

Help your child with spelling

Different media

...use different media to write ie. paint & paint brush, chunky markers on large paper, chalk on the pavement or patio, dry markers on a mirror, use the computer and in shaving cream, custard or similar.

Flash cards

...have flash cards, Scrabble tiles or similar around for spelling out words.

Make a copy

...copy out the spelling list in alphabetical order or shortest to longest.

Grab a dictionary

...have a dictionary to hand for looking up unfamiliar words

Narrow it down

...narrow down long lists and focus on 4 to 5 at a time.

Get moving

...use physical activity, for each letter of the word do a star jump, walk up / down a step etc

Games

...make the list into a game, play Hangman, make word searches or crosswords.

Shout out

...encourage your child to spell words out loud on long car journeys or walking to school.

Encourage your child to read.

Good readers are often good spellers!

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We have been proud local uniform suppliers to Bassingham primary school since 2007 and can offer you exceptional quality garments at a very competitive price.

Our uniform is favoured by parents because of its great quality and long lasting durability. As a parent of two Bassingham pupils I can speak from experience when I say that our uniform can stand up to the rigours of the playground and still look smart term after term!

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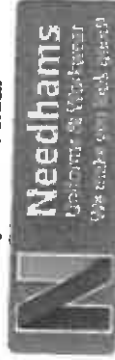
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To place your order simply email your requirement to:

enquiries@needhamuniforms.co.uk

Your order can then be collected from our premises in Bracebridge Heath in approx 5 days after placing your order.

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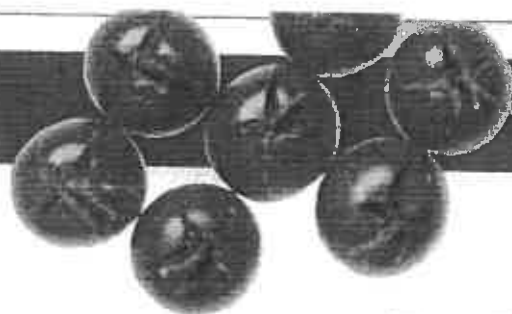
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www.uniform-direct.com

Information for parents



School Fruit and Vegetable Scheme

What's it all about?

The School Fruit and Vegetable Scheme is a national government programme entitling all children aged four to six in infant, primary and special Local Education Authority maintained schools to a free piece of fruit or vegetable each school day. Your child's school has chosen to take part in the scheme.

Because your child's class is eligible to benefit from the scheme, your child will be given a free piece of fruit or vegetable at school each day. They may be given an apple, pear, banana, satsuma, carrot, some cherry tomatoes or other fruit or vegetable - it depends what's in season.

Research shows that the School Fruit and Vegetable Scheme is very popular with schools and parents, with 96 per cent of eligible schools choosing to take part.

Why eat more?

Every child deserves the best start in life. Research shows that good health in childhood is an important building block for health in later life. Eating fruit and vegetables can help protect your child's health in several ways:

- Fruit and vegetables provide many vitamins and minerals that are important for your child's growth and development.
- They can help protect against heart disease and some forms of cancer later in life.
- Eating fruit and vegetables reduces the symptoms of asthma in childhood - especially in children who have a history of breathing problems.



Eating 5 A DAY

The School Fruit and Vegetable Scheme is part of the national 5 A DAY programme. Fruit and vegetables are key to a healthier lifestyle for all of us and experts recommend that everyone eats at least five portions of a variety of fruit and vegetables a day. On average, children in England eat only two portions a day. Many children eat fewer than that. A national survey found that one in five children didn't eat any fruit at all in a week.



Just Eat More
(fruit & veg)

Information for parents

How much is a portion?



1 portion



2 portions

A 'portion' is a typical serving or helping of fruit or vegetables, for example, an apple, a banana, three heaped tablespoonfuls of frozen peas or canned sweetcorn, or a glass of fruit juice. The portion size may be smaller for young children, but they can still aim for at least five portions of a variety of fruit and vegetables each day.

Look out for the 5 A DAY portion indicator on food packets. This shows how many portions of fruit and vegetables a typical serving of the food contains. Each filled-in square of the portion indicator represents one portion.



What counts?

- Fresh, frozen, canned, dried or cooked fruit and vegetables count. *Potatoes don't count as they play a different part in our diet.*
- Fruit and vegetable dishes count. *Tomato ketchup and jam don't count.*
- Beans and pulses – for example, baked beans, kidney beans or lentils – count, but only once a day.
- Fruit juice counts, but no matter how much is drunk in a day, it only counts as one portion. *Fruit squashes, sweetened and fizzy fruit drinks don't count.*



How you can help

Encourage your child to choose vegetables and fruit at school lunches. National standards for school lunches mean that vegetables and fruit are on offer every day.

If your child takes a packed lunch to school, put in a piece of fruit or vegetable, such as a carrot, or some dried fruit or 100 per cent pure fruit juice. Note that dried fruits and fruit juices should only be consumed at mealtimes to reduce the risk of tooth decay.

Encourage your child to use other opportunities to eat fruit and vegetables at school too, for example, if there is a tuckshop or breakfast club.

Ask your child about the fruit and vegetables they have eaten at school. Explain that eating fruit and vegetables will help them grow and stay healthy.

Encourage your child to eat fruit and vegetables at home as well as at school.



Further copies of this leaflet are available free of charge from the Department of Health. Write to: PO Box 777, London SE1 5XH
Tel: 0800 555 777, fax: 01623 724 524, email: doh@prolog.uk.com

For the latest information on the School Fruit and Vegetable Scheme or if you would like this leaflet in another language visit www.dh.gov.uk/healthtopics



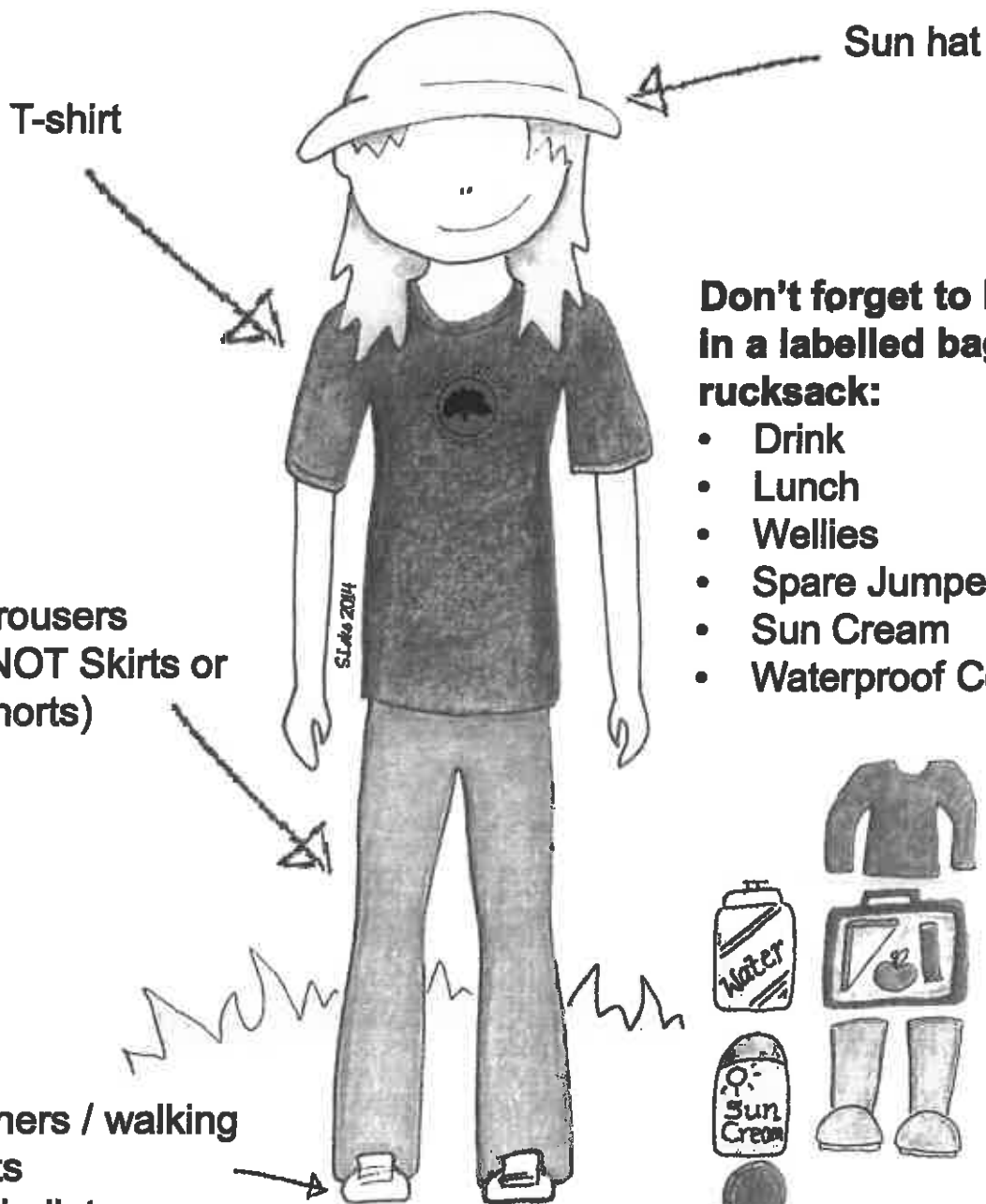
Just Eat More
(fruit & veg)

What do I need to bring? Summer

(April - September)



*This kit list applies to everyone! Including Children, teachers and helpers!
Make sure you wear clothes you don't mind getting dirty*



**Don't forget to bring,
in a labelled bag or
rucksack:**

- Drink
- Lunch
- Wellies
- Spare Jumper
- Sun Cream
- Waterproof Coat

**Trainers / walking
boots
(No ballet pumps,
sandals or 'Ugg' type
boots)**



What do I need to bring?

Winter

(October - April)



*This kit list applies to everyone including children, teachers and helpers!
Make sure you wear clothes you don't mind getting dirty!*



Wool or fleece hat

Waterproof Coat
Warm Jumper and t-shirt

Gloves

Trousers (NOT jeans,)
Bring Waterproof Trousers if you have them

Don't forget to bring, in a labelled bag or rucksack:

- Drink
- Lunch
- Wellies
- Spare Socks



Walking boots or wellingtons





ONLINE ORDERING

GINGA Catering School Meals are run on a four week rotational menu and are priced at £2.90 per meal.

To place an order for your child's school meal we will need to create an account on our online ordering system.

Your account will be created and your login details emailed to you when the school notify Ginga Catering of all of your admin details.

You will then use these login details on the 'parent login' page to order your child's school meals every four weeks.



Please visit our website at

<https://.schoolmeals.ginga.catering>

WEEK ONE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Meat /Fish	Breaded Salmon Fingers / JP Day	Roast Chicken	Hot Dog/Roll	Beef Bolognese	Chunky Creamy Chicken
Potato	Oven Baked Chips	Roast Potatoes	Potato Wedge	Pasta	Rice
Veg.	Baked Beans	Mixed Vegetables	Corn	Carrots	Peas
	Cheese & Tomato Pizza	Quorn Fillet	Veg Sausage	Homemade Ratatouille & Pasta	Chunky Creamy Quorn Pieces
Dessert	Raspberry Ripple Mousse	Fruity Flapjack	Chocolate Sponge & Custard	Fresh Strawberries & Cream	Chocolate Brownie

WEEK THREE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Meat /Fish	Homemade Mild Chilli	Herby Diced Chicken	Sausage Hot Pot with Sliced Cheesy Potatoes	Roast Chicken	Breaded Fish Fingers
Potato	Rice	Noodles	Crusty Bread	Roast Potatoes	Mashed Potato
Veg.	Corn	Carrots	Peas	Mixed Veg	Fresh Broccoli
	Macaroni Cheese	Herby Quorn & Bean Hot Pot	Veg Sausage & Bean Hot Pot	Quorn Fillet	Potato/Broccoli/Bean Cheese Bake
Dessert	Doughnut	Pancakes with fresh Strawberries & Cream	Vanilla Sponge with Peach & Apple Compote	Frozen Iced Strawberry Yogurt	Chocolate Brownie

WEEK TWO

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Meat /Fish	Large Fish Finger	Chicken Casserole	Roast Pork	Breaded Chicken Burger	Homemade Mince Beef & Potato Pie
Potato	Herby Diced Potato	Yorkshire Pudding	Roast Potatoes	Cheesy Potato Wedge	Crusty Bread
Veg.	Corn	Peas	Mixed Veg	Baked Beans	Carrots
	Veg Nuggets	Diced Quorn, Bean/Lentil Casserole	Quorn Fillet	Veg Burger	Savory Quorn Mince, Lentils/Beans/Potato Pie
Dessert	Gingerbread Biscuit	Oaty Fruit Crumble & Cream	Chunky Fruity Jelly	Victoria Sponge & Cream	Ice Cream

WEEK FOUR

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Meat /Fish	Salmon/Cod Fishcake	Lasagne	Chicken Pizza	Roast Turkey	Toad in the Hole
Potato	Garlic Bread	Pasta	Potato Wedgie	Roast Potatoes	Mashed Potatoes
Veg.	Peas	Carrots	Corn	Mixed Veg	Broccoli
	Macaroni Cheese	Soya Mince & Bean Lasagne	Cheese & Tomato Pizza	Quorn Fillet	Veg Sausage Toad in the Hole
Dessert	Strawberry/Blueberry Muffin	Strawberry Mousse with Swiss Roll	Vanilla Biscuit	Fruit Trifle	Ice Cream

= vegetarian option

= dessert alternative - if a dessert on any given day is not to your child's liking, alternatives of either yoghurt or a fresh fruit salad can be chosen.

WE USE 50/50 RICE AND TRI-COLOURED PASTA

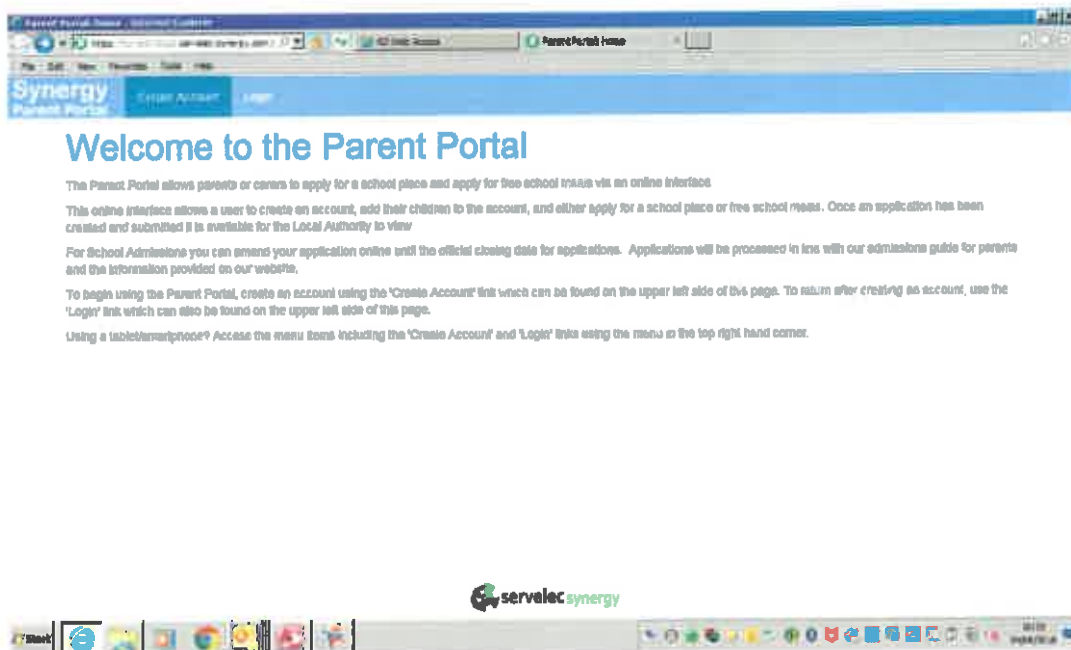


ONLINE FREE SCHOOL MEALS APPLICATION PROCESS FOR PARENTS AND GUARDIANS

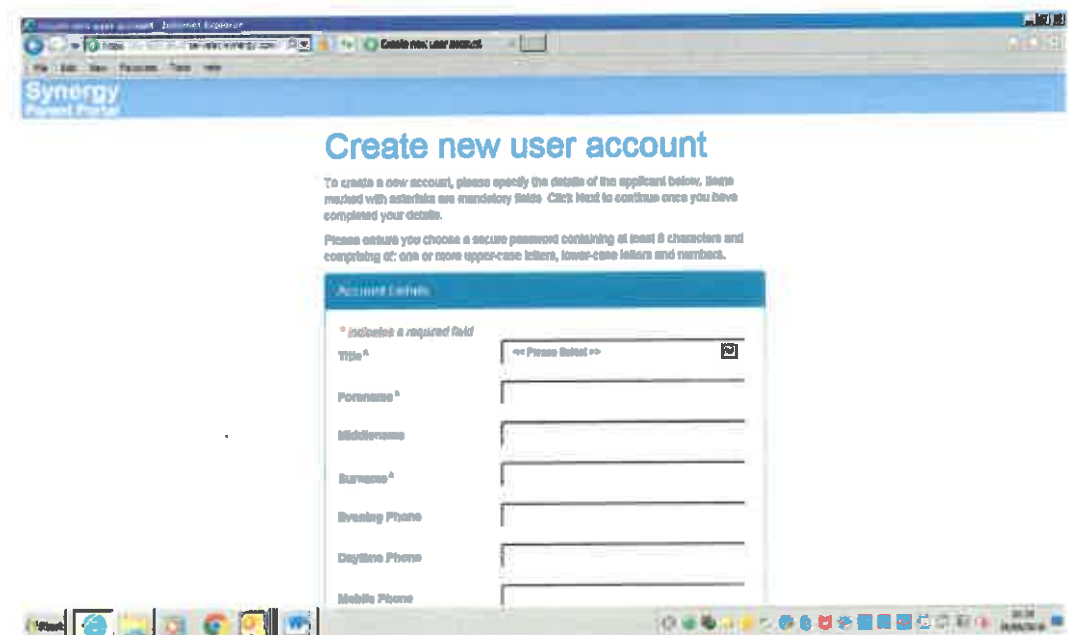
Create an account using your email address on the online parent portal :

<https://lcc.cloud.servelec-synergy.com/parentportal>

Step 1



Step 2



Step 3

Account Verification Required

You cannot use the system until your email address has been verified.

An email has been sent to the address that you supplied.

Please read the email and follow the instructions.



Step 4

Sign In

Please complete the blank fields below, and click 'Sign In' to continue.

Your account will be verified when you have logged in successfully.

A screenshot of a 'Sign In' form. It features two input fields: 'Email Address *' and 'Password *'. Below the password field is a 'Sign In' button with a lock icon. At the bottom of the form, there is a link that says 'Click here if you have lost or forgotten your password'.

Applicant Summary

This screen shows a summary of any children added to your account. To add new children click the Add Child button.

To apply for a school place once you have added your child's details, scroll down to the bottom of the page and click the new school admissions application button.

This screen shows a summary of all the Children within the Family that will be included in the Free School Meals application. Before submitting a Free School Meals application, please ensure all Children within the Family have been added. To add new children to the Family, click the add child button.

A screenshot of the 'Applicant Summary' page. The header shows a logo and the word 'Applicant'. Below, the details for 'Mrs Anne Other' are listed: '3, Anybody Street, Anytown, Anywhere, AY1 1ER'. To the right of these details is an 'Add Child' button. Below the address is a 'View Details' link.

Telephone enquiries – Customer Services Centre

Tel : (01522) 782030



Healthy for school

There's a lot to think about before your child starts school, so here are some tips from Lincolnshire's children's health team to make the transition as happy as possible

Building confidence

Starting school is the beginning of an adventure for parents and children, and a good start can make sure your child is ready to learn.

It will help your child settle in if they have practical skills such as being able to:

- Dress themselves and get changed for PE
- Ask to use the toilet
- Sit still for short periods of time
- Listen



You could try playing a game at home to practise getting changed, or "Simon says" to get them used to listening and following simple instructions.

Eating well

School dinners are free for all children in the first three years of school, but if your child is taking a packed lunch, avoid foods like sweets, chocolate bars, crisps and sugary drinks.

Fruit, vegetables, healthy snacks and water are much better, and most schools have rules about the sorts of foods that children can and can't have in their lunchboxes.



Clear vision

Children should have their eyes tested before starting school or during the first year. Make sure they see an "ophthalmic practitioner" or "optometrist" – usually found in high street opticians.



The test is free for all children under 16, and young children don't need to be able to read to have an eye test.

If you find your child is holding objects very close, sitting too close to the TV or watching it in the dark, rubbing their eyes, squinting or blinking a lot, it could be a sign there's a problem.

Vital protection

Check your child has had the vaccinations they need before they start school to protect them against dangerous diseases.

The 4-in-1 pre-school booster is offered to children to protect against diphtheria, tetanus, whooping cough and polio. Children are routinely vaccinated against these as babies, but the booster increases their immunity even further.

Your child should also have had two doses of the MMR vaccine, which protects against measles, mumps and rubella. These vaccinations are usually offered when your child is around 3 years and 4 months. If your child has missed them, contact your GP to arrange them.

To find out more about vaccinations, visit www.nhs.uk/vaccinations.

More information

For information or advice, contact your local health visiting team on 01522 843000. They can arrange an appointment with your health visitor to make sure your child will be both ready for school and ready to learn.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.**
- Using a wide range of teaching strategies based on children's learning needs.**
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.**
- Providing a safe and supportive learning environment in which the contribution of all children is valued.**
- Using resources which reflect diversity and are free from discrimination and stereotyping.**
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.**
- Monitoring children's progress and taking action to provide support as necessary.**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological wellbeing of all children. (See Whole School Safeguarding Children Policy)

Welfare

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

At Bassingham, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- Promote the welfare of children.**
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.**
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.**

Bassingham Primary School Early Years Foundation Stage Policy "Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.

" Statutory Framework for the EYFS The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year". The majority of our children join the Reception class in the September following their fourth birthday.

The EYFS is based upon four principles:

- A Unique Child**
- Positive Relationships**
- Enabling Environments**
- Learning and Development**

A Unique Child

At Bassingham Primary School we have the philosophy that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Bassingham Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

- **Weekly Learning logs for the parents to understand everything their child has been learning about that week and how they can enhance their learning further at home.**

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Enabling Environments

At Bassingham Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the schools creative curriculum which is based around half termly themes. These plans are used by the EYFS teachers as a guide for weekly planning. However the teacher may alter these plans in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

On entry into EYFS children are assessed using the School Pupil Tracker online and Pre-School baseline results. The results are submitted to the Department of Education and are then used as a starting point for the children.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of formal and informal observations. Staff use ipads for photographic evidence of the children completing activities which can instantly be added on to the School Pupil Tracker Online.

At the end of the Reception year in school, all children are assessed against the 17 Early Learning Goals and this is recorded onto the School Pupil Tracker Online. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's and a short report on the characteristics of learning.

The Learning Environment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet or rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS class has a shared enclosed outdoor area which we share with Key Stage 1. This area has a very positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the chance to explore, use their senses, develop their language and be physically active. We plan activities and resources for the children to access both indoors and outdoors that help

- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Bassingham Primary School we understand that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school.
- Staff visiting children in their pre-school settings before starting school.
- The children having the opportunity to spend time with their teacher before starting school through visits to the setting during transition week.
- Inviting all parents to an induction meeting during the term before their child starts school.
 - Termly planning meetings with the Manager at Pre-School to plan celebrations together e.g Chinese New Year, Sports day etc. Pre-School timetabled to use our school hall and ICT suite.
- Parents are invited to attend workshops in order that they can learn activities that they can do at home with their children.
- Offering parents opportunities to talk about their child's progress and targets through assertive mentoring meetings with the parent, child and teacher at least once a term.
- Parents receive a report on their child's attainment and progress at the end of each school year. This includes a short report on the characteristics of learning.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: class assemblies, Sports Day etc;

- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

Play

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active Learning

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

the children to develop in all 7 areas of learning. We also have a designated day for Forest Schools activities to take place held on site weekly.

Learning and Development

At Bassingham Primary School, we know that children learn and develop in different ways and at different rates. There are seven areas of learning and development that must shape the educational provision in Early Years Settings. These are divided into prime and specific areas. The three prime areas are important in developing children's curiosity and enthusiasm for learning.

Prime areas;

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

The other four areas are called specific areas. Through these the prime areas are strengthened further.

Specific areas;

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers know how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Monitoring and review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy. The Head Teacher and Foundation Stage Leader will be carrying out monitoring of the EYFS as part of the whole school monitoring schedule. Copies of these scrutinies will be shared with the Headteacher and Senior Leadership team and Governors.

Early Years Foundation Stage Co-Ordinator

November 2016

June 15

10/7/17

N.S.P.

17/9/17

PARENT CODE OF CONDUCT POLICY

Introduction

We are very fortunate to have mainly supportive and friendly parents/carers. We want our parents to recognise that educating children is a process that involves partnership between parents, class teachers and the school community.

As a partnership, our parents/carers should understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school.

Purpose

The purpose of this policy is to provide a reminder to all parents, carers and visitors to our school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

Guidance

We expect parents, carers and visitors to:

- **Respect the caring ethos and values of our school;**
- **Understand that both teachers and parents need to work together for the benefit of their children;**
- **Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour;**
- **Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue;**
- **Correct own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour;**
- **Approach the school to help resolve any issues of concern by making an appointment to meet with the class teacher in the first instance or with the teacher's line manager which in our school is the headteacher;**
- **Avoid using staff as threats to reprimand children's behaviour;**
- **Remember how busy members of staff are during the school day, particularly first thing in the morning and where you need to speak with a member of staff make an appointment to do so at a time when they can give you their full attention.**

In order to support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- **Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including team matches;**
- **Using loud/or offensive language, swearing, cursing, using disrespectful language or displaying temper anywhere on school grounds;**
- **Abusive or threatening e-mails or text/voicemail/phone messages or other written communication;**
- **Dictating behaviour to staff about how their professional duties will be discharged;**

- **Speaking to members of staff at the school in a manner that is aggressive, demanding or intimidating including invading their personal space;**
- **Threatening to do actual bodily harm to a member of school staff, Governor, visitor, fellow parent/carer or student regardless of whether or not the behaviour constitutes a criminal offence;**
- **Damaging or destroying school property;**
- **Defamatory, offensive or derogatory comments regarding the school or any of the students/parent/staff, at the school on Facebook or other social sites. (See Appendix 1). Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher, Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned using the appropriate complaints procedure;**
- **The use of physical aggression towards another adult or child;**
- **Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences);**
- **Smoking and consumption of alcohol or other drugs whilst on school property;**
- **Dogs being brought on to school premises without prior consent -- at our school parents are expected to tie their dogs to the school sign post just inside the car park entrance.**

Should any of the above behaviour occur on school premises the school may feel it is necessary to contact the appropriate authorities and if necessary, restrict the access of the parents concerned to the school or even ban the offending adult from entering the school grounds and/or put in place a communications strategy to restrict the manner in which communications take place with the school.

Clearly in serious instances where the peace is breached or the criminal law broken the school will also involve the police.

We trust that parents and carers will assist our school with the implementation of this policy and we thank you for your continuing support of the school.

Note: Could parents please ensure they make all persons responsible for collecting their children aware of this policy.

Appendix 1: Inappropriate use of Social Network Sites

Social media websites are being used increasingly to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases other parents/students.

The school seeks to teach pupils the importance of appropriate and responsible use of social media and it is therefore vital that everyone in the school community, including parents and carers lead by example.

The Governors considers the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned in line with the school complaints policy.

In the event that any student or parent/carer of a child/ren being educated in the school is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site.

All social network sites have clear rules about the content, which can be posted, on the site and they provide robust mechanisms to report content or activity which breaches this. The school will also expect that any parent/carer or student removes such comments immediately.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying. Thankfully such incidents are extremely rare.