes 21<sup>st</sup> September 2011**

**Matters Arising** – the gazebo is still an ongoing matter, governors noted that Stephen Mitchell has confirmed that nothing can be erected on the site. The committee agreed the area needs to be made usable. The Headteacher is chasing Mr Mitchell continuously. HT

**Premises Inspection** – the back fence is deteriorating; the school are in discussion with the Scouts about jointly funding a replacement fence.

**Energy Audit** – the school have registered for possible solar panels

and an inspection has been carried out; a quote is pending.

Governors noted that staff are encouraged to switch off electrical equipment when not in use and to keep radiators turned down low.

**AOB-**

**Climbing Frame** – governors noted that the erection of the new climbing frame has been put on hold following the recent fatality in Surbiton. The Headteacher is seeking advice and guidance on a suitable floor covering; before further discussions can take place on where the frame should be situated.

**Recycling** – the Bursar has investigated the procedures and confirmed the school will not be charged by the local authority for any recycling activity.

**Expansion Programme** – Mrs Jones reported that the new building plans were submitted to the planning department two weeks ago. These can be viewed on Sutton website. A planning decision is expected in December 2011.

The Local Authority has advised that no more money should be spent as Phase 1 of the project is £3,000 over budget; governors noted that phase 2 is under budget. Costs have increased because of the land lie e.g. foundations.

Governors noted that the school can manage to take an additional classroom; up to 30 children if the building does not go ahead. The school is applying for an 'in year' variance on admission. The Local Authority is completing this process.

The next meeting with the architects will take place after the planning is granted. The Chair noted that the land swap will not be signed off until planning permission is granted.

**RESOLUTION: to receive the minutes of the Premises committee**

**22/11 REPORT OF THE HEADTEACHER**

a) (See Attachment 4)

The Headteacher highlighted the following points from her report:

- i) One vacancy in year 4 which is has in principle been accepted pending the LEA approval.
- ii) Father Peter was thanked for his spiritual input.
- iii) Congratulations were extended to the last year 6 pupils for receiving

3<sup>rd</sup> prize in the Sir Lancelot Andrews Art competition organised by Southwark Diocese.

- iv) Unfortunately parents were not willing to pay the price for a school trip to Germany this has been replaced with a visit to a German market in Upminster. Paying for school visits is becoming a challenge for some parents. This situation is likely to increase with the new in take; the school needs to ensure costs are kept to a minimum and support offered e.g. ParentPay and offering a payment scheme in advance of the trip. The school uses where ever possible public transport for non residential visits.

**RESOLUTION:** to receive the Headteacher's report (Appendix C). **TG**

- b) School Fund Account

**RESOLUTION:** to receive the School Fund Account for 2010/2011 at the Spring 2012 meeting **TG**

- c) To receive the School Improvement Partner's Report (Appendix C1) at the Spring 2012 meeting

### **23/11 TRAINING FOR SCHOOL GOVERNORS**

- a) Governors were advised that the new training programme is available to view and book at [www.sams.sutton.lgfl.net](http://www.sams.sutton.lgfl.net).

**RESOLUTION:** noted

- b) The Training Representatives, Mrs Jones and Mr Munro circulated the Diocesan training courses. Mrs Jones gave an oral report. Governors discussed their foreseen training requirements and noted the need for the Governing Body to participate actively in central LA Governor development sessions.

**JC**

**RESOLUTION:** noted

### **24/11 BOROUGH SCHOOL ATTENDANCE SERVICE**

Governors were advised that, following the recommendations of the Education Bill 2011, schools no longer have a statutory duty to set targets for reducing absence. However, it was **RECOMMENDED** that the Governors continue to agree a suitable overall absence target as part of their on-going self-evaluation and school improvement cycle.



In setting their absence target for 2011/12, Governors were advised that the figure should be either equal to or lower than the previous year's target and/or overall absence figure, whichever is the lower.

Governors noted the school had failed to meet last years target of 3.9%. The Chair recommended setting the target at 3.9% again. All governors agreed.

The Headteacher reported some small changes in parents/carers behaviours regarding holiday in terms time. The Chair and governors agreed this is an area for focused activity.

**RESOLUTION: to set the overall absence target for 2011/12 as 3.9%**

## **25/11 LOOKED-AFTER CHILDREN**

A report from Sue Jackson, Manager of the LACES team (Looked After Children's Education Support) was Enclosure D. The report described the responsibility of the Local Authority in managing education for Looked-After children - those for whom the LA was acting as Corporate Parent - and the need to ensure that their achievement was brought up to the level of other Sutton children. The report described the impact of the Care Planning Regulations April 2011 and posed a number of questions for Governors to consider. Specifically, Governors were asked to ensure that:

- There is a named governor who has the responsibility for Looked After Pupils, whether or not there are any such pupils currently on roll at the school.
- A designated teacher for pupils who are Looked After is appointed and is at a senior level within the management structure. This should be the case whether or not there are currently any such pupils on the school's roll.
- They understand the responsibilities of the Designated Teacher for Looked After Children

**RESOLUTION**

- i) to appoint Mr M Munro as Governor with responsibilities for Looked-After Children**
- ii) to note that the Headteacher. is the designated teacher with responsibilities for Looked-After Children**
- iii) to note the contents of the report and to incorporate the requirements into future planning.**

## **26/11 ENVIRONMENTAL ISSUES FOR SCHOOLS**

- a) Governors were provided with information regarding a centrally-arranged contract for the provision of solar panels; a letter setting out the details of the scheme and inviting expressions of interest had been sent to schools, quoting a reply-by date of 23 September.

Governors were advised of the following response made on behalf of the school.

**RESOLUTION** noted this item was included in Premises Committee minutes

- b) Governors were advised of the 'Learn 2 Save' water efficiency scheme and free water audit being offered by Sutton & East Surrey Water. Further information had been sent direct to schools in a letter from S&ESW.

**RESOLUTION** a free water audit is in progress, school is awaiting report

**27/11 ASSOCIATION OF SUTTON GOVERNORS**

The Governing Body do not have an ASG representative although the school is paying a subscription and receiving minutes.

**RESOLUTION:** the Chair to investigate cost vs benefits **Chair/TG**

**28/11 FUTURE MEETINGS OF THE GOVERNING BODY**

- a) Date of Next Meeting

**RESOLUTION:** to hold the Spring term ordinary meeting on Monday 6<sup>th</sup> February 2012 at 7.30 pm. **TG**

- b) Dates of Committee Meetings

**RESOLUTION:** to hold Committee meetings as follows: - **TG**

<b>Committee</b>	<b>Spring</b>	<b>Summer</b>	<b>Autumn</b>
Full Governing Body @ 7.30 pm	6 <sup>th</sup> February 2012	18 <sup>th</sup> June 2012	15 <sup>th</sup> October 2012
Premises @ 5.30 pm	17 <sup>th</sup> January 2012	1 <sup>st</sup> May 2012	18 <sup>th</sup> September 2012
Curriculum @ 4.30 pm	18 <sup>th</sup> January 2012	16 <sup>th</sup> May 2012	19 <sup>th</sup> September 2012
Personnel @ 5.00 pm	31 <sup>st</sup> January 2012	22 <sup>nd</sup> May 2012	22 <sup>nd</sup> September 2012
Finance @ 4.30 pm	24 <sup>th</sup> January 2012	2 <sup>nd</sup> May 2012 Or 29 <sup>th</sup> May 2012	25 <sup>th</sup> September 2012

**29/11 ANY OTHER BUSINESS**

- a) Father Peter thanked all of the staff and governors for the welcome party.
- b) Governors noted the information given in the information sheet attached to the agenda for the meeting (Appendix E).

**RESOLUTION: noted**

**30/11 CONFIDENTIALITY**

**RESOLUTION: to regard minute/s 21/11 d) Personnel Minutes as confidential.**

The meeting closed with a prayer at 9.45 pm

CHAIR \_\_\_\_\_ DATE \_\_\_\_\_

**All Saints Benhilton C of E Primary School  
Finance Committee 24<sup>th</sup> January 2012**

1. **Apologies** received from Steve Arnold
2. **The minutes** of the previous meeting were signed as a true record.
3. **Matters arising** - no matters arising
4. **Current year's revenue budget and expenditure update.** Caroline Northfield presented the A3 to period ending 31/12/11 and the Month 9 Virements to 31/12/11. As per the Finance Committee minutes for October 2011 Caroline and Ros have been closely monitoring the budget and the Month 9 Virements is evidence of this. After running through the actual expenditure to budget there is a difference of £1,229 to the benefit of the budget. Included in the Virements is a change of £13,196 which is in relation to a GTP trainee teacher, this is fully funded bar £400.00. In relation to the A3 this is showing a predicted carry forward of £13,793, an improvement on the previous prediction of £5,345 from the previous budget. Whilst a deficit budget is looking unlikely, Caroline and Ros will continue to monitor the budget closely.
5. **Current years capital budget and expenditure.** The Capital Budget currently has a balance of £60,666.85 a big increase from the last recorded balance of £49,450.59 in October 2011. After investigation we have received credit from the Diocese for money held back from previous works including, staff room £8,200, link extension £2,100 and water hygiene £677. After discussion Ros will be talking with the premises committee to use these funds for certain projects including, replacing windows, soft play area for the nursery and the fence at the rear of the school. The balance also includes Travel plan money of £5,536, which is intended to complete the Gazebo area. In the October 2011 minutes we noted that £9,000 had to be spent in this financial year to avoid being lost under the three year rule, after discussion with the Diocese this is not the case.
6. **Maintenance Fund:** In Steve's absence he sent a report through as at 9/1/12. Balance received £5,845 - £1,970 School Fund and £3,974 Maintenance. An increase of £855 on last year. Letters to the people paying in cash which were, as per the October 2011 minutes, going to be sent to request payment by standing order have not yet been sent. SA is waiting until the February payments are received so he has a clearer understanding of who is paying by standing order, this will save duplicating efforts later in the year. It is intended that the letters will be sent as early in March as is possible.

7. **School Fund update:** CN is just closing the School Fund accounts as at 31/8/11 and this will be sent to be audited. This should be audited in time for the next Finance Committee meeting in May.
8. **Contract Review:** No further action has been taken on this. Many of the contracts will need to be reviewed in light of the impending expansion.
9. No governor business interests have been noted. In respect of the Financial Competencies after much discussion it was decided that going forward a governor will only be asked to complete the financial competencies form upon joining the finance committee. In respect of school admin staff, this will be covered off at annual review.
10. **Responsible Officer Report:** Visit completed in November 2011 and all areas audited were passed. This report has been seen by the Finance Committee and a copy is available to any governor upon request.
11. **TOR** - amendment made to the make up of the committee this was purely for clarification as it was felt the previous TOR's could cause some confusion.
12. In respect of the Charging policy some slight amendments have been made and this will be presented to the FGB for approval. At the last FGB it was agreed that the Whistleblowing policy would be agreed by the FGB rather than the finance committee. This was however reviewed by the Finance Committee, with some amendments made, and will be passed to the FGB for approval.
13. AOB - School expansion was discussed briefly and it was noted that we are still awaiting a decision on planning permission.
13. **Dates of Next Meeting:**
  - May 2<sup>nd</sup> @ 4:30pm
  - May 29<sup>th</sup> @ 4:30pm
  - September 25<sup>th</sup> @ 4:30pm

**All Saints Benhilton C of E Primary School  
Finance Committee Terms of Reference 2012**

**Membership**

The Finance Committee shall consist of a minimum of 4 Governors *including ex officio members*.

The Headteacher and Chair of Governors will be members of the Committee *ex officio*

The Committee may co-opt up to 3 non-voting members as agreed by the Governing Body.

**Quorum**

The quorum for a meeting shall be 4 Governors *including Headteacher and Chair of Governors*.

**Meetings**

The Committee shall meet once a term or otherwise as required. Dates will be agreed at the Governing Body meeting or preceding committee meeting.

**Responsibilities**

To assist in the preparation of the school budgets (including long term financial plans) and review prior to presentation to the full Governing Body.

To ensure end of year accounts for the School's budget, Maintenance Fund School Fund and Governors Accounts are prepared and available for inspection.

To approve planned expenditure within budget limits and monitor the utilisation of systems and internal controls.

To ensure that Financial Management in Schools and any requirements of LA in relation to school's budget share are met.

To review and approve any contractual commitments e.g. rentals, subscriptions, leases etc. including charges for letting of school premises and operation of an agreed letting policy, in conjunction with the Premises Committee.

To review the Charging Policy

To approve budget virement in excess of £2000, but not exceeding £5000 and make recommendation to the Governing Body for any items above this limit.

To receive and act upon, as necessary, the reports and recommendations of the Responsible Officer.

To review Terms of Reference at the first meeting of each calendar year.

Mission Statement

- In the context of Christian faith, worship and morality, reflecting the school's foundation, we will provide an education of the highest possible standard.
- The care and nurture of our children is of paramount importance and the governing body and all staff shall mutually support each other in this task.
- We will use resources available so that each child and staff member can reach their fullest potential.
- We respect and seek the opinions of our children expressed through the School Council.
- We seek effective communication, involvement and respect between the school and the families of our children.
- The Christian values we seek to actively promote in school must overflow in attitude and action. We therefore encourage our children to respect the diversity of society and make a positive and caring contribution to it.

This policy has been drawn up to conform with the charging arrangements for Maintained Schools as set out in the Education Act 1996.

The Governing Body recognises that the Act prohibits charges for school activities that take place within school hours and/or are part of the school curriculum. This Policy reinforces that principle, whilst setting out those school activities for which a charge may be made or a voluntary contribution requested, and those circumstances in which charges may be remitted.

**Educational Activities taking place during School Hours**

'School Hours' are defined as those during which the school is in session, but excluding the midday break.

Education provided during school hours will be free of charge, *except for peripatetic teachers, who will charge for music lessons.*

No charge will be made for books, materials or equipment deemed necessary to meet the requirements of the national curriculum.

Voluntary contributions may be requested to enable *pupils to participate in* extra activities (including educational visits, visiting musicians, theatre groups) which are deemed educationally desirable. The school will make it clear in its communications to parents that these contributions are voluntary, and that no pupil will be treated differently according to whether or not his or her parent/carer has contributed. The communication will also ask for the parent to communicate with the Head should their circumstances not

allow them to fully contribute .If insufficient funds are received to cover the cost of the activity, it may be cancelled.

Where a non-school or LEA organisation arranges an activity to take place during school hours and parents/carers give their consent to their son or daughter taking part in the activity, such an organisation may make a charge.

### **Educational Activities taking place outside School Hours**

For all activities outside school hours the charge will be set to cover the cost of such items as:

- Transport/travel costs
- Board and Lodging
- Entrance fees
- Insurance Costs
- Any materials required for the activity
- Incidental expenses
- Costs incurred as a result of teaching and non-teaching staff supervising the activity

The charge should not subsidise any other pupil participating. Any remission of charges for individual students should be met from the School Fund. If insufficient funds are received to cover the cost of the activity, it may be cancelled.

### **School Meals and Milk**

Charges are made for school meals and milk (unless a pupil is entitled to free school meals in which case it is the policy of the school to ensure that parents and carers are given advice on how to apply for free meals). The school would ordinarily expect school meals to be paid for in advance. Should arrears ensue, the chasing of payment and/or cessation of meals or milk will be at the discretion of the Head teacher.

### **Uniform**

A small number of items (ties, plus other items depending on remaining stock), are available for sale from the school office. (See Uniform Policy). The school will endeavour to provide a supplier of school logoed uniform that gives the best value for money for parents.

### **Photographs**

Individual and class photographs taken by the school's appointed photographer or by the school are offered for sale from time to time.



## **Loss of or Damage to School Property**

Loss of, damage to or breakage of school property e.g. books, windows, furniture, scientific equipment etc. will be charged for if caused by carelessness, negligence or deliberate act. The charge will be the cost of replacement or repair, or such lower cost as the Headteacher may decide.

Similarly a charge will be levied in respect of wilful damage, neglect or loss of property belonging to a third party, where the cost has been recharged to the school.

## **Other Charges**

The School may levy a charge for miscellaneous services up to the cost of providing such services e.g. for providing a copy of an Ofsted Report.

## **Voluntary Contributions to Maintenance Fund**

The Governors are responsible for paying a levy on each child to the Diocesan Board for the external maintenance of the buildings. Governors are also liable for 10% of any new works undertaken.

Parents/carers are *expected* to contribute to this fund

## **Voluntary Contributions to the School Fund**

Parents/carers are *expected* to make a financial contribution to the School Fund.

The School Fund

1. will be used to acquire educational resources and fixed assets or provide services which would otherwise be unaffordable from the School's mainstream budget, and
2. may be used to support a pupil participating in an activity *outside school hours (deleted)* where that student's parent/carer is not in a position to make the requested contribution.

## **Remission of Charges**

Any charge may be remitted in whole or in part in response to a request by the parent/carer in writing to the Headteacher.

January 2012

Review January 2013

## **All Saints Benhilton Whistleblowing Policy**

### Mission Statement

- In the context of Christian faith, worship and morality, reflecting the school's foundation, we will provide an education of the highest possible standard.
- The care and nurture of our children is of paramount importance and the governing body and all staff shall mutually support each other in this task.
- We will use resources available so that each child and staff member can reach their fullest potential.
- We respect and seek the opinions of our children expressed through the School Council.
- We seek effective communication, involvement and respect between the school and the families of our children.
- The Christian values we seek to actively promote in school must overflow in attitude and action. We therefore encourage our children to respect the diversity of society and make a positive and caring contribution to it.

The staff and governors of All Saints Benhilton seek to run all aspects of school business and activity with full regard for high standards of conduct and integrity. In the event that members of school staff, parents, governors or the school community at large become aware of activities which give cause for concern, All Saints Benhilton has established the following code of practice which acts as a framework to allow concerns to be raised confidentially and provides for a thorough and appropriate investigation of the matter to bring it to a satisfactory conclusion.

Throughout the policy the term 'whistleblower' denotes the person raising the concern or making the complaint. It is not meant in a pejorative sense and is entirely consistent with the terminology used by Lord Nolan as recommended in the Second Report of the Committee on Standards in Public Life: Local Spending Bodies published in May 1996.

All Saints Benhilton is committed to tackling fraud and other forms of malpractice and treats these issues seriously. We recognise that some concerns may be extremely sensitive and has therefore developed a system which allows for the confidential raising of concerns within the school environment but also has recourse to an external party outside the management structure of the school.

This school is committed to creating a climate of trust and openness so that a person who has a genuine concern or suspicion can raise the matter with full confidence that the matter will be appropriately considered and resolved.

The provisions of this policy apply to matters of suspected fraud and impropriety and not matters of more general grievance that would be dealt with under the school's grievance procedures.

### When might the whistleblowing policy apply?

The type of activity or behaviour that All Saints Benhilton considers should be dealt with under this policy includes:

- Manipulation of accounting records and finances
- Inappropriate use of school assets or funds
- Decision-making for personal gain
- Any criminal activity
- Abuse of position
- Fraud and deceit
- Serious breaches of school procedures which may advantage a particular party (for example tampering with tender documentation, failure to register a personal interest)
- Any action causing concern for safeguarding and child protection.

### What action should the whistleblower take?

All Saints Benhilton encourages the whistleblower to raise the matter internally in the first instance to allow those school staff and governors in positions of responsibility and authority the opportunity to right the wrong and give an explanation for the behaviour or activity.

We have designated a number of individuals to specifically deal with such matters and the whistleblower is invited to decide which of those individuals would be the most appropriate person to deal with the matter:

Headteacher  
Chair of Governors  
Designated Governor for Child Protection

The whistleblower may prefer to raise the matter in person, by telephone or in written form marked private and confidential and addressed to one of the above-named individuals. All matters will be treated in strict confidence and anonymity will be respected wherever possible.

Alternatively if the whistleblower considers the matter too serious or sensitive to raise within the internal environment of the school, the matter should be directed in the first instance to Chief Internal Auditor for Finance matters or Strategic Executive Head of Service or *Education Safeguarding Children Advice Officer* for child protection and safeguarding.

The LA has its own procedures for dealing with such matters and will ensure every effort to respect the confidentiality of the whistleblower. The LA will ensure relevant officers of the DfE are informed as appropriate.

In addition, information and advice can be obtained from the charity Public Concern at Work. This charity offers free legal advice in certain circumstances to people concerned about serious malpractice at work. Their literature states that matters are handled in strict confidence and without obligation. *See Appendix for contact details.*

### **How will the matter be progressed?**

The individual(s) in receipt of the information or allegation (the investigating officer(s)) will carry out a preliminary investigation. This will seek to establish the facts of the matter and assess whether the concern has foundation and can be resolved internally. The initial assessment may identify the need to involve third parties to provide further information, advice or assistance, for example involvement of other members of school staff, legal or personnel advisors, the police, the DfE and the LA.

Records will be kept of work undertaken and actions taken throughout the investigation. The investigating officer(s), possibly in conjunction with the governing body, will consider how best to report the findings and what corrective action needs to be taken. This may include some form of disciplinary action or third party referral such as the police.

The whistleblower will be informed of the results of the investigation and the action taken to address the matter. Depending on the nature of the concern or allegation and whether or not it has been substantiated, the matter will be reported to the governing body and the LA.

If the whistleblower is dissatisfied with the conduct of the investigation or resolution of the matter or has genuine concerns that the matter has not been handled appropriately, the concerns should be raised with the investigation officer(s), the governing body and/or directed to the LA.

For Child Protection concerns London Child Protection Procedure will be followed.

### **Respecting Confidentiality**

Wherever possible All Saints Benhilton seeks to respect the confidentiality and anonymity of the whistleblower and will as far as possible protect him/her from reprisals. We will not tolerate any attempt to victimise the whistleblower or attempts to prevent concerns being raised and will consider any necessary disciplinary or corrective action appropriate to the circumstances.

### **Raising unfounded malicious concerns**

Individuals are encouraged to come forward in good faith with genuine concerns with the knowledge they will be taken seriously. If individuals raise malicious unfounded concerns or attempt to make mischief, this will also be taken seriously and may constitute

a disciplinary offence or require some other form of penalty appropriate to the circumstances.

### **Conclusion**

Existing good practice within All Saints Benhilton in terms of safeguarding and its systems of internal control both financial and non-financial and the external regulatory environment in which the school operates ensure that cases of suspected fraud or impropriety rarely occur. This whistleblowing policy is provided as a reference document to establish a framework within which issues can be raised confidentially internally and if necessary outside the management structure of the school. This document is a public commitment that concerns are taken seriously and will be actioned.

January 2009

Reviewed January 2010

Reviewed January 2012

Review Date Jan 2014

*Appendix to Whistleblowing Policy*

*Contact Details of People to be approached with Concerns or for advice*

<b>Job Title</b>	<b>Name</b>	<b>Contact number/email</b>
<i>Chair of Governors</i>	<i>Martin Rowland</i>	
<i>Headteacher</i>	<i>Ros Sutton</i>	<i>Rsutton12@suttonlea.org</i>
<i>Designated Governor for Child Protection</i>	<i>Malcolm Munro</i>	
<i>Chief Internal Auditor</i>	<i>David Dobbs</i>	<a href="mailto:David.dobbs@sutton.gov.uk">David.dobbs@sutton.gov.uk</a> ; <a href="mailto:reportafraud@sutton.gov.uk">reportafraud@sutton.gov.uk</a>
<i>Executive Head of Service</i>	<i>Peter Simpson to 20<sup>th</sup> Feb 2012; Tolis Vouyioukas</i>	
<i>Educ.Safeguarding Childr Adv T&amp;D Officer</i>	<i>Lynne Rigg</i>	<a href="mailto:Lynne.Rigg@sutton.gov.uk">Lynne.Rigg@sutton.gov.uk</a> ; 8770 6262

*Advice on whistleblowing can be obtained from the charity Public Concern at Work on 0207 404 6609 or [www.pcaw.co.uk](http://www.pcaw.co.uk). Charity address is :*

*6 Borough High Street  
Waterloo  
London SE1 9QQ*

*Jan 2012*

## All Saints Benhilton C of E Primary School

Minutes of Premises Committee held 17<sup>th</sup> January, 2012

PRESENT - Jane Jones, Caroline Northfield, Ros Sutton, Paul Parish, and Neil Payne.

APOLOGIES - Malcolm Munroe

Minutes of the Meeting held 4<sup>th</sup> January 2012 agreed and duly signed.

### MATTERS ARISING:

RS will be asking for quotes regarding soft surface for climbing frame in the nursery playground.

### PREMISES INSPECTION:

CN went through list of work that needed attending, PP reported he has under control.

Other repairs/work needing attention was:-

\*Holes in carpet

\*Blinds needed in Chestnut and Willow classes - looking into various options as price is a main concern.

JJ commented on indoor drinking fountain, the valve needs to be boxed in due to the children playing with it.

CN mentioned ingress of water into resource area after recent bad weather.



RS said that replacement lights in corridor would be left until the expansion occurs.

RS plans to convert the A Frame into a bench as cannot be fully used without a safety surface surround.

JJ enquired about a parent repairing the piano seat.

All present were in agreement that quotes were needed for the back fence as it is now cause for concern; Steve Mitchell to be informed what fencing is needed. JJ asked if the Scouts may contribute. We must suggest a height and type of fence to Lee Chapman, RS would speak to him.

CN discussed major jobs list but this will depend on what money is available and the extent of the expansion.

RS suggested building a raised bed to cover the concrete on the field as it was dangerous if left uncovered. Size and impact on football pitch to be reviewed.

PP will investigate the possibilities of insulating the loft himself. This will be subject to H&S concerns.

INSURANCE: CN has not received 2012-2013 London Borough of Sutton School Insurance details as yet.

SECURITY LETTINGS POLICY: RS stated lettings had to be turned down recently because it was thought that PP once a week letting was enough and perhaps considering another person to do other lettings should be considered and put to the full Governing body. Insurance needs to be looked at and what profit would we make. Brownies and Sunday School are the only lettings at the moment.

EXPANSION: RS said it was all very quiet at the moment - planning is 'dragging its heels'.

AOB: The drain covers are very slippery and was suggested that perhaps PP might paint them with non-slip paint. Protectors for

pillars could include rubber to cover edge or plastic corner pieces;  
photo to be sent to Steve Mitchell for suggestions.

SUSTAINABLES POLICY: to be brought to Autumn Premises  
committee, for discussion and review with planned ratification in  
Spring term 2013.

Sutton and East Water Authority have written to us regarding  
improvements; they suggest replacing ten conventional taps with  
percussion taps, it was agreed we shall resist the work as we are in  
credit with the water company, and at this point it is not cost  
effective to do the work.

CN discussed the Security Policy in detail and will ratified at the full  
governing body meeting.

Date of next premises inspection - 16<sup>th</sup> April, 2012, JJ and CN  
at 8.30am.

4<sup>th</sup> September 2012, JJ and MM, tba

Future meetings: 1<sup>st</sup> May, 2012 15.30

18<sup>th</sup> September, 2012 15.30

**Composition of the Committee**

- a) The premises committee will consist of a minimum of Three Governors
- b) The head and Chair of Governors will be an ex officio member of the committee
- c) The Caretaker/Site Manager and Financial officer will be co-opted onto the committee and provide reports as necessary
- d) Others may be co-opted as appropriate
- e) The committee will elect its own Chairperson and secretary
- f) The minutes and agenda of each meeting will be circulated to all governors
- g) The Full Governing Body will be given an opportunity to put questions to the Chair of the Premises Committee at each full governing body meeting.
- h) A quorum will be two governors and the Headteacher
- i) The committee will meet one a term or otherwise as required. The dates will be agreed at the Governing Body meeting or preceding committee meeting.

**Responsibilities**

- 1) Health and Safety
  - 1.1) To ensure compliance with any statutory direction given by the LA/Diocese in relation to health and safety policy. Regular health and safety checks and risk assessment of buildings, grounds and equipment to be carried out each term as part of the premises inspection.
  - 1.2) To inform the Finance Committee and the full governing body, of any repairs or cleaning of premises or equipment which needs to be provided for within the budget, in order to comply with health and safety regulations and policy.
  - 1.3) To consult the Head Teacher and make representation to the LEA where any health and safety hazard arises from circumstances which are the responsibility of the LEA.
  - 1.4) To receive reports from the Head Teacher, administrative officer, and Health and Safety officer, on fire drills, accidents and dangerous occurrences, and to take the necessary action.
  - 1.5) To ensure electrical testing relating to health and safety is carried out annually and record kept
  - 1.6) To ensure any other tests relating to Health and Safety, are carried out annually and record kept including fire risk assessments and asbestos register..
- 2) Insurance

To ensure that adequate 100% insurance and public liability is provided for the school premises and the contents and to liaise with the Diocesan Authority and the LEA as appropriate
- 3) Security

To monitor the operation and repair of all security systems on the site.

4) Buildings and Grounds

- 4.1) To have due regard to the SDBE Schools Handbook and DCSF Blue Book when making decisions regarding school buildings and the school size.
- 4.2) To determine priorities for maintenance and improvement of the premises through preparation of a 5 year development plan, taking into account potential sources of funding, the LA's Asset Management Plan and advice from the Diocesan Board and the school's consultants as appropriate.

5) Maintenance of Buildings and Grounds

- 5.1) To monitor service agreements and contracts regarding grounds maintenance, school cleaning etc, in conjunction with the Head Teacher and administrative officer, and make recommendations to the full governing body, as required
- 5.2) To monitor the condition of the premises and report to the LA any issues within the Asset Management Plan which are LA liability and update information where works have been executed or inaccuracies occur in the LA records.
- 5.3) To receive reports re any on-going maintenance, repairs, improvements, and monitor progress of any bids for capital works liaising with the Diocesan Board and LA as appropriate.
- 5.4) To consider and recommend improvements in all aspects of the environment of the whole site following a termly inspection

6) Major Buildings Projects

- 6.1) To consider requests for capital works and approve as appropriate after liaison with SDBE.
- 6.2) To monitor their progress along with the project managers
- 6.3) To represent the governing body at briefing meetings with architects or other building professionals and contactors when possible.

7) Operating and Running Costs

- 7.1) To ensure that all reasonable efforts are made to achieve maximum energy conservation.
- 7.2) To consider the impact of developments on operating and running costs.
- 7.3) To ensure that all reasonable efforts are made to achieve maximum energy conservation and ensure that a Display Energy Certificate (DEC) together with the accompanying report is commissioned annually. The DEC must be displayed in a prominent position within the main entrance to the school.
- 7.4) To develop and maintain a sustainability policy in respect of use, maintenance and improvements of the school buildings and site, having due regard to the legal requirements and regulations.

8) Lettings

To monitor arrangements for the use of school premises by outside agencies.

9) Miscellaneous

- 9.1) To report the committee's resolutions and recommendations to the ensuing meeting of the full governing body.
- 9.2) To determine any other matters referred to the committee by the governing body.
- 9.3) To annually review these Terms of Reference in the January meeting
- 9.4) To review Health and Safety Policy in the Summer term and Security policy in the Spring term and Insurance cover in the Autumn term

January 2012

Review January 2013

### Mission Statement

- In the context of Christian faith, worship and morality, reflecting the school's foundation, we will provide an education of the highest possible standard.
- The care and nurture of our children is of paramount importance and the governing body and all staff shall mutually support each other in this task.
- We will use resources available so that each child and staff member can reach their fullest potential.
- We respect and seek the opinions of our children expressed through the School Council.
- We seek effective communication, involvement and respect between the school and the families of our children.
- The Christian values we seek to actively promote in school must overflow in attitude and action. We therefore encourage our children to respect the diversity of society and make a positive and caring contribution to it.

### **Policy Statement**

The safety of children, staff and helpers is of paramount importance and is the responsibility of all members of our school community. The following procedures are designed to ensure the safety of all.

### **Procedures**

During the school day all visitors and contractors are required to report to the school office, to present identification as necessary, to sign in and to wear a visitors' badge. All visitors to the school must be authorised by the Headteacher/Deputy Head or a member of the SMT.

All contractors should have notified the school in advance of their visit and have appropriate documentation with them (job sheet etc). They should liaise with the caretaker and Admin Officer who will check that the work has been completed to specification and sign accordingly. Contractors working on site must be made aware of first aid and emergency evacuation procedures.

Cleaners and Ground maintenance staff will be given an emergency telephone number to use if necessary.

All staff and pupils are asked to be aware of unknown and unaccompanied adults; staff should check at the office if concern is aroused. Pupils are asked to inform the nearest member of staff.

The gates to the playgrounds are locked once children have started the school day and are unlocked just before the end of the afternoon session.

When classrooms are empty during the day, the external doors are locked.

Outside of school hours external doors should be kept locked so access to the building is through the main entrance.

All high value equipment is marked with a permanent marker and /or “Smart Water”

All alarms are regularly maintained.

It is the caretaker’s responsibility to ensure that all doors are locked, windows are secure and curtains/blinds are drawn at the end of the school day before leaving the premises at night. Should any other responsible key holder be on site after the caretaker has left, the responsibility becomes that of the last key holder.

### **Administration Procedures**

Financial Procedures Manual will be locked away in cupboard in Bursar’s office.

Confidential records of staff and pupils will be locked in a secure place.

Any confidential paper work will be put away when the office is left unattended.

There should always be 2 people in the office when money is being counted. Staff will make another member of the office staff aware if they are leaving money on their desk. If the office will be unattended, then money must be locked away.

All money coming into school must be sent promptly to the school office for recording and safekeeping.

Money will be banked regularly to ensure that only small sums are left in the school safe. Banking will be carried out on different days, and at different times to prevent a predictable routine being observed.

A limit of £500 cash may be taken by one person to the bank. Amounts in excess of this will require two people.

Computer log in passwords are updated on a regular basis and staff are asked to keep them confidential. Staff are prompted by the system to remind them when to change their password.

Anti virus software has been installed on all computers and is updated annually.

### **Security of assets**

High value, moveable items are marked with “Smartwater” and/or permanent marker with school name.

Where possible high value items are locked away in the secure store at the end of school.

The secure store is linked to the burglar system and the door is locked as part of the locking up process of the school.

## **Out of School Lettings**

### Sunday School and Crèche

When the school is being used on a Sunday morning a named person should be made responsible for security on the premises. The church warden (or the person to whom he/she has delegated responsibility) must know the correct procedure for setting and resetting the alarm. It is essential that the responsible person knows the correct action to be taken in the event of the alarm being accidentally tripped.

### Other lettings

During all other lettings the caretaker(or approved staff member) is responsible at all times for the security of the whole school premises.

All outside doors should remain locked until immediately before access is required. A responsible person must remain within sight of the main door when it is unlocked to ensure there is no unauthorised entry.

During all lettings the main office, the Head and Deputy/Bursar's offices must remain locked unless the office is occupied.

During a letting in the school hall the Fire doors at the rear of the hall must be unlocked.

It is the duty of the responsible person, under the Health and Safety regulations, to ensure that those letting the hall are aware of the positions of the fire exits.

The caretaker (or approved staff member) throughout the duration of the letting should make regular security checks over the whole site.

The caretaker (or approved staff member) must remain on site at all times.

## **Appendix A Certification of orders, invoices and payments**

Orders will be signed by the respective budget holders, prior to the order being placed with the company.

Headteacher/Deputy to countersign to authorise order to be placed

Support staff will check and sign delivery notes.



*The admin assistant will process the payment, checking price, and confirming the goods received and or work has been carried out.*

*The Bursar/Finance Officer will certify the invoice, confirming the payment has been accurately made.*

Headteacher and Deputy Head to sign cheque (or in absence of one of those, the third nominated signatory) and to sign invoice certification.

For BACS payments, Headteacher and Deputy Head approve BACS run (or in absence of one of those, the third nominated signatory).

Premises Committee

January 2012

Review January 2013



## All Saints Benhilton C.of E. Primary School ACCIDENTS and FIRST AID POLICY

### First Aid Resources & Equipment

#### First Aiders

The school's nominated **first aiders** are:-

- I. Mrs D James – TA 8.30-12.30
- II. Mrs P Alexander -School Office – 8:30am – 1:30pm
- III. Mrs Kay Butler – School Office Mon-Wed
- IV. Mrs Paula Grady – School Office Wed-Fri.
- V. Mrs B Wooden – TA – 8:45 am -3:45 pm
- VI. Mrs C Marriott – TA Nursery 8:30 am-3:30 pm (Paediatric only)

#### First Aid Equipment

Green first aid boxes are situated in the shared cloakrooms of Oak and Ash and Larch and Maple classes.

These locations are marked with a First Aid Sign which is a green rectangle with a white cross and **FIRST AID** marked underneath.

Each box contains only first aid requisites and a list of contents. **(Please report any missing requisites immediately to the nominated first aider or Mrs Sutton - headteacher)**

#### Blankets and Pillows

Blankets and pillows can be obtained from the cupboard outside the disabled toilet, the key for which is hanging outside the cleaners' cupboard.

#### Accidents & First Aid

In the event of a pupil or individual, working at or visiting the school, becoming ill or suffering injury as a result of an accident, then the following procedures should be followed:-

First-aid should be administered but only as far as knowledge and skill permit. The patient, particularly a child, should be given all possible reassurance.

#### Children

(a) If the injured child is able to walk, then he or she should go or be taken by another person to the office to receive medical attention.

The person receiving the child must stay with them until they are:-

- (i) ready to go back to their classroom, or
- (ii) collected by their parent.

**ON NO ACCOUNT SHOULD A SICK CHILD BE LEFT UNATTENDED.**

**No child should be allowed to leave the school premises without the agreement of the Headteacher.**

(b) If the injured child cannot move, he or she must not be moved until a qualified first-aider has made a judgement about whether it is safe to do so.

If the child can be moved, then they should be taken to the office as for (a) above.

In the event that the child cannot be moved then the following procedures must be adopted:-

(i) The First Aider stays with the injured child, whilst another responsible person goes to collect a blanket and pillows from the office and takes them to the site of the accident.

(ii) The injured child should be covered with the blanket.

(iii) A second adult should inform the Headteacher and the Health & Safety Manager of the accident.

(iv) The Headteacher or the Health & Safety Manager, together with the First Aider or senior member of staff, will decide if an ambulance is to be called and arrange for this to be done (by dialling '999').

(v) The child's parent(s) / emergency contact must be informed, and will either:-

(a) come to the school, or

(b) arrange to meet the injured pupil and member of staff at the hospital (usually St. Helier).

(vi) The Headteacher and Health & Safety Manager will designate a member of the school staff to accompany the child to hospital if the parent is not able to do so.

(vii) The member of staff, accompanying the child, must take with them the child's pupil record folder which includes:-

NAME

ADDRESS

DATE OF BIRTH

TELEPHONE NUMBER

NAME/WORK PLACE OF PARENT(S)

NAME OF OTHER EMERGENCY CONTACT –

**Check with green data collection file in the main office or SIMs**

**Procedure for head injuries**

Procedure for dealing with head injuries is as follows:-

Parents will be notified if their child suffers a head injury at the time it is reported. If they cannot be contacted, the contact in the Emergency Contact Book will be informed.

The accident will be noted in our accident book, and an accident note completed by the first aider dealing with the incident. Action taken subsequently will be reported in the accident book and an accident note given to the responsible person who collects the child. However, if we have been unable to contact the parent/carer, the action taken will also be noted on the accident note which in all cases will be given to the child to take home.

First aid can only be administered as far as knowledge and skill permit.

Reviewed November 2011

Next review November 2012

Signed ..... Chair of Governors

Signed ..... Headteacher

## All Saints Benhilton C of E Primary School PSHCE Policy

### Mission Statement

- In the context of Christian faith, worship and morality, reflecting the school's foundation, we will provide an education of the highest possible standard.
- The care and nurture of our children is of paramount importance and the governing body and all staff shall mutually support each other in this task.
- We will use resources available so that each child and staff member can reach their fullest potential.
- We respect and seek the opinions of our children expressed through the School Council.
- We seek effective communication, involvement and respect between the school and the families of our children.
- The Christian values we seek to actively promote in school must overflow in attitudes and action. We therefore encourage our children to respect the diversity of society and make a positive and caring contribution to it.

### Every Child Matters and safeguarding children: BEING HEALTHY

#### Physically

- Mentally & emotionally
- Sexually
- Healthy lifestyles
- Choose not to take illegal drugs
- *Parents, carers & families promote healthy choices*

(A)	(B) STAY SAFE	(C) ENJOY & ACHIEVE	(D) MAKE POSITIVE CONTRIBUTION	(E) ACHIEVE ECONOMIC WELL BEING
	Safe from <ol style="list-style-type: none"> <li>1. maltreatment, neglect, violence &amp; sexual exploitation</li> <li>2. accidental injury &amp; death</li> <li>3. bullying &amp; discrimination</li> <li>4. crime &amp; anti social behaviour in &amp; out of school</li> <li>5. Have security, stability &amp; are</li> </ol>	<ol style="list-style-type: none"> <li>1. Ready for school</li> <li>2. Attend &amp; enjoy school</li> <li>3. Achieve stretching national educational standards at primary school</li> <li>4. Achieve personal &amp;</li> </ol>	<ol style="list-style-type: none"> <li>1. make decisions &amp; support the community &amp; environment</li> <li>2. law abiding &amp; positive behaviour in &amp; out of school</li> <li>3. positive relationships, chooses not to bully or discriminate</li> </ol>	<ol style="list-style-type: none"> <li>1. in further education, employment or training on leaving school</li> <li>2. ready for employment</li> <li>3. Live in decent homes &amp; sustainable communities</li> </ol>

	<p>cared for <i>Parents, carers &amp; families provide safe homes &amp; stability</i></p>	<p>social development &amp; enjoy recreation</p> <p>5. Achieve stretching national educational standards at secondary school</p> <p><i>Parents, carers &amp; families support learning</i></p>	<p>4. self confident &amp; successfully deals with significant life changes &amp; challenges</p> <p>5. enterprising behaviour</p> <p><i>Parents, carers &amp; families promote positive behaviour</i></p>	<p>4. Access to transport &amp; material goods</p> <p>5. Live in households free from low income</p> <p><i>Parents, carers &amp; families are supported to be economically active</i></p>
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### What is PSHCE education?

Personal, social, health and economic (PSHCE) education is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities.

### Purpose

#### Through PSHCE we aim to help pupils to develop the *skills* of:

- Developing confidence and responsibilities and self worth
- Developing effective relationships between all members of the school and wider community
- Playing an active role as citizens through decision making
- Developing a healthy and safe lifestyle
- Thinking critically and expressing opinions confidently
- Valuing and respecting oneself and others

#### Through PSHCE we aim to help pupils acquire *knowledge, experience and understanding* of:

- Valuing and making the most of their own and others abilities
- Developing independence and responsibilities for themselves and others, promoting children, young people's and adults well-being
- Having worthwhile and fulfilling relationships, within which they are able to communicate their ideas and feelings and respecting differences between others
- How actions and attitudes have outcomes for themselves and others

### Whole school approach

In order for PSHCE to be effective a whole school approach is needed, including children, staff, midday supervisors, parents and visitors to the school.

Our approach to PSHCE will affect and be reflected continuously in our school ethos and affect the spirit of the school. It will help to foster a greater cooperation and understanding and build the self worth of children and staff.

### **Whole school curriculum**

PSHCE is a key part of a school's curriculum which provides an invaluable contribution to learning the social and emotional skills that are identified in SEAL. SEAL in turn provides a framework that supports PSHCE education. There are many other explicit links for PSHCE in core and foundation subjects' as well as through cross curricular dimensions, skills and themes. In order to ensure coverage, balance, progression and continuity opportunities for personal and social development should be:

- Planned and intentional
- Active and experiential
- The responsibilities of all teachers
- PSHCE education provides an invaluable contribution to learning the social and emotional skills that are identified in SEAL. SEAL in turn provides a framework that supports PSHCE education.

### **Assessment and evaluation**

Assessment is an essential and integral part of effective teaching and learning in all subjects including PSHCE education. It checks that learning is taking place and shows what learners can do well, and where and how they can do better. It allows progress to be recognised and celebrated, and it informs the next steps and priorities of both teachers and learners.

### **Monitoring and review**

The subject leader will monitor the implementation of the policy through their ongoing role to ensure that procedures laid down are reflected in practice.

### **Confidentiality**

### **Other Information**

This policy will run in conjunction with the following policies: Behaviour, Discipline and anti-bullying SRE, Child protection, Drug education, RE, SEN, Health and safety,

Head Teacher  
Signed

Dated

Chair of Governors  
Signed

Dated



## All Saints Benhilton C.of E. Primary School Assessment Policy



### Mission Statement

- In the context of Christian faith, worship and morality, reflecting the school's foundation, we will provide an education of the highest possible standard.
- The care and nurture of our children is of paramount importance and the governing body and all staff shall mutually support each other in this task.
- We will use resources available so that each child and staff member can reach their fullest potential.
- We respect and seek the opinions of our children expressed through the School Council.
- We seek effective communication, involvement and respect between the school and the families of our children.
- The Christian values we seek to actively promote in school must overflow in attitude and action. We therefore encourage our children to respect the diversity of society and make a positive and caring contribution to it.

***Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.***

	Purposes	
Processes	Formative	Summative
Informal	Questioning Feedback Peer assessment Self assessment	Assessments in uncontrolled conditions Portfolios Recorded work Teacher assessment
Formal	Use of test results Further analysis of tests, Target setting	Tests in controlled conditions

### Principles of assessment are:-

- to provide information for target setting for individuals, groups and cohorts
- to provide information to support progression in learning through planning
- to involve children with self assessment and peer assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self evaluation of the school

### Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers

know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this we will:

- evaluate pupils learning during and after each lesson to identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons
- adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- set individual, challenging targets, especially in numeracy and literacy, on a regular basis and discuss these with the pupils so that they are involved in the process
- regularly share these targets with parents to include them in supporting their child's learning
- encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- mark work so that it is constructive and informative in accordance with the marking policy.
- Complete formal assessments according to the school schedule (see School Improvement Plan)
- Use Assessment for Learning strategies such as:
  - working walls / boards
  - individual targets
  - success criteria
  - self and peer evaluation
  - discussion and talk
  - conditions for learning – display
  - learning journey – children know what is next

**Formal Assessment Cycle**

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The regular reviewing of tracking data by Headteacher and SLT (including the Inclusion manager) will give teachers the opportunity to revise and refine targets for the class, for specific groups and for individuals. It is in recognising the individual abilities of pupils, that the school can make finely tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this we will:-

- follow the Assessment Schedule and update the data on a regular basis.
- use information to identify percentages of children working at each level within a cohort
- analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and able and those with special educational needs
- set cohort targets for numeracy, literacy and science and share information with headteacher, assessment coordinator, SENCO, subject leaders and governors
- work with colleagues to moderate and level writing every assessment cycle.
- analyse data at the end of each term and at the end of each year to track progress made
- pass cohort data and analysis to the next teacher



### The headteacher will also:

- highlight pupils who have made no progress or are working below expectations and discuss these pupils on a termly basis with teachers.
- analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- report to governors regarding the policy, statutory test results and cohort targets

### Reporting

Reporting to parents / carers provides opportunities for communication about their child's achievements, abilities and future targets. Reports for EYFS, KS1 and KS2 pupils are written in the summer term and suggested targets are set ready for the child to move to a new class in September. EYFS, KS1 and KS2 reports are written using the agreed school format and are very personal to each pupil. Reports will be written so that they have a positive effect on pupils' attitudes, motivation and self esteem however honesty and integrity will also be maintained.

#### we will:-

- Provide opportunities for parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process.
- Provide a yearly written report.
- Ensure results of statutory tests and assessments are reported to parents
- Discuss pupil progress at the request of parent by appointment.

### Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence available to justify judgements made.

#### we will:

- meet regularly to moderate writing assessments
- moderate work through planning and book scrutiny, feeding findings back to members of staff
- moderate progression and standards through Subject Leader Moderation
- participate in moderation schemes in the Local Authority

### Marking

Marking work is the responsibility of the class teacher, however peer marking, self marking, group marking and support assistant marking can also be used. Whenever possible marking should take place with the pupil however, if this is not appropriate, it should always take place as soon as possible and before the next lesson in that subject. Marking should be meaningful to the pupil and should focus on positives as well as development points.

#### We will:

- Mark regularly and carefully.
- Follow the school guidelines in the School's Marking Policy
- Use marking as a tool in the assessment process.
- Maintain a balance of hard and light touch marking
- Regularly share our views with the pupils either verbally or in writing.



## All Saints Benhilton C.of E. Primary School Behaviour and Discipline Policy

### Mission Statement

- In the context of Christian faith, worship and morality, reflecting the school's foundation, we will provide an education of the highest possible standard.
- The care and nurture of our children is of paramount importance and the governing body and all staff shall mutually support each other in this task.
- We will use resources available so that each child and staff member can reach their fullest potential.
- We respect and seek the opinions of our children expressed through the School Council.
- We seek effective communication, involvement and respect between the school and the families of our children.
- The Christian values we seek to actively promote in school must overflow in attitude and action. We therefore encourage our children to respect the diversity of society and make a positive and caring contribution to it.

### Rationale

Within the school it is important that children, parents, staff and governors develop relationships that will enhance the educational experiences of the child. To do this successfully, it is essential that the school has an agreed policy that enables everyone to work in a positive and consistent manner.

At All Saints Benhilton, everyone is expected to behave in a responsible manner, to show care, consideration and courtesy towards each other and have respect for property. There is emphasis on praise and encouragement for individuals and groups in order to foster good relations within the school and maintain a high standard of behaviour.

### Purposes

- 1) To maintain and enhance a good standard of discipline.
- 2) To provide an appropriate and positive atmosphere where effective learning can take place.
- 3) To ensure that all those involved in the life of the school are aware of the standard of behaviour that is expected.
- 4) To foster the development of self - esteem and self - discipline.
- 5) To encourage group responsibility in the maintenance of these standards.

### General Principles

All staff should actively involve themselves in the maintenance of good behaviour and show consistency of approach. Minor offences should be dealt with by the class teacher, teaching assistant or midday supervisor. It is important that children are made aware as to why their behaviour is unacceptable.

Staff dealing with unusual or difficult incidents of behaviour should immediately consult with the deputy headteacher, or in their absence, the senior teacher. If there remains a problem, then the headteacher should be informed.

The co - operation of parents is essential to re-enforce acceptable behaviour. They must be consulted if there are any serious or persistent cases of unacceptable behaviour. The incidents of these should be noted in writing by the person dealing with the incident. Home and school must work in partnership to resolve the problems.

The physical environment of the school and classroom organisation should be considered by staff as these can have a positive effect on pupil behaviour.

Effective discipline is the responsibility of all those concerned with the school. When it is necessary to use sanctions, they should be appropriate to the particular offence. As our school is a community of people, not just a physical space, the principles of this policy relate to behaviour at all times and during all school activities, whether they be on - site or not.

## **PRINCIPLES ON PUPIL DISCIPLINE AND BEHAVIOUR**

The Governing Body:

- (a) believes that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based on Christian values. In our Christian community relationships are based on these core values: loving, caring attitudes; concern for the whole person; justice and respect for others. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start and reintegration programme for excluded pupils is a key part of the school's behaviour policy;
- (b) believes that dialogue with pupils, parents, carers and staff is important in developing the principles on which the behaviour policy is based and therefore this school will consult those involved with the school community, as appropriate, when the policy is reviewed and ensure that any impact on the home/school agreement is assessed;
- (c) aims to provide an environment in which all pupils and staff feel safe and secure;
- (d) believes that pupils learn by example and it is expected, therefore, that all adults in the school will be models of good behaviour;
- (e) does not tolerate violence, threatening behaviour, abuse or any form of bullying: all in the school community have a right to respect and an atmosphere which is conducive to learning;
- (f) has a zero tolerance of offensive weapons, alcohol and drugs in school and the misuse of the internet and mobile phones;
- (g) takes firm action against pupils or parents who harass members of staff on or off school premises;
- (h) will not discriminate against any pupil on the grounds of religion, ethnicity, gender, disability or sexual orientation;
- (i) promotes positive behaviour through active development of pupils' spiritual, social, cultural, emotional and moral sense;
- (j) sets clear expectations of behaviour through clear codes of conduct;
- (k) praises, supports and rewards good behaviour and improvements in behaviour, as appropriate, and provides a range of opportunities in which pupils can excel and be rewarded;
- (l) applies a wide range of sanctions fairly, consistently and appropriately, taking account of pupils' special educational needs, disability and the needs of vulnerable children;
- (m) ensures that all staff are given access to appropriate training, opportunities to share and develop their skills, are equipped to manage behaviour and are aware of any system of referral for particular types of behaviour;
- (n) ensures that all new staff are made aware of the behaviour policy;
- (o) ensures that senior staff are highly visible at particular times of day to support staff and maintain a sense of calm and order;
- (p) uses commonly agreed teaching, classroom management and behaviour strategies;
- (q) ensures that parents are kept informed of their child's behaviour (good and bad) and that common ways of working together are explored to assist pupils in making improvements in their behaviour.

## Good Practice in School

There is much that we can do in school to encourage appropriate behaviour and promote good order. Everyone has a joint responsibility for what happens in school. Admonition and praise should be dealt with everywhere.

In our relationships with children we should ensure that, as far as possible we:

- \* Respond positively to children and their ideas.
- \* Set high standards in all areas of school life.
- \* Make each child feel that he / she has the ability to succeed.
- \* Make it clear to each child that they have personal responsibility to direct the maximum effort towards their work.
- \* Apply rules firmly and fairly
- \* Relate the praise of a child to the issue that you are pleased about.
- \* Reward and sanction children for a range of reasons...behaviour, work, effort, consideration for others.

Therefore the school has adopted the "5 Golden Rules"

- We listen to people, we don't interrupt
- We are gentle, we don't hurt anybody
- We are kind and helpful, we don't hurt people's feelings
- We are honest, we don't cover up the truth
- We look after things, we don't waste or spoil them

These rules are on display around the school and are re-visited during worship and assembly times.

## We should all

- Move quietly and sensibly around the school
- Keep the school clean and tidy
- Act with kindness and consideration
- Be polite and helpful

## Rewards

It is very important to stress the positive aspects of children's behaviour. The range of rewards here are those which the school feels should be used. All staff are encouraged to be consistent, and to adhere to the guidelines as closely as possible.

- ✓ Smiling and looking positive
- ✓ Verbal praise
- ✓ Written messages on children's work. This may be accompanied by a smiley face or similar sticker or stamp
- ✓ Award class points/marbles which lead to Golden Time (FS & KS1) or similar class 'time out' session in KS 2.
- ✓ Award house points
- ✓ Sharing the achievement with the whole class or group of children
- ✓ Sending the child to another colleague to share their achievement
- ✓ Sending the child to Head or Deputy. This is acknowledged by a special sticker and child's name being written on the "Golden Board". Children whose names are on the "Golden Board" are mentioned in the Friday Celebration Assembly
- ✓ Giving the child a special responsibility or privilege

- ✓ Informing parents. This can be either verbal or in a note accompanying the child's work or folder.

Praise is given for all areas of school life.

### Head Boy and Head Girl

Children in Year 6 who are perceived to have or the potential to have leadership qualities will be considered for Head Boy and Head Girl. These are appointed on a termly basis after discussion between the Head and staff.

### Sanctions

Sanctions should be used firmly, fairly and consistently applied. It should be appropriate to the age of the child and to the misdemeanour and applied as soon as reasonably possible.

- ✓ The look; use eye contact
- ✓ Discussion, remind child about acceptable behaviour
- ✓ Sad face shown to child.
- ✓ In Foundation & year 1 child's name moved from happy to sad side of chart (or other visual stimulus); consequence being to miss some choosing time.  
In KS1 & KS2 name on board, ticked if continues. If child receives a tick by name will miss some playtime.  
For repeated offences individual will be sent to KS leader or Deputy and, if it continues, to the headteacher.
- ✓ Pupil may be removed from situation for varying periods of time (use of timer).  
At KS2 may be taken out of class to finish work quietly; either into the resource area or with the KS leader or Deputy during class time.
- ✓ Pupils may stay in at playtime to complete classwork or homework, particularly if they habitually fail to bring in the latter.
- ✓ Children whose playground behaviour is inappropriate will be given a cooling off period and may miss further playtimes.
- ✓ If an individual's behaviour continues to give cause for concern the headteacher is directly involved and will organise support systems and call in outside agencies as required. Ultimately a child may be excluded for a period of time.

Parents will be informed of these sanctions at the discretion of staff. If the headteacher is involved parents will be notified.

Where possible whole class punishment for an individual(s) behaviour should be avoided. Most KS 2 classes operate a 'time owed' system as a way of encouraging good whole class behaviour.

**This policy should be read in conjunction with Anti-racism policy, Anti-bullying policy, IT policy, Inclusion Policy and Home School Agreement.**

Reviewed                      November 2011                      Next Review                      November 2014

Signed ..... Chair of Governors

Signed ..... Headteacher



## All Saints Benhilton C. of E. Primary School CHILD PROTECTION POLICY & PROCEDURE

### Mission Statement

In the context of Christian faith, worship and morality, reflecting the school's foundation, we will provide an education of the highest possible standard.

The care and nurture of our children is of paramount importance and the governing body and all staff shall mutually support each other in this task.

We will use resources available so that each child and staff member can reach their fullest potential.

We respect and seek the opinions of our children expressed through the School Council.

We seek effective communication, involvement and respect between the school and the families of our children.

The Christian values we seek to actively promote in school must overflow in attitude and action. We therefore encourage our children to respect the diversity of society and make a positive and caring contribution to it.

## INTRODUCTION

### ***"THE WELFARE OF THE CHILD IS PARAMOUNT"***

At All Saints Benhilton School the safety and welfare of our pupils is of the utmost importance. Because of the day-to-day contact with children, our staff are well placed to observe the outward signs of abuse. All adults working in All Saints Benhilton must protect children from harm and abuse and be aware that any pupil may be at risk of harm or abuse. We have a duty to safeguard and promote the welfare of our pupils under the Education Act 2002 and Children Act 1989 through identifying any child welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

In addition to our child protection policy, we have policies to cover the roles of staff, pupils and parents in respect of health and safety, anti-bullying, restraint, racism and discrimination. We also ensure that issues of child protection are raised with pupils through the Personal, Social and Health Education (PSHE) curriculum. Our policy applies to all staff, governors and volunteers working in the school and parents are informed about this and our other policies in the school prospectus. There are a number of elements to our policy:

- Ensuring safe recruitment practice in checking the suitability of all our staff and volunteers to work with children;
- Raising awareness of child protection issues amongst all staff and volunteers and of what to do if they have concerns;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences and core group meetings;
- Establishing and maintaining a safe environment in which children feel secure and are encouraged to talk freely about anything that concerns them;
- Ensuring children know there are adults in the school who they can approach if they are worried about anything;
- Including opportunities in the PSHE curriculum to develop and equip pupils with the skills needed to recognise risks and stay safe from abuse;
- Supporting pupils who have been abused or may be at risk of harm in accordance with any agreed child protection plan;
- Ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer; and
- Ensuring staff follow accepted "safe practice" principles when working with pupils;

If there are Child Protection concerns the **London Child Protection Child Protection Procedures** (*London Safeguarding Children Board, 2007*) must be followed (available from the designated teacher). The Sutton Local Safeguarding Children Board (LSCB) has adopted these procedures. This policy and procedure also accords with:

- DfES guidance - "Safeguarding Children and Safer Recruitment in Education" (*DfES 2006*); and
- "Working Together to Safeguard Children" (*HM Government, 2006*).

If lower level concerns or needs (i.e. not child protection) are identified about a particular pupil the Sutton Common Assessment Framework (flowchart available at [www.scypp.org.uk](http://www.scypp.org.uk)) should be followed.

### DEFINITION

Safeguarding and promoting the welfare of pupils relates to any child or young person (i.e. under 18 years of age) who has suffered from, or *may be at risk of* physical injury, neglect, emotional abuse or sexual abuse.

### RECOGNITION

The first indication of concern about a pupil's welfare is not necessarily the presence of a serious injury. Concerns may be because of:

- bruises or marks on a pupil's body;
- remarks made by the pupil, another pupil, a parent or another adult;
- observations of the pupil's behaviour;

- unexplained changes in the pupil's behaviour or personality;
- evidence of disturbance or explicit detail about abuse or possible abuse in a pupil's play, drawing or writing;
- evidence of neglect, failure to thrive or exposure to unnecessary risks;
- unauthorised absence from school; and / or
- information about the parent(s) / carer(s) of the child or their home background.

### **DESIGNATED STAFF FOR CHILD PROTECTION**

Our designated senior member of staff is Ros Sutton (Headteacher)

Sharon Ferns (Deputy Headteacher) when she is absent . They are responsible for child protection issues. Any member of staff concerned about a pupil should tell the designated person immediately. If they are unavailable you should talk to whoever is deputising. We also have a nominated governor for child protection who is Malcolm Munro. The designated person has a responsibility to:

- liaise with the nominated governor, the local authority Education and Children and Family Services, Police and other agencies on individual child protection cases;
- act as the contact person within the school, providing advice and support and ensuring that all staff (including temporary, supply staff and volunteers and members of the governing body) are aware of their role;
- be responsible for co-ordinating action within the school on child protection issues;
- discuss individual cases with staff on a "need to know basis" to protect children's right to confidentiality;
- oversee the planning of any curricular or other provision in relation to child protection matters;
- with any other relevant staff (e.g. class teacher or year head), represent the school at child protection meetings and be a member of a "Core Group" if required;
- ensure staff are familiar with this Policy and Procedure, the London Child Protection Procedures, and DCSF (*previously DfES*) guidance;
- raise awareness about child protection on an ongoing basis;
- arrange child protection training, in conjunction with the local authority child protection training officer for *all* (i.e. including ancillary) staff at least once every three years (and for new staff commencing work between whole school training sessions or absent for such sessions arrange attendance at induction sessions arranged by the local authority).
- ensure that they (the designated teacher and their deputy) receive update training at least every 2 years; and
- attend the Sutton Child Protection Designated teacher network at least once each term.



## **THE ROLE OF INDIVIDUAL STAFF**

Everyone in the school must be alert to the possibility that any pupil, regardless of race, religion, culture, class or family background, could be the victim of abuse or neglect and must be familiar with these procedures. Concern about a pupil must be discussed with the designated person immediately so that if necessary, a referral can be made without delay. In urgent situations, referral must not be delayed.

Members of staff should not investigate child protection concerns. This is done by Children's Social Services (in Sutton, the Children and Family Service) or the Police. However, if a pupil says something, it is vital to listen carefully, so you can record and report it accurately. Records will also assist other members of staff who may have concerns.

## **CONFIDENTIALITY OF RECORDS**

Our pupils and their parents have the right to expect that all staff will deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents and where appropriate pupils should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a child. Child protection issues relating to individual cases must not be subject to open discussion in the staff room or elsewhere in the school.

Members of staff should also remember not to promise to pupils to keep "secrets" (*see procedure below*).

## **WORKING WITH CHILDREN**

We recognise that children who are abused, neglected, or who witness either of these things, may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school - the school will ensure the pupil knows that some behaviour is unacceptable but they are valued and not blamed for any abuse which has occurred;
- liaison with other agencies that support the pupil such as social services, the child and adolescent mental health service, the borough school attendance service and the educational psychology service; and
- ensuring that, where a pupil with a child protection plan leaves the school, their information is transferred to any new school immediately and that the social worker is informed.

## **RECRUITMENT, SELECTION, TRAINING AND SUPERVISION OF STAFF AND VOLUNTEERS**

In our recruitment and selection of staff and volunteers we will at all times adhere to the appropriate guidance which followed the Bichard Enquiry Report ("*Safeguarding Children and Safer Recruitment in Education*", DfES 2006)

In particular we will ensure that our interview panellists are appropriately trained, that we always follow up gaps in previous employment, that we always require specific references from employers for the last five years and that for all posts, paid and voluntary, the appropriate Criminal Record Bureau disclosure checks is conducted. **At all interviews, at least one panelist will have successfully completed up to date "Safer Recruitment" training**

We keep a central record of all staff with the date and outcome of their CRB check so that at all times staff and pupils and parents can be assured this has been done.

## **CONTRACTORS AND OUTSIDE SERVICES**

We expect all contractors providing services within the School whose staff have access to school premises to comply with this policy and the attached procedure. They must agree to this in writing. In particular we require any contractor or organisation delivering a service on behalf of the school or using our premises to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular Criminal Record Bureau disclosure checks.

This policy and procedure will also apply to any organisation using school facilities. They must agree to this in writing.

## CHILD PROTECTION PROCEDURE

If concern arises about the welfare of a pupil the following procedure must be followed.

### ***DO NOT DELAY***

- tell the designated teacher as soon as you can - it may be necessary to interrupt a lesson to do this - do not leave notes in Designated Person's pigeonhole as they may not get back to check their post until the end of the day once the child has gone home
- early referral gives more time to offer help to the pupil and family before the situation becomes severe or serious
- when the matter is already severe or serious, early referral gives more time for others to protect the pupil
- the designated teacher may consult the Borough School Attendance Service or Children's Social Services (in Sutton, the Children and Family Service).

### ***MAKE WRITTEN NOTES***

- at the earliest opportunity make a written record of your concerns - record facts accurately and be clear when you are expressing an opinion and the basis for this - these notes will help to ensure accuracy in recalling events later - notes should be legible, signed and dated;
- these notes must be given to the designated teacher as soon as possible.

### ***CONCERN FROM SOMETHING THE CHILD SAYS***

- **Listen** - do not ask questions or interrogate.
- **Remain calm** - if you are shocked, upset or angry the pupil will sense this and this could stop them from saying more.
- **Reassure** - the pupil has done nothing wrong - tell them it is alright to talk.
- **Do not promise to keep it secret** - tell the pupil you cannot keep the matter secret and will need to take advice from someone who can help.

### ***REFERRAL PROCESS***

If a member of staff wishes to make a referral to Social Services or to the Police they should consult the designated teacher or deputy about how to do this. However, referral must not be delayed - if the designated teacher or deputy is not available a senior member of staff should be advised and the referral made (*see London Child Protection Procedures for details*). The Children and Families Service Referral and Assessment Service will be happy to discuss concerns even if you are not sure at that stage that a referral needs to be made.

### ***REMEMBER***

- if in doubt, consult;
- do not ignore concerns, even if these are vague;
- your first responsibility is to the pupil; and
- if you need help or support to manage your own feelings, this can (usually) be provided.

## ***CONTACT WITH THE FAMILY***

Contact with the family should be discussed with the designated teacher, who may consult the Children and Family Social Work Service or the Borough School Attendance Service.

In cases where a minor physical injury causes concern, it is usual school practice to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the pupil from harm), the parent or carer should be informed that the matter must be referred to the Children and Family Social Work Service.

In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussion previously between school staff and the family about sources of help (e.g. the Children and Family Social Work Service), but if concerns persist, the designated teacher will need to refer to the Children and Family Service and will normally advise the family of this.

**In cases where there are suspicions of sexual abuse, the designated teacher will seek immediate advice from the Children and Family Social Work Service before discussing this with the family.**

## ***RECORDING***

- all records relating to child welfare concerns will be kept on the pupil's file and the file will be kept secure - a chronology of concern should be kept;
- where there are concerns about a pupil, our file (if paper) is easily distinguishable from others where there are no concerns and our electronic files have an appropriate "flag" to indicate there are concerns about the pupil;
- we will keep written records of any concerns about pupils, even where there is no need to refer the matter immediately;
- information from records will only be used on a "need to know" basis;
- staff will need to know when a pupil is subject to a Child Protection Plan (previously the Child Protection Register), so they can monitor the pupil's welfare;
- records relating to the pupil's welfare will remain on the pupil's file as long as the pupil is a pupil at the school;
- when the pupil leaves the school, the new school will be advised in writing that the school's records contain information about child protection concerns even where these are no longer current.

## ***CONCERN ABOUT A STAFF MEMBER, CARER OR VOLUNTEER***

Allegations or concerns about a member of staff, worker or volunteer must immediately be notified to the head teacher (or the chair of governors if the concern is about the head teacher);

The head teacher (or chair of governors) will always consult the Local Authority Designated Officer (LADO);

Following consultation, the head teacher (or chair of governors) will decide on appropriate action:

Immediate referral to the Children and Family Social Work Service

Consideration of disciplinary proceedings

It is important to bear in mind that although the concern may relate to an individual pupil, other pupils may also be at risk;

The procedures in "Safeguarding Children and Safer Recruitment in Education" (DfES, 2006) and the Sutton LSCB Procedure will be followed in such cases;

Where appropriate, consideration will be given to referral of a member of staff to the Secretary of State for to consider inclusion of their name on "List 99" (list of people prohibited from working with children in an education setting).

### ***HARM, FROM OR TO, OTHER CHILDREN***

abuse or concerns about abuse or harm by other children should be subject to the same safeguarding procedures as in respect of children being abused by an adult;

professionals responding should be alert to the risk a child may pose to children other than any "current" victim; and

children who harm others are likely to have considerable needs themselves (e.g. they may have been subjected to abuse, witnessed domestic violence or committed criminal offences).

In such cases there will usually be a need to refer the alleged perpetrator of harm to the Children and Families Service.

### ***REQUESTS FOR ASSISTANCE BY OTHER AGENCIES***

School staff have a legal duty to assist local authority Children's Social Services or the Police when they are making enquiries about the welfare of pupils

Information about a pupil must therefore be shared on a "need to know" basis with other agencies;

- when telephone requests for information are received, ***always*** maintain security by checking the telephone number listing for the caller and calling back to a switchboard number ***before*** giving information or confirming the pupil is on the school roll;
- always advise the designated teacher about such requests for information;
- requests for attendance at meetings about individual pupils (e.g. child protection conferences) should be notified to the designated teacher, who will arrange preparation of a report and attendance at the meeting;
- reports should contain information about the child's academic progress, attendance, behaviour, relationships with children and adults, family, any other relevant matter.
- reports should be objective, distinguishing between fact, observation, allegation and opinion;
- unless you specify otherwise, reports will normally be made available to the pupil's family.

### ***PUPILS/STUDENTS SUBJECT TO A CHILD PROTECTION PLAN***

the school will be told by the relevant local authority Children and Family Social Work Service when a pupil is subject to a Child Protection Plan (previously the Child Protection Register) whether the London Borough of Sutton or another local authority;

- the name of the key social worker must be clearly recorded on the pupil's record;
- the school will participate fully in the work of Core Groups for these pupils, to assist with the objectives of the Child Protection Plan for the pupil;
- when a pupil is subject to a Child Protection Plan, the school will report all unexplained absences even if only of a day;
- when a pupil is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker; and
- when a pupil who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to any new school.

### ***GENERAL ISSUES***

All staff must observe the above policy and procedure at all times. They will be reviewed annually and as required in line with changes in local (LSCB) or national guidance.

### ***SUTTON CONTACT DETAILS*** LB Sutton Children & Families, Referral & Assessment Service (RAS) - 020 8770 4343

LB Sutton Children & Families Emergency Duty Social Work Team (EDT) -

**020 8770 4799**, 020 8770 5000 (out of office hours)

LBS Child Protection Advisor (Quality & Performance Unit) -

020 8770 4206 (if unavailable ask for the deputy or contact the Referral and Assessment Service)

LBS Education, Safeguarding Children Training and Development Officer -

020 8770 6262, or mob. 07736 338755 (if unavailable contact the Referral and Assessment Service)

**Childline: 08001111**

**NSPCC Helpline: 0800 800 500**

Signed ..... Headteacher Feb. 2012

Signed .....Chair of Governors Feb. 2012

Revision Date September 2013



## All Saints Benhilton C of E Primary School Collective Worship Policy

### Mission Statement

- In the context of Christian faith, worship and morality, reflecting the school's foundation, we will provide an education of the highest possible standard.
- The care and nurture of our children is of paramount importance and the governing body and all staff shall mutually support each other in this task.
- We will use resources available so that each child and staff member can reach their fullest potential.
- We respect and seek the opinions of our children expressed through the School Council.
- We seek effective communication, involvement and respect between the school and the families of our children.
- The Christian values we seek to actively promote in school must overflow in attitude and action. We therefore encourage our children to respect the diversity of society and make a positive and caring contribution to it.

### Aims

In our daily worship at All Saints Benhilton we:

- Celebrate being part of a wide Christian community where each adult and child is acknowledged and valued.
- Provide an atmosphere in which pupils can gain an awareness of spiritual aspects of life and worship.
- Give the child opportunities to pray and reflect, to explore and question our own beliefs and values.
- Lead the children to an awareness of God revealed in the person of Jesus and to help them understand his life and ministry.
- Provide time and opportunity for giving thanks and praise and to enjoy the fellowship which results from sharing love, joy, hope, friendship, acceptance, anxieties, sadness and forgiveness.
- Give children the opportunity to plan and deliver meaningful and relevant worship.

### The school has agreed that

- As a Church of England school our worship will reflect some of the essential features within the rich traditions of Anglican prayer and worship and will be planned around the cycle of the Church's year – Advent, Christmas, Lent, Easter and Pentecost.
- The themes covered in acts of collective worship will be set in conjunction with the topics set by the PHSCE Scheme SEAL, with a different topic being covered each half term. Flexibility will however allow for responding to something immediate.
- Sometimes the upper school and lower school will have separate opportunities for worship to allow for their different developmental needs to be more suitably met, but always remembering what we offer God. Upper school collective worship will be led each Wednesday by the vicar of All Saints Church. Lower school collective worship will be led each Wednesday by Key Stage 1 Co-ordinator, the PHSCE Subject Leader or the Headteacher.
- Each class will plan and lead two whole school acts of worship each year, under the guidance of their class teacher.

- On Fridays we will celebrate birthdays and the achievements of children both in and out of school.
- Staff and children will attend services in church, usually once a term and Mass will be celebrated in school at All Saints Tide and on other Holy Days Parents, friends, governors and members of the local community will be warmly invited to take part.
- Worship throughout the week will follow this pattern .....

Day	Key stages	Worship led by .....	Key stages	Worship led by .....
Monday	EYFS, KS1, KS2	Headteacher		
Tuesday	Y2 & KS2	Hymn Practice	EYFS & Y1	SLT and Year 6 pupils
Wednesday	KS1 KS2	Fr Peter	EYFS	SLT or HT
Thursday	EYFS, KS1, KS2	Senior Leadership Team or a Class		
Friday	EYFS, KS1, KS2	Headteacher		

### Recording

In the interest of progression and continuity it is necessary not only to plan, but also to record, the themes covered each half term; Bible references and resources will be noted down on a termly overview sheet and kept by the Headteacher and R.E. coordinator.

### Equal Opportunities

As a church school we are committed to the children of faiths other than Christianity. Diversity of religion, race and culture is felt to be of positive benefit, enriching our school community. We are nevertheless aware as collective Christian worship is central to the life of the school, it is felt that school worship will contribute to the spiritual and moral development of all pupils, regardless of their own religious commitment. We try at all times to make our worship sensitive so that everyone present feels they can contribute, all can gain and feel valued as a person.

September 2011

Next review September 2013

Signed ..... Headteacher Date .....

Signed ..... Chair of Governors Date .....





# All Saints Benhilton C.of E. Primary School Curriculum Policy

## Mission Statement

- In the context of Christian faith, worship and morality, reflecting the school's foundation, we will provide an education of the highest possible standard.
- The care and nurture of our children is of paramount importance and the governing body and all staff shall mutually support each other in this task.
- We will use resources available so that each child and staff member can reach their fullest potential.
- We respect and seek the opinions of our children expressed through the School Council.
- We seek effective communication, involvement and respect between the school and the families of our children.
- The Christian values we seek to actively promote in school must overflow in attitude and action. We therefore encourage our children to respect the diversity of society and make a positive and caring contribution to it.

## Purpose

This policy sets out the curriculum entitlement of children; how we organise to meet it and what steps are taken to make the curriculum inclusive.

## Entitlement

All Saints Benhilton Primary School operates an equal opportunities policy which entitles all pupils to:

- a broad and balanced curriculum that prepares them for the following academic year;
- experience a wide range of enjoyable and effective teaching and learning practices;
- regular assessment that impacts on future teaching;
- differentiated work and support;
- develop their abilities by receiving high quality oral and written feedback;
- have their achievements celebrated, irrespective of faith, ethnicity, gender, disability or ability.

Parents are entitled to be involved in the learning process through homework, parent information evenings, parental courses for Numeracy and Literacy, Science and ICT, parent's evenings, reports, productions and assemblies, the web site and learning platform, newsletters from school and year group teams.

## Organisation

- We teach the Foundation Stage Curriculum, the National Curriculum and the Southwark Diocesan Board of Education syllabus for Religious Education.
- Our long-term curriculum frameworks set out how and when subjects are to be taught. These are currently under review in the light of our Creative Curriculum approach.
- The National Strategies, Frameworks supporting documents are used as the starting point for the curricula. Natural and appropriate links are made to topic areas within the Creative Curriculum.
- ICT is taught as a discrete subject as well as supporting all areas of the curriculum.

- In line with national requirements, all children take part in 2 hours P.E. each week.
- Key skills are used as a starting point for the medium term planning of the Foundation Subjects.
- The agreed Southwark Diocesan Board of Education syllabus is used to plan RE.
- Monitoring of curriculum provision is part of the self evaluation process and the outcomes are recorded and reported to Governors.
- Performance Management procedures monitor the range and effectiveness of different teaching and learning practices.
- An annual framework of tests and assessments is in place to provide the senior management, governors and teachers with useful data on pupil progress.
- Teachers' planning and pupil work are examined to monitor curriculum coverage, differentiation and level of challenge.
- The School Improvement Plan is used to develop the curriculum provision; as well as the quality of teaching and learning.
- Pupils have the opportunity to have their work celebrated in class and by the whole school.
- Parents are informed of the pattern of homework at the start of each year; have at least two parents teacher consultation evenings a year, receive an annual report on their child's progress; and are invited to attend their child's productions and church services, as well as other special events.
- Curriculum information evenings, for parents, are held regularly.
- Throughout the school opportunities will be taken to extend the curriculum beyond the statutory requirements through:
  - visitors, including artists, craftspeople, actors, musicians and sports people;
  - the use of the school grounds, the locality and the wider environment;
  - educational visits;
  - support of parents.

These activities will embrace the cultural diversity of the society in which we live and enhance the creative environment of the school.

(See individual subject policies, Teaching and Learning, Marking, Homework, Home School Agreement, Inclusion.)

### Inclusion

- Individual lessons are differentiated to ensure all pupils can access the curriculum.
- Pupils with Special Educational Needs have an Individual Education Plan that sets out how they will be supported to meet their specific needs.
- Specialist teachers support individuals and groups of children.

### Session times

Nursery            8.40am – 11.40am    or    12.30pm – 3.30pm

Reception        8.55am – 12.00 and    1.00pm – 3.15pm

KS1                8.55am – 12.00 and    1.00pm – 3.15pm

KS2                8.55am – 12.15pm    and 1.10pm – 3.15pm

**All Saints Benhilton C of E Primary School  
Curriculum Committee Terms of Reference 2012**

- Membership:** a Membership shall consist of not less than three governors.
- b The committee shall co-opt non-voting members as agreed by the governing body. The committee may recommend these appointments, which should include staff as the Headteacher shall determine in consultation with her colleagues.
- Quorum:** The quorum shall be three governors plus the Head.
- Meetings:** The committee shall meet once a term or otherwise as required. Dates will be agreed at the Governing Body or proceeding committee meeting.

**The role of the curriculum committee is:**

**Policy and statutory requirements**

- 1 To ensure that the statutory requirements of the curriculum are being met and that the School Improvement Plan addresses curriculum priorities.
- 2 To ensure that the school offers a curriculum that meets pupils' needs
- 3 in consultation with the Headteacher and appropriate staff, to monitor and keep under review curriculum policies and the sex and relationships education policy and ensure any amendments are presented to the governing body for approval
- 4 In consultation with the Headteacher and appropriate staff to monitor and keep under review religious education (RE) and Collective Worship policies
- 5 To ensure that the school meets the statutory requirements in meeting the needs of pupils with special educational needs (SEN), publishes and makes parents aware of its SEN policy and reports annually on the policy's success
- 6 To monitor the impact of the equality policy (including gender, race, disability) in relation to teaching and learning, curriculum, assessment, achievement and progress.

**Curriculum Provision**

- 1 To monitor
  - the impact of intervention strategies;
  - the effectiveness of assessment techniques, including assessment for learning;
  - the impact of provision for pupils with special educational needs;
  - the impact of provision for vulnerable children including looked after children;
  - the impact of provision for Gifted, Talented and Able pupils;
  - the effectiveness of the quality of teaching and learning.
  - the effectiveness of curriculum partnership

- 2 To monitor the effectiveness of care, guidance and support in promoting learning
- 3 To monitor the effectiveness of the early years foundation stage, including outcomes, quality of provision and effectiveness of leadership
- 14 To monitor and regularly review the school's Extended School's provision

#### Pupil Performance

- 1 To keep under review pupil performance, as follows
  - scrutinise RAISEonline data;
  - in consultation with the Headteacher, set targets for national curriculum tests;
  - receive reports on pupils' achievement and progress compared with those in other schools and on the achievement and progress of different groups in the school, e.g. by gender, ethnicity, looked after children etc;
  - scrutinise School Improvement Partner /attached inspector reports
- 2 To ensure that parents are kept informed of pupil progress in accordance with statutory requirements;

#### General

- 1 To monitor appropriate sections of the school's Self Evaluation Documentation.
- 2 To report the Committee's resolutions and recommendations to the next full governing body
- 3 To determine any other matters referred to the committee by the Governing Body and make recommendations to the whole governing body as appropriate.
- 4 To review Terms of Reference at the first meeting of each calendar year.

This role will be pursued through Curriculum Pairs; by continuing regular Curriculum Presentations to the governing body; by discussion of Topical Curriculum Issues through the committee meetings and by attending Curriculum Workshops held by the school.

Agendas will be distributed to committee members and the Chair of governors 7 days prior to the committee meeting.

Minutes will be distributed to all governors within 14 days of the meeting or at the next governing body meeting.

January 2012

# SOUTHWARK DIOCESAN BOARD OF EDUCATION

## Governors' Guide

### Visiting Your School

(To be used in conjunction with SDBE Factsheet No 8)



Name: Christopher Paraschidis

Date of visit: 3 November 2011

#### Purpose of visit

To observe the development of skills in DT

#### Links with the School Improvement Plan/ OFSTED actions/SEF judgements

#### Governor observations and comments

I observed a DT lesson in Sycamore class about designing a kebab. The lesson started with the children examining and tasting different vegetables and discussing their characteristics (colour, texture, taste) and whether they like them or not. They then discussed about which vegetables they would like to use for a kebab and how they would arrange them on it. They were then given the task to individually design a kebab, by selecting materials that follow a certain pattern. They had to choose three vegetables of different colour and arrange them on their kebab so that they follow a traffic lights pattern (red – yellow – green). They had to do so by appropriately colouring the kebabs on their work sheets and writing the name of each vegetable.

I found the subject to be appropriate for the level of the children involved and although it sounds simple, it provided learning opportunities at different levels. It combined, among others, experiential learning about different vegetables, with maths (following patterns) and literacy (writing the names of the vegetables). The lesson was well planned and I particularly liked the part where the children tasted the vegetables and discussed about them; it helped engage the children well and early on.

During the individual exercise most of the children were able to follow the teacher's instructions and complete the task successfully. There were some though, particularly the younger ones, who struggled to finish their kebab on time and a few who even struggled with the concept of following the traffic lights pattern. Given the nature of the Sycamore class (mixed years one and two) I think that an additional resource, i.e. a teaching assistant, would have benefited the children and helped them achieve their full potential.

In summary a good experience and a lesson that I believe the children not only benefited from but also enjoyed. I certainly did.

# SOUTHWARK DIOCESAN BOARD OF EDUCATION

## Governors' Guide

### Visiting Your School

(To be used in conjunction with SDBE Factsheet No 8)



Name: Michael White

Date of visit: 11th Oct 2011

#### Purpose of visit

To visit and observe the following classes:

- Nursery
- Year 1/2

#### Links with the School Improvement Plan/ OFSTED actions/SEF judgements

N/A

#### Governor observations and comments

It was really great to get back into class and observe teachers and teaching in action. I was really impressed by the levels of enthusiasm and participation in both classes – it was really great to see. I was also impressed with the level of knowledge and understanding in the year 1/2 classes. It was clear to see that the Children were having fun and engaged in the lessons/activity.

I would also like to commend both teachers (and pupils) for levels of discipline I observed, it helped with the learning experience.

I look forward to spending more time in school in the future.

Any key issues arising for the governing body  
(discussions, actions, further evidence required, clarification of policy, implications for future visits)

None

Action following governing body meeting  
(Record any actions agreed by the governing body with regard to this visit)

N/A



## ALL SAINTS BENHILTON C/E PRIMARY SCHOOL

### MARKING POLICY

#### Mission Statement

- In the context of Christian faith, worship and morality, reflecting the school's foundation, we will provide an education of the highest possible standard.
- The care and nurture of our children is of paramount importance and the governing body and all staff shall mutually support each other in this task.
- We will use resources available so that each child and staff member can reach their fullest potential.
- We respect and seek the opinions of our children expressed through the School Council.
- We seek effective communication, involvement and respect between the school and the families of our children.
- The Christian values we seek to actively promote in school must overflow in attitude and action. We therefore encourage our children to respect the diversity of society and make a positive and caring contribution to it.

#### Rationale:

- to recognise pupil's effort and to encourage individual's self esteem.
- to enable staff to evaluate children's progress and to identify strategies and targets for children's development and teachers' future planning.
- to focus children's attention on specific learning objectives, or on the next steps they need to take to further their learning.
- to encourage and develop children's involvement in evaluating their work.
- to ensure continuity and consistency throughout the school.

#### Marking procedure:

- all marking should state whether work has been completed independently or with the aid of an adult.
- Whilst marking, staff will ensure that all formally recorded work is acknowledged and dated.
- Some mistakes will not be formally identified if to do so would undermine a child who has put considerable effort into the work.
- The form of marking will depend on the nature of the task and the anticipated outcome.
- A balance of hard and soft marking must be maintained. All extended writing must be hard marked – at least one piece each week.
- Whilst marking will be related to the Learning Objective, it will also address individual targets. In order to show whether the LO has been achieved, the triangle system will be used at the end of the piece of work, or against the learning objective at the beginning of the work.
- Children should be given time to read comments and if necessary act upon them.

#### Triangle system



Little understanding of objective.  
Learning Objective not met



Has complete understanding of  
objective. Learning Objective met.



Has some understanding of objective.  
Working towards Learning Objective.



Has exceeded learning objective




## **Marking Strategies to be used as appropriate to age/ ability/subject.**

*Note: If marking is for the purpose of teacher assessment, this will not always be fully recorded on the child's work.*

### *Hard marking*

- Oral feedback given
- Oral feedback may be recorded
- Marking will be done in a contrasting colour (e.g. green, red)
- Work may be annotated to help reader understand writers meaning
- Written feedback, including some of the following – level of attainment, next steps, points for improvement.

### *Soft marking*

- Celebration of work through  , stickers, stamps etc
- Marking will be done in a contrasting colour
- Use ● to indicate an incorrect answer
- Sp in margin to indicate a spelling error in that line – this includes subject specific vocabulary e.g. in science, geography etc.
- P in margin indicates punctuation missing or inaccurate (this may or may not be indicated in line).
- New paragraph indicated by //

This policy should be read in conjunction with Assessment Policy and Teaching and Learning Policy

Staff/SLT Review          December 2011

Next review                January 2014



## All Saints Benhilton C of E Primary School

### Access to Education for children with Medical Needs Policy

#### Mission Statement

In the context of Christian faith, worship and morality, reflecting the school's foundation, we will provide an education of the highest possible standard.

The care and nurture of our children is of paramount importance and the governing body and all staff shall mutually support each other in this task.

We will use resources available so that each child and staff member can reach their fullest potential.

We respect and seek the opinions of our children expressed through the School Council.

We seek effective communication, involvement and respect between the school and the families of our children.

The Christian values we seek to actively promote in school must overflow in attitude and action. We therefore encourage our children to respect the diversity of society and make a positive and caring contribution to it.

#### Aim

The primary aim of educating children with medical needs is to minimise as far as possible the disruption to normal schooling by continuing education as normally as the incapacity allows.

It is important that good links between all those involved in a pupil's education are established.

This is particularly important at certain stages, e.g. starting school and secondary transfer.

#### Responsibility of the school

- 1 Where children are at home for absences that are expected to be less than 15 days and are not part of a pattern of recurring illness, we will make arrangements with the parents or carers about liaison and the provision of homework as soon as the child is ready to cope. Where possible we will loan appropriate resource materials.
- 2 A link teacher will be designated for any pupil referred to the Hospital and Tuition Service. The link teacher will attend planning and review meetings; provide work programmes and materials for pupils as appropriate.
- 3 We will notify Borough Attendance Officer if a pupil is or is likely to be away from school for more than 15 days.
- 4 We will liaise with the Hospital and Home Tuition Service to enable them jointly to draw up a personal education plan to cover the complete education for a pupil who is likely to be in hospital or at home more than 15 working days and pupils with chronic illness who regularly miss school. The plan will be agreed with the appropriate health service personnel. The plan will take effect as soon as a pupil is admitted to hospital or is unable to attend school.
- 5 We will provide the Hospital and Home Tuition service with information about the curriculum for individual pupils, their progress and their ability, in order to facilitate continuity and enable education to be provided.

- 6 Regular review meetings will be held with the Hospital and Home Tuition Service, the parents or carers and involve the child as appropriate. Reviews will be more frequent in cases where a child's illness exhibits unpredictable and changing patterns. The review meetings will be particularly important for pupils who are recurrent admissions to hospital; pupils with degenerative medical conditions and for pupils approaching National Curriculum tests.
- 7 In a few complex cases, we will consider if there is the need for assessment under the SEN Code of Practice for pupils with medical needs. We will ensure that pupils with medical needs who also have statements of special educational needs have Annual Reviews of their statements.
- 8 We will keep a pupil on roll even if he/she is unable to attend school for very lengthy periods.
- 9 We will work with the Hospital and Home Tuition Service and Health personnel to ensure that an individual reintegration plan is in place for all pupils before they return to school. We will work with all agencies involved to support a smooth transition and will ensure that peers are also involved in supporting pupils' reintegration.
- 10 We will make sure that pupils who are unable to attend school because of medical needs are kept informed about school social events, and are able if possible to participate in any activities.
- 11 We will monitor and review the effectiveness of its policy for children and young people with medical needs.
- 12 The above policy is to be read in conjunction with the London Borough of Sutton's School Policy on Education of Children with medical needs.

Revised Nov 2011

Next Revision November 2014



## All Saints Benhilton C.of E. Primary School Teaching and Learning Policy

### Mission Statement

- In the context of Christian faith, worship and morality, reflecting the school's foundation, we will provide an education of the highest possible standard.
- The care and nurture of our children is of paramount importance and the governing body and all staff shall mutually support each other in this task.
- We will use resources available so that each child and staff member can reach their fullest potential.
- We respect and seek the opinions of our children expressed through the School Council.
- We seek effective communication, involvement and respect between the school and the families of our children.
- The Christian values we seek to actively promote in school must overflow in attitude and action. We therefore encourage our children to respect the diversity of society and make a positive and caring contribution to it.

### Introduction

At All Saints Benhilton C.of E. Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day.

We maintain that learning should be a rewarding and enjoyable experience for everyone. All children have equal access to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from intimidation and harassment to achieve their potential.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

We conduct all our teaching in an atmosphere of trust and respect for all. We use the OFSTED criteria when monitoring teaching and learning, in order to provide a clear picture of the quality and consistency of practice across the school.

All our teachers reflect on their practice and plan their professional development needs accordingly, supported by the Performance Management process.

### Aims

At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities.

#### We aim to

- educate the whole child
- enable every child to achieve their full potential
- provide a stimulating environment where each child feels secure and happy
- develop a whole school approach to learning and behaviour
- provide a range of opportunities for children to access a broad and balanced curriculum
- inspire children to become life long and active learners, using and developing independent learning strategies
- value all children's contributions
- respect everyone, including their ideas, beliefs, opinions and needs
- support each other in all areas

### **How children learn**

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best. We take into account these different forms of intelligence when planning teaching and learning.

We offer a variety of opportunities for children to learn in different ways, such as .....

- investigation and problem solving
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching media, responding to musical and tape-recorded material;
- designing and making things;
- participation in athletic or physical activity;
- extra curricular clubs and activities.
- guest visitors and performers.
- Providing access to relevant resources.

### **Children learn best when**

- they feel secure both at home and at school and there is a positive home/school partnership
- they feel they can achieve and are self motivated
- there is consistency in expectations of behaviour and attitude to learning
- their thinking is challenged and they are stimulated in their learning
- they have the opportunity to explore and experiment
- they are confident in their abilities, learning environment, themselves
- their work is valued and they receive positive and encouraging feedback from their work
- they know what is expected of them and have high, but realistic, expectations of themselves
- they have a clear understanding of learning objectives, expectations and success criteria
- they are offered appropriate support
- they are working in a structured, stimulating environment
- there is a variety in approaches to the delivery of the curriculum

### **Effective teaching**

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement. Each of our teachers makes a special effort to establish good working relationships with all children in the class and school. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

We deploy Teaching Assistants as effectively as possible. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. They are involved in the planning and assessing of children's work. Other adult helpers are also deployed as effectively as possible.

### **For effective teaching and learning to take place, the teacher will**

- be a positive role model to all children
- celebrate children's achievements
- provide an ordered and positive working environment which is comfortable and secure for all working in it together with accessible resources
- have good knowledge of the curriculum.
- Have a good knowledge of the ways in which children learn.
- be consistent in expectations of behaviour and standards of work and provide a structured routine for learning
- be prepared for each and every lesson, including the use of other adults in the classroom
- set clear objectives and success criteria, differentiating according to individual needs
- deliver lessons in a stimulating and exciting way with enthusiasm
- provide variety within the curriculum, approaches and activities and link learning to the wider world
- consult with subject leaders, phase leaders and other members of staff
- liaise effectively with parents, operating an 'open door' policy
- feel valued by parents and colleagues etc

### **For effective Teaching and Learning to take place the child will**

- come to school ready to learn, with the correct equipment
- understand and work to their full potential
- take ownership and be an active part of the learning environment
- recognise the value of the learning process and their role within it
- listen to all in the school community

### **Classroom environment**

We strive to make sure our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have opportunities to display their work at some time during the year.

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

#### **Within each classroom there should be evidence of the following:-**

- good organisation of the room with resources easily accessible and clearly labelled so that the children know which are theirs and which have supervised or limited access
- displays of artefacts, resources, books and word banks which support the curriculum
- a well defined comfortable and inviting reading area in KS1 and FS, and access to a range of quality fiction and non-fiction texts for KS2
- Good interactive displays of children's work reflecting the differing areas of the curriculum; at least one display of children's writing, one display of children's maths work, one display of children's RE work and one display of children's Science work.
- Mathematics area with a selection of resources, readily available and well labelled together with displays, vocabulary, number lines accessible at the children's height, examples of ways of recording etc
- Children taking care of equipment and resources and knowing where they belong in the classroom
- A daily timetable accessible to the children
- A weekly timetable and weekly planning accessible to staff.
- Extension activities for children who finish their work early
-

There might be also be some of the following as appropriate

- Role play area
- An art area with a range of resources and media
- Somewhere to store water bottles
- Listening corner
- Science equipment currently in use
- Humanities and RE resources available
- A writing area with a range of stationery, line guides and pens

### Daily Routine

- When children arrive in the class at the start of the school day there should be
  - activities to promote a positive start to the day
  - a timetable outlining the structure of the day
  - an expectation that the children will be ready and organised to learn

### Planning

Planning consists of:

- A curriculum map showing long term planning for each year group and the whole school.
- Medium term planning which breaks down the long-term plan into termly units and which includes medium-term objectives. The Foundation Stage is led by the Foundation Stage Curriculum. RE is based on the SDBE scheme of work. These are all available on the curriculum server for each teacher to ensure coverage, easier access for supply teachers and to make weekly planning easier.
- Short-term planning is completed on a weekly basis and for all subject/Foundation Stage areas and includes learning objectives, activities, differentiation, multi-cultural links, cross-curricular links and ICT applications. Evaluations are completed weekly to inform future planning. Teachers also produce a weekly timetable. Weekly planning is word- processed using a consistent format.

Planning should

- Show an appropriate balance of the curriculum
- Include cross-curricular links
- Show progression across the Key Stages and year groups
- Show educational visits where appropriate
- Include clear learning objectives
- Include focus and role for all adults
- Make reference to IEPs
- Show clear differentiation for less able as well as more able
- Be evaluated and used to support progression in learning for all children

Short term planning and evaluation is monitored by the Headteacher at the end of each week. Subject co-ordinators monitor planning as part of their leadership role.

### Curriculum Delivery

In delivering the curriculum, teachers should:

- Communicate clear learning objectives and success criteria
- Establish clear consistent rules for work and behaviour

- Ensure that all children have equal access to the curriculum
- Incorporate a variety of learning styles (Visual, Auditory and Kinaesthetic)
- Include the use of ICT for both teaching and learning (interactive whiteboard, computers, tape recorders, photography, Dictaphones, etc)
- Provide the children with a variety of range of experiences – practical, investigational, problem solving, collaboration and discovery
- Use a variety of questioning techniques
- Use a variety of Assessment for Learning techniques.
- Provide children with opportunities to talk meaningfully and to discuss work with their peers, promoting speaking and listening
- Provide the children with the opportunity to work quietly for periods of uninterrupted concentration
- Employ a variety of teaching techniques including whole class teaching, group, teaching and individual teaching in certain circumstances
- Group in different ways for different purposes – friendship, mixed ability, matched ability etc
- Ensure that the learning in the classroom matches with the planning
- Plan for and use other adults effectively
- Provide the children with a variety of stimulating and on-going work.
- Provide adequate curriculum time, as detailed in individual policies.
- Keep clear records of pupils' progress (in line with the school assessment policy)\*
- Evaluate in order to inform future planning ( Please refer to the school's Assessment and Marking policies)

Reviewed            November 2011  
 Next review date   October 2014



**All Saints Benhilton C of E Primary School**  
**Headteacher's Report to Governors**  
**6<sup>th</sup> February 2012**

***Introduction:***

The autumn term ended with some wonderful Christmas Celebrations. The school looked very festive with decorations and displays made by the children. The Foundation Stage Children and the Key Stage 1 children produced different versions of the Nativity Story - The Innkeeper's Breakfast and Whoops-a-Daisy Angel, which were well received by parents and visitors. The Key Stage 2 children worked very hard with Linda Roots to lead our Carol Service, "Christingle Rock", for which the church was full to capacity. My thanks to Father Peter for encouraging members of All Saints Benhilton congregation to attend as well as taking part in the service. My thanks also to members of the Governing Body who attended one or more of our Christmas events. The children returned to school on January 5<sup>th</sup> and soon got down to work. The Nursery is now full with 52 children attending for 15 hours per week. The Nursery staff visited all new children before they started. Last term our Head Boy and Head Girl were Charlie Poore and Esther White who carried out the role with great competence and confidence. They have now handed over to Ellie Scoble-Stevens and Kai Martin who, I am sure, will do just as good a job during the Spring Term. House Captains have also changed for the spring term and the captains in the autumn term did an excellent job of leading their houses, under the careful guidance of Mrs. Ferns.

***The context of the school***

There are 244 pupils in full time education with 1 vacant place in Year 4. this vacancy arose when one child moved to Westbourne Primary School. The place has been offered to the only child on the waiting list, but was refused. LB Sutton admissions team have been informed that we have a vacancy.

***Information about learners***

Year group	Number of children	SEN	EAL	Able, Gifted & Talented		Free School Meals	Looked After Children
				A	G&T		
Nursery	52	1	13	0	0		
Total	52	2%	25%			N.A.	0
<b>School</b>							
Reception	35	3	10	0	0	6	1
Year 1	35	4	10	2	1	1	
Year 2	35	5	7	4	0	2	1
Year 3	35	7	3	3	0	2	0
Year 4	34	7	4	11	1	2	0
Year 5	35	4	4	12	3	0	0
Year 6	35	9	3	7	1	0	0
Total	244	39 (16%)	54 (17%)	39 (16%)	6 (2.5%)	13 (5%)	2 (0.8%)

### *Staffing*

We remain fully staffed with no changes to teaching staff since my last report. There has been some change in support staff with a part time Supply Teaching Assistant being replaced by Mrs Kristie Potter. Mrs Potter has also been appointed to work in the nursery alongside a child who has multiple and profound difficulties. We are very pleased to welcome Kristie to our staff team.

Michelle Newton (Foundation Stage T.A.) will be reducing her hours to work just one day per week in the nursery. This is so that she can take up the offer of a place at Roehampton to study for a PGCE. I wish Michelle every success with the advancement of her career.

In November, Miss Jenny Webb stood down as Inclusion Manager in order to concentrate on her class teaching. The position was advertised internally and Mrs Karen Stanley Bristowe successfully applied for the position and has already made an impact on the provision for children with additional needs, in the school. My thanks to Jenny Webb for the work she undertook during her time as Inclusion Manager.

There has been no significant staff illness to date.

We have two Child Care Students undertaking Work Experience and Mrs Kay Auletta has successfully completed her first term of the Graduate Teacher Programme. This term she will spend 6 weeks at Stanley Park Junior School, working in Key Stage 2 before returning to us for the summer term.

Congratulations to Miss Thomas who is to be married in May. We wish her a wonderful day and very happy times ahead.

### *Outcomes and Quality of Learning*

The end of Autumn Term 2011 tracking data has been collected and scrutinised by the Senior Leadership Team. Target groups of children who have not made good progress, during the autumn term, have been drawn up and staff are now working to improve the progress of those children. Interventions have been put in place, including small group work, one to one reading tuition.

Data shows that we are largely on track to meet our end of Key Stage targets in the summer term. However, there is some concern as to whether KS1 pupils will meet their writing target and so we will be streaming those children for extended writing once per week as we did last year. Mrs Collingwood will support this intervention.

### *Pupils' Achievement and Enjoyment of Learning*

Last term the children had some interesting and exciting visits which enhanced the curriculum. The Nursery visited Santa and his reindeer at Woodcote Nurseries. Ash and Elm Class visited London Zoo to see a living Nativity. Chestnut Class had a visit from a travelling theatre who gave them an experience of The Fire of London

Sycamore Class visited a special schools production of the pantomime at The Secombe Centre

Beech Class visited the Europa Centre, where they were able to practise the german they had learnt throughout Key Stage 2. this day replaced the visit to Aachen, which proved to be too expensive this year.

Year 5 had a very successful residential visit to The Sayers Croft Centre in Surrey My thanks to Miss Thomas, Miss Webb and Mrs Hautot who accompanied the children to Sayers Croft.

Future visits:

Maple Class	Maths Day at Chelsea Football Ground
Beech Class	Britain at War exhibition
Maple Class	Easter Experience (Sutton Baptist Church)

### ***Quality of Learning for Pupils with SEN/Disabilities***

This term, we are pleased to welcome a pupil to the nursery who has profound and multiple disabilities. He is currently attending two afternoons each week with one to one adult support.

The educational psychologist has visited twice this term and has observed and advised on several children. Mrs Stanley Bristowe has made several referrals, not only to the Educational psychologist, but also to the Speech and Language Therapy Service and CAMHS.

Children who have Additional Needs continue to be supported by teaching Assistants, differentiated curricula and small group work.

This term we have secured the support of an EAL Teacher for the children in the Foundation Stage. She attends 1 day per week.

Current Interventions for different groups of children include:

Free School Meals - small group work using Pupil Premium Funding  
EAL - Before and during school group work and individual support funded by school

Foundation Stage support teacher funded by LBS

Able Gifted and Talented - Art project led by Glenthorne Art Teacher.

### ***Pupil Behaviour***

Generally, behaviour is good. There are no specific incidents to report. There are no serious incidents of bullying to report and no incidents of a racial nature.

To further improve playground behaviour, Mrs Ferns has introduced "mix up play" on a Wednesday, when the children may play in any of the playground areas, whatever their age. This is working well and all the children enjoy it.

Behaviour in class and around school is good.

### ***Pupil Safety and Healthy Lifestyles***

During November, we ran a successful "Walk on Wednesdays" campaign, with a reduction in cars in All Saints Road and an empty staff car park. My thanks to Mrs Ferns for organising this.

This term Year 5 continue to swim each week at The Rainbow Centre, while the Westcroft Centre is refurbished. The Rainbow Centre is proving to be a good venue and the journey only takes 5 minutes longer than the journey to Westcroft. Once Westcroft is completed, we will decide whether to return or whether to remain at the Rainbow Centre.

Mrs Hayward continues to organise a vast array of Sporting events and inter school competitions for the children. New events this year include climbing

workshops, cross country events and badminton. Mrs Hayward has also secured time at Sutton Arena for training purposes.

### ***Contribution to school and wider community***

This year the Spires Centre asked us not to collect for them at Harvest Festival as they cannot store more goods, and so we collected monetary donations of £166 for Water Aid.

Retiring collections at the end of our Christmas events raised £453 for The Diamond Riding centre for the Disabled.

Just before Christmas, Mrs Roots took the Choir to sing in the St. Nicholas Centre to raise money for St. Raphael's Hospice and to Morrison's Store to raise money for "Save the Children Fund". We have received letters of thanks from both organisations. The choir also sang carols at two local residential homes for the elderly, which was well received.

For The Samaritan's Purse Christmas Shoe Box, appeal the children brought in 101 shoe boxes for children in war torn countries. My thanks again this year to Mrs Fergusson (parent) who delivered the boxes to the depot.

Every three years we are asked to raise funds for the NSPCC. Each class teacher organised a sponsored work out for their children which raised an amazing £3000 for the NSPCC.

Class led Worship - during the school year, each class plans and leads two whole school worships. The children enjoy both presenting and watching these. It not only gives the children more ownership of school worship, but also helps to develop confidence as well as Speaking and Listening skills, not to mention their knowledge of the Bible.

Future Plans to contribute to the wider community include our involvement in Borough sports activities as well as in the Key Stage 2 Music Festival and, this year, the Southwark Schools Music festival.

### ***Attendance***

Our attendance target for this year remains the same at 3.6%. This is still a challenging target for us!

The attendance officer visited school on Wednesday 17<sup>th</sup> January to discuss those children who have less than 80% attendance. These children will be monitored for a further term before any action is taken.

The number of holiday requests I receive is steadily reducing, however we may see an increase this year as parents who work for the Metropolitan police will not be permitted to take leave during August, due to the Olympics. I have already had one such request. If the Governors agree, I will authorise those requests for holidays, where I know that parents genuinely cannot take leave during the summer holidays.

### ***Future Economic Wellbeing***

Year 6 children had a very useful and informative visit from Transport for London, which replaced the Junior Citizen Day.

### ***Spiritual, Moral, Social and Cultural Development***

All pupils and staff attend collective worship every morning. Father Peter and Marjorie Whitehouse continue to support the school in leading worship and I am very grateful to them both for their contribution to the spiritual wellbeing of the children.

Other visitors leading worship include Rosie King and Nick White from the Sutton Schools Worship team and Lynn & Rick from the Sutton Christian Centre.

The Faith Group met in November to discuss and update the SIAS document. This will be presented to the Full governing body at our next Self Evaluation meeting. The Faith group meets again in February.

This term we are holding a Barnabas Day which Mary Horlock has organised. The Barnabas foundation will come into school to run workshops with the Key stage 2 children. Staff will run similar workshops with the KS1 and Foundation Stage children. The theme for the day is "Who is the Winner?", in line with the Olympics.

### ***Quality of Teaching and Leadership and Management***

Performance Management reviews have taken place for all staff, including myself, and new objectives set for the coming year.

Staff meetings this term will focus around the School Improvement Plan, Assessment, Maths, Speaking and listening and Display.

Parent/Teacher interviews are planned for the evenings of 22<sup>nd</sup> and 23<sup>rd</sup> February. As the Key stage 2 teachers all have 35 sets of parents to see, I plan to start their interviews at 2:30pm on one of the days. The KS2 children will be with me for the last hour of that day so that staff can make an early start. Without this early start, Key Stage 2 staff do not finish seeing parents until 9.30pm. I am sure you will agree that this is not acceptable when they have already worked a full day in the classroom. Nursery Staff have 52 sets of parents to see and so they will see some parents during the working day, which will be covered by a supply teacher.

As part of my monitoring of Teaching and Learning, I observed all staff, last term, teaching "Investigative approaches to Science". Each observation has been followed by a feedback discussion between the member of staff and myself, with points for development highlighted and agreed.

The Quality of each lesson was graded using the new Ofsted criteria and the outcomes were as follows

Outstanding Teaching and Learning - 23%

Good or above Teaching and Learning - 70%

Satisfactory Teaching and Learning - 30%

Inadequate Teaching and Learning - 0%

The percentage of Good or above is considerably lower than performance in Literacy which is at 93%. This is partly because it is harder to demonstrate Outstanding practice in Investigative Learning and also because it is a developing skill for some staff. To go some way to address this John Dewhurst and I led an INSET Day on January 4<sup>th</sup>, entitled "Learning without Limits", which focussed on

allowing children the freedom to investigate through more open-ended tasks. I have already seen signs that this approach to learning is becoming more common practice in the school.

### ***Safeguarding procedures***

We currently have two children on role who are in the care of the Local Authority, and two children who are subject to a Child protection order. I continue to attend all relevant conferences and meetings to liaise with all agencies working with these children and their families. In February Mrs Ferns will update her "Designated Person" training.

### ***Value for Money***

The gazebo area moves forward very slowly! Parents have made a start on erecting a pergola to provide shade for the area and Stephen Mitchell (Bennet Burrows) has drawn up plans for a balustrade to make the area safe and secure. He is also investigating the cost of artificial grass to cover the area. Many of the steps have come loose as they were not bedded in correctly and so Bennet Burrows will replace those. I shall be using Travel plan money to fund this project with the shortfall taken from the School's budget. We are working to make it a useable area with as small a cost to the school as possible.

### ***Term dates and planned closures***

5<sup>th</sup> January - Inservice Training - "Learning without Limits"

20<sup>th</sup> February - Inservice Training - Self Evaluation

3<sup>rd</sup> May - We are to be a Polling Station for the Greater London Authority Elections

### ***Extended services***

The school continue to offer a vast and varied programme of after school clubs and I am very grateful to the staff who give of their time after school and at lunch times to run these clubs.

We continue to have close links with Benhilton Kids Zone and several of our children are attending the breakfast and the after school club.

*R.P. Sutton*  
*Headteacher*

*January 2012*

**SPRING TERM 2012  
INFORMATION SHEET**

**ITEMS FOR INFORMATION AND NOTING**

**a) SCHOOL IMPROVEMENT MATTERS**

**Ofsted Framework and Evaluation Schedule**

A new Ofsted framework and evaluation schedule was introduced on 1 January 2012. The purpose of the changes to the framework and associated schedule is to enable inspectors to focus more sharply on those aspects of schools' work that will have the greatest impact on raising achievement. This does mean that inspectors will spend more time observing teaching and gathering evidence of learning, progress and behaviour.

Inspectors will focus on:

- Achievement of pupils at the school
- Quality of teaching
- Quality of leadership and management
- Behaviour and safety of pupils.

It is important to note that spiritual, moral, social and cultural development and the extent to which the education provided meets the needs of the range of pupils (especially disabled pupils and children with special educational needs) are integral to the judgement on the school's overall effectiveness.

Governors should be aware that the effectiveness of the governing body is now an integral part of the overall judgement on leadership and management.

I also draw your attention to the frequency and timing of school inspections. If a school was judged to be 'outstanding' at the last inspection, it can be termed 'exempt' from future inspections. This term 'exempt' is rather misleading since there will be a 'risk assessment' every year after three years.

A 'good' school will be inspected within five years unless it is a PRU, special school or nursery where the timescale is three years.

A 'satisfactory' school will normally be inspected within three years with a 'significant proportion' receiving a monitoring visit between inspections.

Further details are available on the Ofsted website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

Peter Simpson  
January 2012

**b) PRIMARY CAPITAL PROGRAMME UPDATE**

Further to the last update, the borough continues to increase its pupil places provision to meet the significantly increasing Sutton demography. I am pleased to confirm that the following schools have increased their intake at Key Stage 1 by 1 Form of Entry (FE) in September 2011:

Barrow Hedges Primary  
Beddington Park Primary  
Devonshire Primary  
Dorchester Primary  
Hackbridge Primary  
Muschamp Primary

However, as a result of the increased demand for pupil places over and above the permanent increase in pupil place provision, we also needed to provide a further 3 bulge classes in the reception year and a further 2 class bases in year 1. The future Sutton demographic demand, based on actual birth data, requires the Council to provide further places in September 2012 and September 2013. In order to meet this demand 5 schools have now been formally approved for expansion by 1FE at KS1 in September 2012 and these are:

All Saints Benhilton Primary  
All Saints Carshalton Primary  
Brookfield Primary  
Cheam Common Infant and Junior Schools  
St Elphege's Infant and Junior Schools

We are now starting to review the requirements and possibilities for September 2013 and we will be liaising with schools in the spring about the how this expansion can be best taken forward.

### **Stanley Park High School**

Stanley Park High School has completed and the school is opening as scheduled on the 16 January 2012. A Compulsory Purchase Order (CPO) for land required to build the secondary road to the new school has been granted and the road is now scheduled to complete in the autumn of 2012.

**It is RECOMMENDED that all these details be noted.**