

# INFORMATION FOR PARENTS



Red Oaks Primary School  
North Swindon Learning Campus  
Redhouse Way  
Swindon  
SN25 2AN  
Tel: 01793 493920



The Park  
Academies  
Trust

Email: [office@redoaks.org.uk](mailto:office@redoaks.org.uk)  
Website: [www.redoaks.org](http://www.redoaks.org)

*'Red Oaks Primary School is strongly committed to protecting and safeguarding children and expects all staff and volunteers to embrace this commitment. All postholders are subject to an enhanced Disclosure and Barring Service.'*



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## Introduction

We hope that this school booklet will help you and your child to understand more about our school community.

If you have any queries please do not hesitate to call.

Director of Primary

Mrs Rachel Surch

Headteacher

Mrs Eirian Painter

Deputy Head

Mr James Lee

Administration Officer

Mrs Jill Ponting

Administration Officer

Mrs Michele Tyler

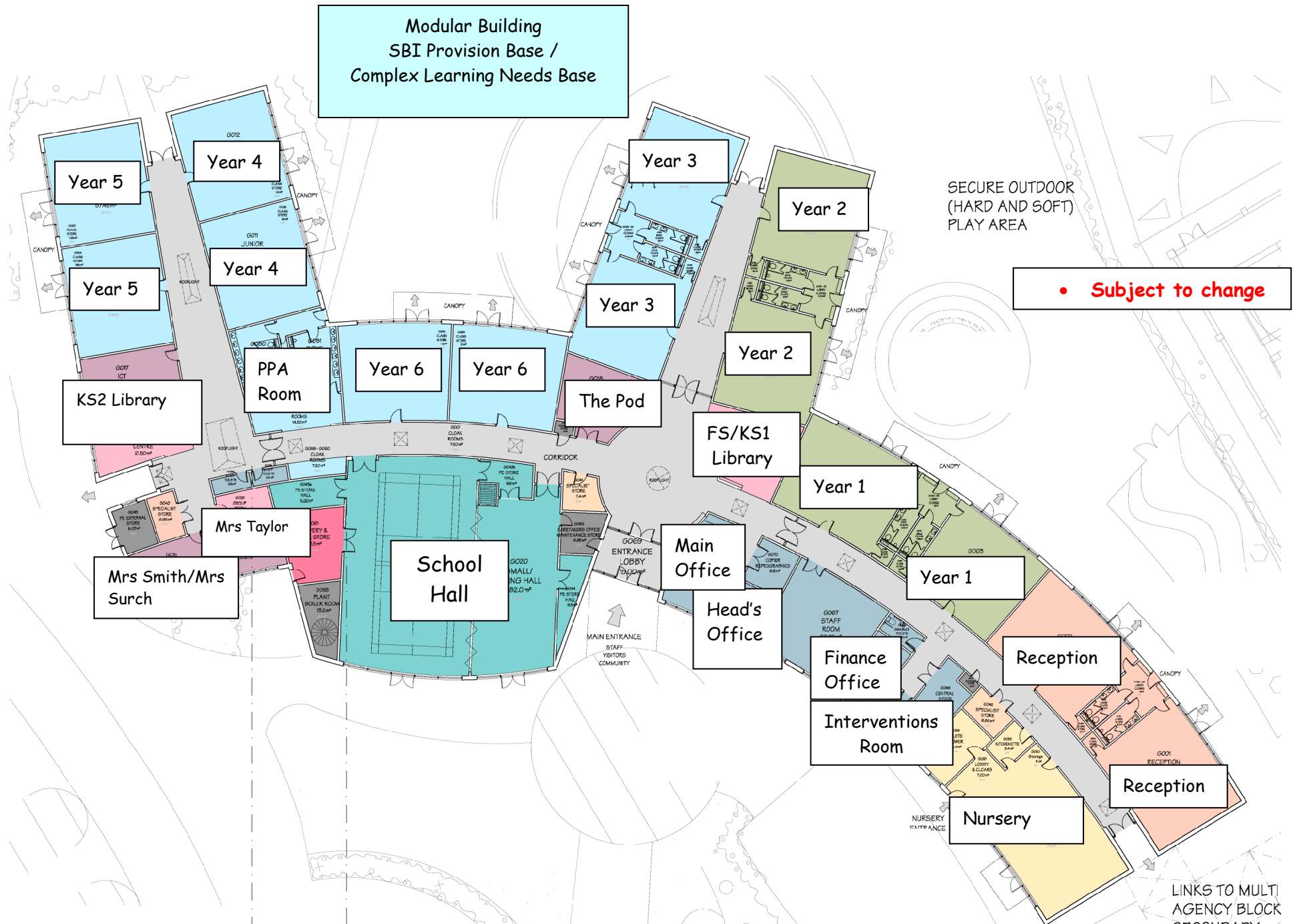
Data Manager/Health &  
Safety Co-Ordinator

Mrs Ellen Lango

Telephone: 01793 493920









## The School

Red Oaks Primary School opened in September 2006 on the new Learning Campus in Redhouse. The school has a key role to play in the life of the community both as a school and a community centre. We are part of the Park Academies Trust which is made up of these schools.

- Red Oaks Primary School
- Abbey Park Secondary School
- Lydiard Park Secondary School
- Orchid Vale Primary School
- Bridlewood Primary School
- Highworth Warneford School
- Deanery Secondary School
- Kingfisher Primary School

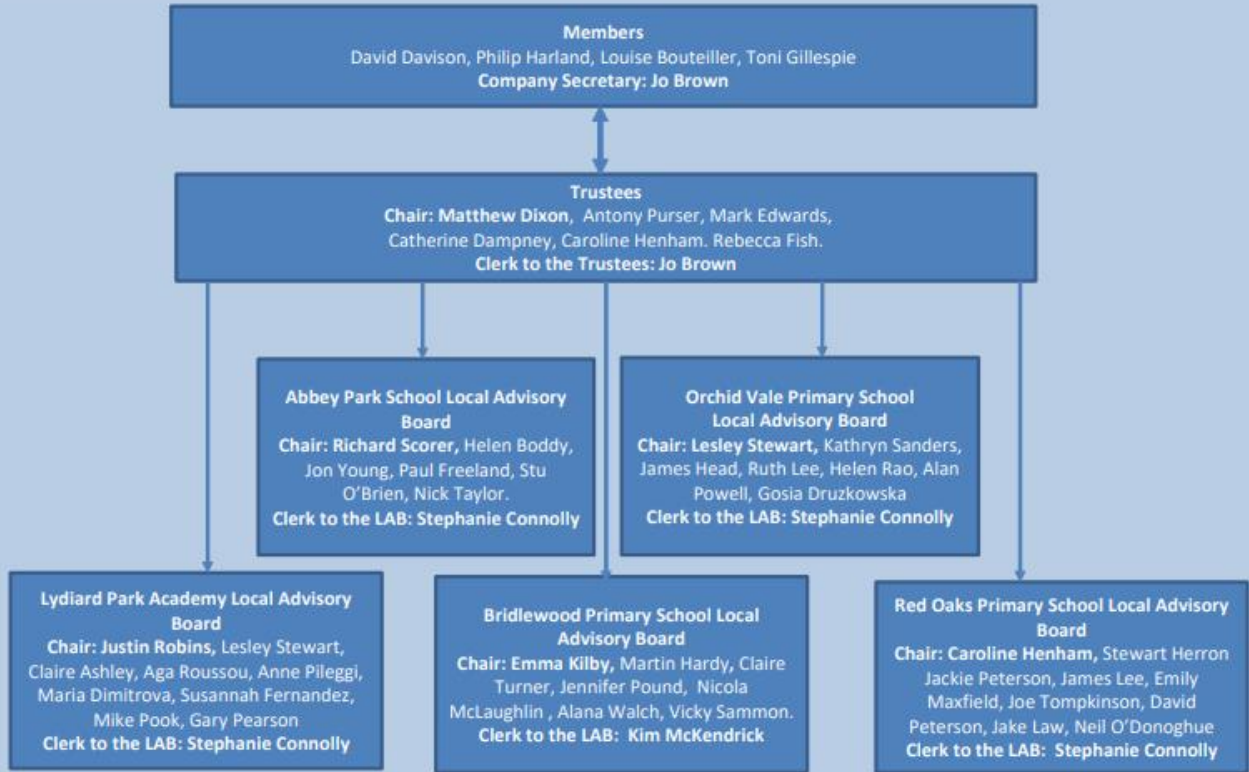


Red Oaks caters for children aged 3-11, from nursery through to the end of the primary range at 11 years old. A place in the nursery does not guarantee a child a place in the Reception class. Applications for a place in Reception Class (FS2) through to Year 6 must be made to Swindon Borough Council in line with their Admissions Policy.

## The Park Academies Trust

Red Oaks is the founding primary school in the Trust. More information about the trust can be found at <https://theparksacademiestrust.com>

## Local Advisory Board



- *Correct at time of printing*



## The School Website

The school website is a fantastic tool enabling children, parents and the wider family to see our school in action, gather information and to access further learning activities. It is a Learning Platform that is being developed to support all our children and families.



## ADMISSIONS

### Nursery Children

Children are initially admitted to the nursery if they are three years old on or before 31<sup>st</sup> August 2024. We may also be able to offer spaces to children when they turn 3, if one becomes available. A waiting list is held by the school for places from September 2024 - July 2025. A waiting list is **not kept** for September 2025 onwards. Please see the school website <http://www.redoaks.org/parents04.php>.

### Reception Children

Children are admitted to the reception class in the academic year that they are five years old or on their arrival from another district. Children starting in the reception class in September 2024 must be 4 years old before 31<sup>st</sup> August 2024. All reception children can now be admitted full time from September 2024 but parents do have the right to hold a place that is offered until the child is 5 years old.

The school has a designated catchment area made up of certain streets in the surrounding locality, as outlined on the map on the next page. The address which determines a child's designated area is the place where the child is ordinarily resident with his/her parents or legal carer. Applications for entry to the reception class must be made prior to the LA's published closing date for primary registrations. The school admission number is 60 in 2020. Admissions are the responsibility of the Local Authority and places are allocated in line with their Admissions Policy.

If applications are being made to enter the school in any other year group other than reception it would be helpful if initially parents contact the school. Formal applications must be made to the Admissions Team at Swindon Borough Council, Tel: 01793 467560.

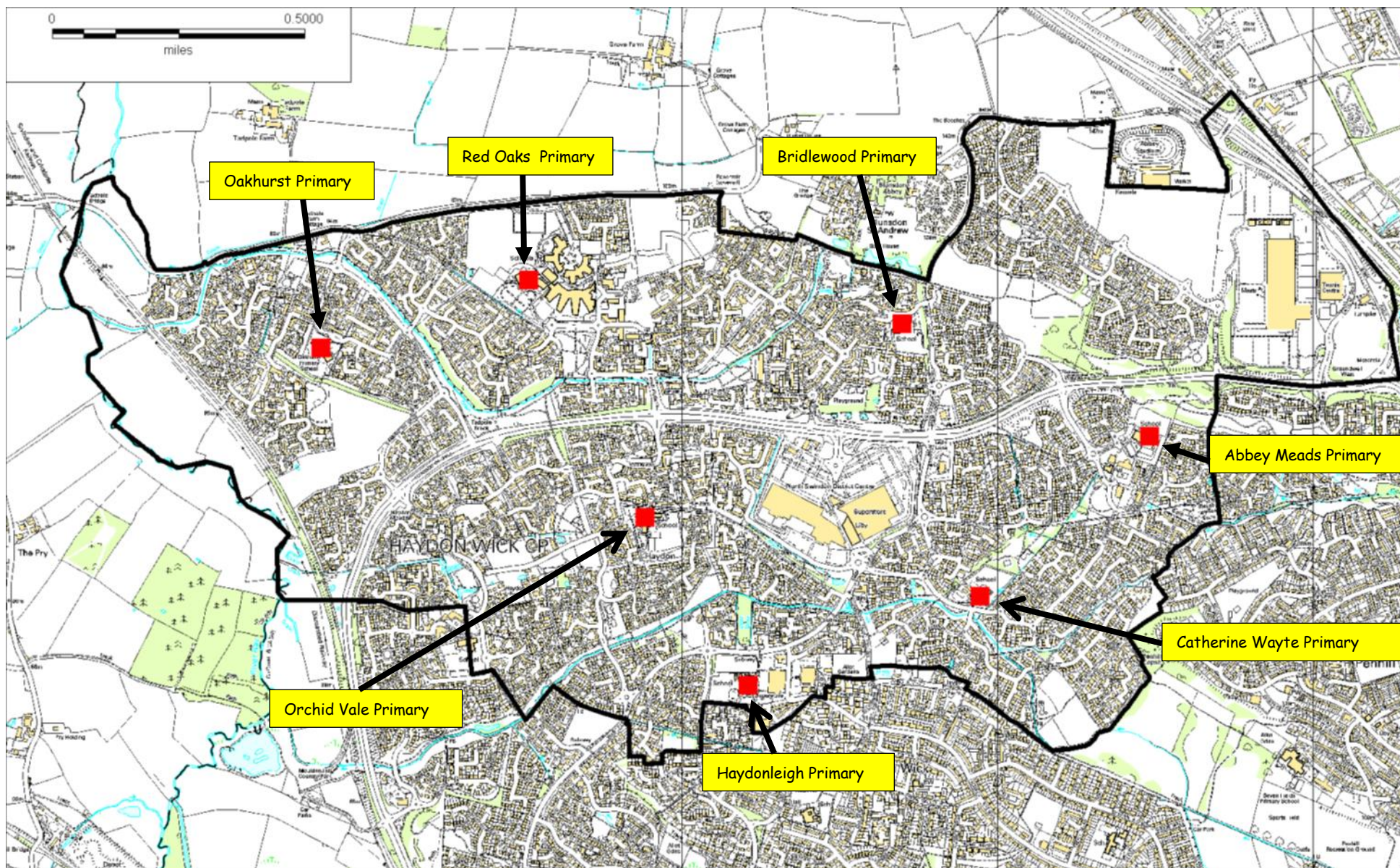
Applications may be made to the Admissions Team if any parent:

- a) Lives in this school's catchment area and wishes their child/children to attend another school
- b) Wishes their child/children to attend Red Oaks Primary School but do not live in the designated catchment area

If you are considering option b) and your child is already at school, please make a point of discussing it with your child/children's present Headteacher. Should you need any help or guidance with a school Transfer Form, please contact Mrs Tyler on Tel: 01793 493920.



## North Swindon Catchment Area









## The Child

**As a school we aim to provide for the development of the whole child.**

We aim to provide a caring, stimulating learning environment, where children feel valued as individuals and where every one of them has a role to play in the life of the school. All staff promote self-esteem and pride in a job well done. We hope your child will love school. There is a lot of laughter at Red Oaks as well as hard work!

Children are encouraged to be active participants in their own learning, have a positive attitude, perseverance and set high expectations of themselves. Quality teaching and learning opportunities support individual needs and encourage children to identify their future learning targets. An enquiry based curriculum is offered to all children encompassing the National Curriculum and RE Curriculum. Red Oaks is a school that is constantly exploring new and innovative teaching approaches to ensure that we excite children's learning.

It is really important that children learn by engaging in all that the school and its environment can offer. We must all make the most of a rainy day or the snow and muddy boots hopefully mean that children have been exploring learning at its best.



Equal opportunities are provided for all children, regardless of gender, race, religion or special needs. In our school, children are encouraged to fulfil their potential intellectually, physically, socially, emotionally, morally and spiritually. See <http://www.redoaks.org/curriculum.php> for the details.

### **Child Protection**

Teachers and support staff are uniquely placed, as responsible adults outside pupils' family homes, to be able to detect signs of possible child abuse. Whenever there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, the Headteacher and/or Designated Safeguarding Lead will inform the duty social worker immediately, in line with official guidelines.

Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies before we contact you. We follow the South West Child Protection Procedures [www.swcpp.org.uk](http://www.swcpp.org.uk), and are in accordance with Swindon Borough Council guidance. If you want to know more about these procedures, please speak to the Headteacher, Designated Safeguarding Lead or visit the web site. Copies of the school's Child Protection Policy are available from the school office.



## Children's Safety

Children's safety is of paramount importance.

At Red Oaks children are taught how to stay safe through the curriculum - "whether it be when exploring the outdoors in Forest Schools, using exciting outdoor play equipment, using equipment safely in cooking/DT/PE or enjoying the outdoors in the mud and snow! Before doing activities where we need to manage risks, we complete risk assessments with our teachers so we understand what we need to do to keep ourselves safe and why. We also have lots of regular special visitors including our local community police offices, fire fighters, PE specialists and Year 6 take part in the Junior Good Citizen scheme.

Cybermentors is Red Oaks' Computer Council - we are like the Helping Hands of the online world!

"We love technology! We have a wealth of knowledge about all the latest technologies and our mission is to help everyone in our school community stay safe online."

## **WELCOME TO 'LEARNING TIME'!**

Red Oaks is a two-form entry school which has two classes for each year group and a nursery.

At Red Oaks we promote "Learning Time" as something special and fun. Learning should capture children's imagination and should cater for a range of learning styles.

Learning takes place in a variety of contexts, including:

- \* Whole class teaching
- \* Small and large group work
  - Ability groups
  - Friendship groups
  - Collaborative groups
- \* Independent work
- \* Specific subject based work e.g. numeracy or literacy
- \* Cross curricular work e.g. history through a literacy and Computing lesson
- \* Learning time promotes role-play, dressing up, talk for writing and maths, drama, play and hands-on investigation. Children are encouraged to use their imagination and feel free to make mistakes. Often the best learning takes place when mistakes have been made.



We offer an inclusive, knowledge engaged curriculum that develops and challenges children's understanding of the world they live in. We have developed a fully comprehensive curriculum framework that meets the requirements of the National Curriculum as well as additional curriculum enhancements which ensure the personal and social development of pupils through a wide range of additional experiences and opportunities.

Our school values are intertwined and well embedded within our curriculum. We challenge children to think and enquire - making mistakes and asking questions is how we learn! We prepare children for a future in the modern and quickly changing world. At Red Oaks we nurture individual talents and allow children to experience a deep and rich journey through education, one that starts in their local area and local community and is expanded to an understanding of global concepts. Education at our school is rooted in consistent, quality delivery and equality of opportunities for all children in all subjects and wider aspects of school life. Children follow clear pathways of progression in knowledge, skills and vocabulary and use a rich variety of resources and learning styles to secure understanding.

We continuously monitor, review and take action to further develop, change and evolve the delivery, scope and effectiveness of our curriculum.

### **Parent Partnership**

Positive and successful relationships with parents play a vital role when helping to ensure the smooth and continued development of the children. The school promotes a policy of parents in partnership. Parents are welcomed into school and will be fully informed of their child's progress. The curriculum will be regularly shared with parents through newsletters, workshops and open days. Details of these can be found on our website [www.redoaks.org](http://www.redoaks.org). Red Oaks provides a warm and friendly environment where parents are encouraged to take an active role in their child's learning.

Teachers are very evident on the playground or at classroom doors at the end of the school day and quick messages can be exchanged prior to the start of the day. We would be very grateful if appointments were made to discuss issues that require a little more time, so that staff can give quality time without interruptions and have any relevant information available for you. Messages can also be sent directly to the office by email [office@redoaks.org.uk](mailto:office@redoaks.org.uk) or by phone Tel: 01793 493920.

### **Emails for Line Managers**

Foundation Stage - [fsmanager@redoaks.org.uk](mailto:fsmanager@redoaks.org.uk)

Year 1-2 - [y1.2@redoaks.org.uk](mailto:y1.2@redoaks.org.uk)

Year 3-4 - [y3.4@redoaks.org.uk](mailto:y3.4@redoaks.org.uk)

Year 5-6 - [y5.6@redoaks.org.uk](mailto:y5.6@redoaks.org.uk)

Deputy Head - [deputyhead@redoaks.org.uk](mailto:deputyhead@redoaks.org.uk)

Headteacher - [head@redoaks.org.uk](mailto:head@redoaks.org.uk)

### **FORO (Friends of Red Oaks)**

If you are interested in joining the Friends of Red Oaks Committee, please see their website, <https://www.foropta.co.uk/>, for further information. This group of parents organise fund raising events for the school.

### **Post Box**

There is a red post box on the wall inside the main door by the office window for parent mail. This is checked every morning, so please use this if the office is busy.

### **Notice Board**

There are two noticeboards in the car park. Please look out for new information that will be posted regularly.

### **Complaints Policy**

We believe that our school provides a good education for all our children, and that the Headteacher, governors and other staff work very hard to build positive relationships with all parents. However, the school is obliged to have procedures in place in case there are complaints by parents.

If any parent is unhappy with the education or curriculum that their child is receiving, or has any concern relating to the school, we encourage that person to talk to the child's class teacher immediately.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Headteacher. The Headteacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

Should a parent have a complaint about the Headteacher, s/he should first make an informal approach to the Director of Primary, who is obliged to investigate it. The Director of Primary will do all s/he can to resolve the issue through a dialogue with the school, but if a parent is unhappy with the outcome, s/he can make a formal written complaint to the CEO of The Park Academies Trust.

We deal with all complaints in accordance with procedures set out by The Park Academies Trust. If the school cannot resolve any complaint itself, those concerned can ask the Governors/Trustees to intervene.

All parents have the right, as a last resort, to appeal to the Secretary of State for Education if they still feel that their complaint has not been properly addressed. For full details of our policy please see <http://www.redoaks.org/parents01.php>.

## **Special Educational Needs and Disabilities (SEND)**

Our Special Educational Needs and Disabilities Policy ensures that a broad and balanced curriculum is matched to the needs of the individual child.

Through careful planning all teachers ensure that resources are used effectively to meet children's needs.

The policy aims to:

- \* provide a broad and balanced curriculum including extra-curricular activities
- \* to value all children and promote positive self esteem
- \* carry out assessment as an integral part of our teaching
- \* provide appropriate resources
- \* develop a close partnership with parents/carers
- \* encourage effective involvement of outside agencies to provide support and advice to meet the needs of our children with SEND

There is a database of children with Special Educational Needs and Disabilities and we operate a staged approach according to the level of provision required to meet individual needs, which is in line with the authority's recommendations. We have many Teaching Assistants which carry out effective programmes developed by class teachers and the Special Needs & Disabilities Co-ordinator (SENDCO)

We are committed to working in partnership with parents/carers and will keep them informed about special teaching programmes. Parents/carers are welcome to discuss their child's special needs at any time.

Parents/carers are invited to review their child's progress on a termly basis. Children with statements have an official annual review to which parents/carers and outside agencies are invited.

The school is well resourced to deal with children with disabilities. Prior to entry to school any specific needs would be discussed thoroughly with parents and outside agencies and the appropriate action would be taken to fully support the child.

A copy of the School's Special Educational Needs and Disabilities Policy is available from the School Office on request or on the school website.

Special Educational Needs Co-Ordinator (SENDCO)  
LAB Member responsible for Special Educational Needs

Mrs Sara Smith  
Mrs Maggie Hartridge

## **Complaints Procedure for SEND Children**

If parents/carers have a complaint concerning provision for their SEND child they should discuss this with the class teacher or SRP Manager. If this proves unsuccessful the matter should be referred to the SENDCO and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body, via the Clerk of Governors. If the complaint remains unresolved, the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and Secretary of State

Matters concerning the Local Authority will be referred to Education Offices, Sanford House, Sanford Street, Swindon SN1 1QH.

## **Special Resourced Provisions**

The school runs two additional Special Resourced Provisions (SRP) for:

- Complex Learning & Additional Needs (CLAN)
- Deaf children who require Sign Bilingual Inclusion (SBI)

## **Overview of the Special Resourced Provision (SRP) for Children Complex Learning & Additional Needs (CLAN)**

As a purpose-built primary school on the North Swindon Learning Campus, Red Oaks is well-placed to provide quality inclusion opportunities. We are delighted that we are able to offer exactly that through our Special Resourced Provision for children with Complex Learning & Additional Needs.

This is a unique opportunity whereby children attend Red Oaks as a mainstream school, whilst also accessing learning and the specialist facilities at Brimble Hill Special School. The provision opened in January 2008, is funded for ten places and is currently full. Please note that this SRP is not a 'Unit', but an inclusive provision.

Red Oaks aims to provide these children with access to a fully inclusive curriculum, which is highly individualised to each pupil's diverse learning needs. The SRP has Teaching Assistants, whose role it is to facilitate access to the curriculum, under the direction and support of the CLAN Manager, Natalie Harvey, and class teachers.



## Our Aims

- \* Ensuring children feel happy, safe and fully included in school life at Red Oaks
- \* Striving to provide access to a creative, fun, inclusive and differentiated curriculum, which is both broad and balanced
- \* Supporting children's learning and physical needs, whilst maximising inclusion
- \* Giving children every opportunity to achieve their potential
- \* Being responsive to children's needs through assessment for learning, daily inclusion monitoring evaluations and regular reviews of individual targets
- \* Utilising the resources and expertise available, through the Learning Campus and multi-agency working to provide children with the best possible learning opportunities
- \* Supporting children in building friendships and developing effective communication skills
- \* Equipping children with essential life skills as a core part of their curriculum
- \* Ensuring children have access to all aspects of school life, including school trips and clubs, with the appropriate support
- \* Working in partnership with parents/carers so they are fully involved in their child's education, through daily contact via children's home/school contact books and termly meetings (three times a year)
- \* Promoting an awareness of learning difficulties and disabilities amongst all children and staff at Red Oaks



## Overview of the Sign Bilingual Inclusion Provision (SBI)

The Sign Bilingual Inclusion provision for deaf children opened in September 2007. Sign bilingualism is the use of two or more languages in daily life, one of which is a sign language. Adopting a sign bilingual approach to education means that both BSL (British Sign Language) and English are respected and valued as languages for teaching, learning and communication. Children in the provision either have BSL as their first or preferred language and develop English as a second/additional language; or else require access to sign language to gain full access to communication and the curriculum. The long-term aim is for all children to function bilingually in both BSL and English. The development of spoken English, lip-reading and listening skills is supported to allow children to achieve their individual potential in these areas. For more information see our local offer.

## Additional Information for Parents/Carers of children entering the Sign Bilingual Inclusion (SBI) or Complex Needs Special Resource Provisions

### Borough Transport for Children with Statements of SEN/Education Health and Care Plan (EHCP)

Parents/carers of children in the SBI or Complex Needs SRPs can apply to SENAT for borough provided transport to and/or from school for their child as part of their child's non-educational provision. Transport arrangements are an agreement between the borough and parents; the school is not responsible for these arrangements. Once transportation has been arranged, any questions or concerns about transport should be referred to the transport team. Their number is 01793 466216.

It is very important that children being collected from home in the mornings are ready at the agreed pick up time. Taxis pick up multiple children and if one child is not ready it can make everyone late for school.

### Clubs

If a child attends an after-school club (available from Year 1 upwards), parents/carers are responsible for collecting their child when the club finishes. Unfortunately, borough transport is not available for this.

### Trips

If a school trip (e.g. in older year groups) is due to leave before 8.30am or arrive back after 3.00pm, parents will need to drop off/collect their child, as unfortunately taxi times cannot be changed to accommodate this.



## **Special Educational Needs and Disabilities (SEND)**

A copy of the school's SEND Policy and SEND information report is available from the website. The school's contribution to the Local Authority's Offer is also located on the website. Our latest Ofsted inspection in October 2013 reported:

OFSTED January 2024:

*"The school has high expectations for everyone, including pupils with special educational needs and/or disabilities (SEND). Staff form supportive relationships with pupils and their families. Older pupils act as excellent role models for others. As a result, pupils become articulate learners who are thoughtful and kind to one another. Pupils feel safe. They behave exceptionally well, both in and outside the classroom. Consequently, the school is a purposeful and calm place to learn. Pupils thrive on the wealth of experiences and opportunities the school provides to support their development. The curriculum is broad and ambitious. Pupils learn to be reflective and empathetic. The school encourages pupils to have a voice through the leadership opportunities on offer. Pupils say these roles help them to make a difference to the school and community. Pupils enjoy the wide range of clubs on offer, such as music, sport and art."*

**The school's Special Educational Needs and Disabilities Co-ordinator is Sara Smith and Maggie Hartridge is the Special Educational Needs and Disabilities Governor (SENDGO). Both can be contacted through the school office.**

## Recent Staff Development

Staff at all levels have attended continued professional development in the following areas: Medical Needs, Speech and Language, Dyslexia, Dyscalculia, Developmental Co-ordination Difficulties, SPARKS, Working Memory Difficulties, BSL, Precision Teaching, Autism, Sensory Difficulties, Learning Difficulties and Eye Problems, Flourishing Families, Augmentative and Alternative Communication, Attachment, Ophthalmology, Clicker 6 Programme, Achievement for All, Family Links, Manual Handling, Child Protection, Cochlear Implants, Deaf Awareness and Audiology Training, De-escalation training, ASD, Philosophy for Children, ADHD training and on-line safety training as well as regular safeguarding updates.



Review copies of the Equality Plan 2021-2024 and Accessibility Plan 2023-2026 are available from the school office on request or via the links below on the school website.

<https://www.redoaks.org/documents/policies/EqualityPlan.pdf>

<https://www.redoaks.org/documents/policies/AccessibilityPlan.pdf>



## The Early Years Foundation Stage Curriculum

### What is the Early Years Foundation Stage?

The Early Years Foundation Stage is the period of education from age 3 to 5. At Red Oaks Foundation 1 is the nursery class and Foundation 2 the reception class. Having a place in the nursery does not mean you will get an automatic place in the reception class (please see Admissions on Page 8).

During the Early Years foundation stage, children may be in a range of places, which we will refer to as settings. These include day nurseries, nursery schools, pre-schools, playgroups, reception classes, childminder provision and their own homes.

### Why is it important?

It is called the Early Years Foundation Stage because it gives children secure foundations for later learning. Childhood is important in itself and we want all children to have enjoyable and satisfying childhood experiences. Early experiences also affect children's attitudes to learning. They create the basis for later learning, in school and beyond.

This period is a distinct stage with its own Early Years Foundation Stage curriculum. This curriculum will prepare them for work on the national curriculum at Key Stage 1 in primary school.

The goals set out what most children are expected to know, understand and be able to do by the end of the foundation stage.

Area of Learning and Development	Aspect
<b>Prime Areas</b>	
Communication and Language	Listening, Attention and Understanding
	Speaking
Personal, Social and Emotional Development	Self-Regulation
	Managing Self
	Building Relationships
Physical Development	Gross Motor Skills
	Fine Motor Skills
<b>Specific Areas</b>	
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Numbers
	Numerical Patterns
Understanding the World	Past and Present
	People, Culture and Communities
	The Natural World
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive

During the Early Years Foundation Stage these areas of learning will be introduced in ways that are suitable for young children, often through play. Adults in early years settings will build on children's existing skills and interests, and on their play activities, in order to help them learn.

### How will my child learn?

All children learn best from experiences that are suitable for their stage of development. Play is key to the way young children learn. Through play your child can develop, for example:

- \* The confidence needed for learning
- \* The social skills needed for personal development
- \* The skills needed for writing

In that way your child will become more independent and will be able to tackle simple problems.

Characteristics of Effective Learning
<b>Playing and exploring - engagement</b> <ul style="list-style-type: none"><li>- Finding out and exploring</li><li>- Playing with what they know</li><li>- Being willing to 'have a go'</li></ul>
<b>Active learning - motivation</b> <ul style="list-style-type: none"><li>- Being involved and concentrating</li><li>- Keeping trying</li><li>- Enjoying achieving what they set out to do</li></ul>
<b>Creating and thinking critically - thinking</b> <ul style="list-style-type: none"><li>- Having their own ideas</li><li>- Making links</li><li>- Choosing ways to do things</li></ul>

### Does every child have to reach the early learning goals?

We hope most children will have reached all the early learning goals by the end of the Early Years Foundation Stage. Some children will go beyond them in some areas and adults in early years settings will be ready to provide new challenges. They will also provide extra help for children who, for a range of reasons, may need it.



## Key Stage 1 and 2 Curriculum

Key Stage 1 includes children in Year 1 and Year 2. At the present time Year 2 children are assessed by teachers. This includes some tests and ongoing teacher assessment.

Key Stage 2 includes all children from Year 3 to Year 6. At the end of Key Stage 2 SATs in English and Maths are taken to show progress and achievement, before moving to the secondary phase.

At Red Oaks children engage in an exciting curriculum that is carefully planned to meet the needs of individuals. English, maths, science, and Computing have a very high profile as core subjects of the National Curriculum. The school actively promotes teaching of Basic Skills. The foundation subjects are taught in line with the updated National Curriculum 2014 and RE is taught in line with Swindon's RE Syllabus.

We offer an inclusive, knowledge engaged curriculum that develops and challenges children's understanding of the world they live in. We have developed a fully comprehensive curriculum framework that meets the requirements of the National Curriculum as well as additional curriculum enhancements which ensure the personal and social development of pupils through a wide range of additional experiences and opportunities.

Our school values are intertwined and well embedded within our curriculum. We challenge children to think and enquire - making mistakes and asking questions is how we learn! We prepare children for a future in the modern and quickly changing world. At Red Oaks we nurture individual talents and allow children to experience a deep and rich journey through education, one that starts in their local area and local community and is expanded to an understanding of global concepts. Education at our school is rooted in consistent, quality delivery and equality of opportunities for all children in all subjects and wider aspects of school life. Children follow clear pathways of progression in knowledge, skills and vocabulary and use a rich variety of resources and learning styles to secure understanding.

We continuously monitor, review and take action to further develop, change and evolve the delivery, scope and effectiveness of our curriculum.

<https://www.redoaks.org/curriculum.php>



## Additional Curriculum Information

Sex and relationships education (SRE) will be for children across the whole school. This will be part of a series of talks which addresses the theme of "healthy living". The subject will be handled in a very sensitive manner and all parents/carers will be informed when this is to take place. As a parent/carer you have the legal right to withdraw your child from sex education if you wish to do so. Relationships Education (taught in Term 5) and Health Education is statutory for all primary schools and has been since September 2020. Videos shared with children can be viewed by parents/carers beforehand. The Sex and Relationships Education policy can be found on the policies section of the website.

The RE curriculum will follow the Local Education Authority's agreed syllabus, emphasising a Christian approach to life, while helping children to understand the religious and cultural diversity of today's society. Parents/carers have the right to withdraw their child from both RE lessons and our daily act of worship, if they so wish, by notifying the Headteacher in writing.

PE includes gymnastics, dance, athletics, games and swimming. During games lessons the emphasis is on developing skills and encouraging enthusiasm and participation. It will be essential that all children have their **PE kit in school at all times**.

This will include:

- A coloured t-shirt (appropriate to allocated house colour)
- Black shorts and/or leotard
- Plimsolls or trainers
- Track suits or jogging bottoms in cold weather



Stud earrings must be removed or taped in lessons; no other jewellery should be worn.

As cloakroom space is very limited, children will be asked to store their PE kit in a drawstring bag that will easily hang on a coat peg or in a locker. **Large sports bags will not be permitted for health and safety reasons.** Your full support in this would be greatly appreciated.

## **Sporting Aims**

As a school we will actively encourage children to take part in sports activities to promote:

- \* Healthy bodies
- \* Enjoyment in physical activity
- \* Teamwork and co-operation
- \* Positive competition
- \* Active participation

See <http://www.redoaks.org/sport.php>

We are well resourced for PE and have the added advantage of a large hall, MUGA and school field.

## **The Arts in School**

Art and design will have a very high profile in the school and we are proud to hold the 'Artsmark Gold' award. The provision of a highly creative, stimulating working environment is very important to promote a sense of:

- \* Quality
- \* Pride and respect
- \* High self esteem
- \* Creativity and enthusiasm

See: <http://www.redoaks.org/art.php>

Regular performances by theatre, puppet and music groups, together with visits from "characters in role" will promote a very creative approach to learning, where interaction and participation will be encouraged.

## **Achieving Children**

As a school we are very keen to support the needs of all of our children, including those of the more able and gifted. For these children we aim to:

- \* Develop an inclusive approach to meeting the needs of more able and gifted learners
- \* Provide practical, challenging learning opportunities
- \* Raise self-esteem and realise potential
- \* To work with the worlds of business and commerce
- \* To raise awareness of social issues
- \* To develop citizenship skills
- \* To develop Computing skills
- \* To promote children's talents e.g. sport, music, drama etc
- \*

In Key Stage 2 we offer a range of More Able/Higher Achieving workshops/days/sessions, throughout the year, for targeted groups.

### **Children's Records/Progress**

Teachers will keep detailed records for each child to track progress and achievement, to highlight future learning targets and to ensure that a balanced curriculum is being offered. These records will be open to parents and can be seen on request. During the summer term an annual report to parents will be sent to you outlining your child's progress and positive targets for future learning.

Two termly Parents' Evenings will be held, where you will have the opportunity to talk to the class teachers, SENDCO and the Headteacher. These are the formal invitations to discuss your child's progress; however our policy of parental partnership does encourage consultation at any point in the school year. In the summer term we will hold an Open Evening to which parents are invited to 'drop in' without making a formal appointment.



## **Privacy Notice**

**(How we use pupil information which will include some parental information)**

### **1. The categories of school information that we process include:**

- personal identifiers and contacts (such as name, unique pupil number, contact details and address)
- characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- safeguarding information (such as court orders and professional involvement)
- special educational needs information (including the needs and ranking)
- relevant medical and administration information (such as doctors information, child health, dental health, allergies, medication and dietary requirements)
- attendance information (such as sessions attended, number of absences, absence reasons and any previous schools attended)
- assessment and attainment information (such as key stage 1 and phonics results, post 16 courses enrolled for and any relevant results)
- behavioural information (such as exclusions and any relevant alternative provision put in place)

### **2. Why we collect and use this information**

We collect and use pupil information, for the following purposes:

- to support pupil learning
- to monitor and report on pupil attainment progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to keep children safe (food allergies or emergency contact details)
- to provide academic, examination and career references for pupils and staff
- to fulfil the school / Trust contractual and other legal obligations
- to meet the statutory duties placed upon us for the Department for Education (DfE) data collections

We collect and use pupil information under Article 6(1)(e) – Public task, data processing which is necessary to allow the school to function, and Article 9(2)(a) – Data processed with the explicit consent of an individual.

### **3. Collecting pupil (and parental) information**

We collect pupil information eg via registration forms at the start of the school year.

Whilst the majority of pupil information you provide to us is mandatory, some of it is requested on a voluntary basis. In order to comply with the UK GDPR, we will inform you at the point of collection, whether you are required to provide certain pupil information to us or if you have a choice in this.

### **4. Storing pupil information**

We hold pupil data until they are 25 years old. For more information on our data retention schedule and how we keep your data safe, please visit [www.theparkacademiestrust.com](http://www.theparkacademiestrust.com).

## 5. Who we share this information with

We routinely share pupil information with:

- Schools and colleges that the pupils attend after leaving us
- Our Local Authority (LA)
- Youth support services (pupils aged 13+)
- The Department for Education (DfE)
- Agencies such as the Qualifications and Curriculum Development Agency (QCDA), Ofsted, the Department of Health (DH), Primary Care Trusts (PCT) and the Police. These are data controllers in respect of the data they receive, and are subject to the same legal constraints in how they deal with the data.

## 6. Why we share pupil information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

### **Pupils aged 13+**

Once our pupils reach the age of 13, we also pass pupil information to our LA and / or provider of youth support services as they have responsibilities in relation to the education or training of 13 - 19 year olds under section 507B of the Education Act 1996.

This enables them to provide services as follows:

- youth support services •  
careers advisers

The information shared is limited to the child's name, address and date of birth. However where a parent or guardian provides their consent, other information relevant to the provision of youth support services will be shared. This right is transferred to the child / pupil once they reach the age of 16.

Data is securely transferred.

### **Pupils aged 16+**

We will also share certain information about pupils aged 16+ with our LA and / or provider of youth support services as they have responsibilities in relation to the education or training of 13 - 19 year olds under section 507B of the Education Act 1996.

This enables them to provide services as follows:

- post-16 education and training providers
- youth support services
- careers advisers

Data is securely transferred.

For more information about services for young people, please visit our LA website.

### **DfE**

The DfE collects personal data from educational settings and LAs via various statutory data collections. We are required to share information about our pupils with the DfE either directly or via our LA for the purpose of those data collections, under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013.



All data is transferred securely and held by the DfE under a combination of software and hardware controls, which meet the current government security policy framework.

For more information, please see the How government uses your data section.

## **. 7. Requesting access to your personal data**

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact:

Abbey Park School	Head Teacher	
Bridlewood Primary School	Head Teacher	
Lydiard Park Academy	Head Teacher	
Orchid Vale Primary School	Head Teacher	
Red Oaks Primary School	Head Teacher	

You also have the right to:

- ask us for access to information about you that we hold
- have your personal data rectified, if it is inaccurate or incomplete
- request the deletion or removal of personal data where there is no compelling reason for its continued processing
- restrict our processing of your personal data (ie permitting its storage but no further processing)
- object to direct marketing (including profiling) and processing for the purposes of scientific / historical research and statistics
- not be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you
- object to processing of personal data that is likely to cause, or is causing, damage or distress
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern or complaint about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office (ICO) at Information Commissioner's Office.

For further information on how to request access to personal information held centrally by the DfE, please see the How government uses your data section of this notice.

## **8. Withdrawal of consent and the right to lodge a complaint**

Where we are processing your personal data with your consent, you have the right to withdraw that consent. If you change your mind, or you are unhappy with our use of your personal data, please let us know by contacting the Data Protection Officer [dyert@theparkacademiestrust.com](mailto:dyert@theparkacademiestrust.com).

## **9. Last updated**

We may need to update this privacy notice periodically so we recommend that you revisit this information from time to time. This version was last updated in September 2022.

## **10. Contact**

If you would like to discuss anything in this privacy notice, please contact the Data Protection Officer, The Park Academies Trust, [dyert@theparkacademiestrust.com](mailto:dyert@theparkacademiestrust.com).

## **11. How government uses your data**

The pupil data that we lawfully share with the DfE through data collections:

- underpins school funding, which is calculated based upon the numbers of children and their characteristics in each school
- informs short term education policy monitoring and school accountability and intervention (for example, school GCSE results or Pupil Progress measures)
- supports longer term research and monitoring of educational policy (for example how certain subject choices go on to affect education or earnings beyond school)

## **12. Data collection requirements**

To find out more about the data collection requirements placed on us by the DfE (for example via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>

### **The National Pupil Database (NPD)**

Much of the data about pupils in England goes on to be held in the National Pupil Database (NPD).

The NPD is owned and managed by the DfE and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the DfE.

It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, LAs and awarding bodies.

To find out more about the NPD go to <https://www.gov.uk/government/publications/national-pupildatabase-user-guide-and-supporting-information>.

### **Sharing by the Department for Education (DfE)**

The law allows the DfE to share pupils' personal data with certain third parties, including:

- schools and LAs
- researchers
- organisations connected with promoting the education or wellbeing of children in England
- other government departments and agencies
- organisations fighting or identifying crime

For more information about the DfE's NPD data sharing process, please visit <https://www.gov.uk/dataprotection-how-we-collect-and-share-research-data>.

Organisations fighting or identifying crime may use their legal powers to contact the DfE to request access to individual level information relevant to detecting that crime.

For information about which organisations the DfE has provided pupil information to, and for which project, or to access a monthly breakdown of data shares with the Home Office and the Police, please visit <https://www.gov.uk/government/publications/dfe-external-data-shares>.

### **13. How to find out what personal information the DfE hold about you**

Under the terms of the Data Protection Act 2018, you are entitled to ask the DfE:

- if they are processing your personal data
- for a description of the data they hold about you
- the reasons they are holding it and any recipient it may be disclosed to • for a copy of your personal data and any details of its source

If you want to see the personal data held about you by the DfE, you should make a subject access request.

Further information on how to do this can be found within the DfE's personal information charter:

<https://www.gov.uk/government/organisations/department-for-education/about/personal-informationcharter>

To contact the DfE: <https://www.gov.uk/contact-dfe>



Version Control

# **Behaviour and Learning Charter**

## **Bullying Policy**

## Version Control

Review Date	Version number	Reviewer/Owner (post holder)	Approved by (Committee)	Signature
Mar 2021		Kathy Clarke	Governors	
July 2021	2	Kathy Clarke		
Sep 2021		Emily Maxfield & Kathy Clarke		
March 2022	3	Updated		
Nov 2022	4	Updated	LAB	
June 2023	5	Kathy Clarke and Becky Taylor	LAB	

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  - [2.1. Policy Terms](#)
3. Guidance and Procedures
4. Appendices

## 1. Introduction

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values:

**Our aim:**

To create centres of educational excellence that inspire all pupils to turn their potential into performance

**To achieve this our schools will:**

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

**The Trust will support our schools by:**

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

### 1.1. Aims and Scope

The source of everything that we learn is from our continuous interaction with the world around us, especially from life experiences, and our relationships with other people. It is in this way that we come to live our lives in the best way that we can, to survive.

To thrive rather than merely survive, we need to live and learn within an environment where we can all feel that we belong and where our achievements are valued and celebrated.

In order to thrive we will implement our Behaviour and Learning Charter consistently to ensure that everyone at, or associated with, Red Oaks Primary School can contribute to creating a learning environment, a place where we can all become more and more able to thrive.

This policy is based on advice from the Department of Education on ;

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

At the heart of encouraging positive behaviour is ensuring that the Behaviour Policy is known and understood by all and consistently implemented. All staff are expected to apply the rewards and sanctions in a consistent manner. All staff are also expected to model the behaviour we expect to see in our children and to address children courteously and with respect.

We believe that shouting at children can often escalate a situation and that it should be avoided where possible.

We believe that all children deserve to be listened to and as part of any investigation, all involved will have a voice.

This policy will be applied consistently and fairly by all members of staff. However, it is essential that adjustments can and should be made in accordance with the Equality Act 2010

Children learn at different rates and in different ways. Just as we adjust academic strategies for individual pupils, we recognise that some adaptations may need to be made to meet individual needs.

However, it is essential to remember at all times that the safety and education of all children is paramount and that reasonable adjustments will be made with that in mind.

## 1.2. Other Linked Policies

Safeguarding Policy  
Equality Policy  
Online Safety Policy  
Safe Touch Policy  
Use of Force and Restraint Policy  
Safeguarding and Child Protection Policy

## 2. Policy Statement

### Belonging

It is everybody's responsibility to help everyone else feel that they belong at Red Oaks, a place where we can all feel safe and have a strong sense of identity.

### Becoming More Able

At Red Oaks we will seek for everyone to have the opportunity to gain the confidence and self-esteem that arises from becoming more able according to their individual strengths and talents. This may be from a wide variety of disciplines such as sport, music, craft, art, acting and dancing, as well as from more academic subjects. We can all become more capable within our behaviour and relationships.

Children's Rights	Children's Responsibilities
Right to feel safe	To listen to adults and do what is asked of them
Right to learn	To respect others
Right to be treated with respect	To follow the school rules

### Behaviour and our Survival Needs

All of our actions, and therefore all of our behaviours (the way we act), are driven by our survival needs:

**Food:** This is our need for food, water and air. When one of these is lacking we feel hunger, thirst or suffocation. These are the need feelings that signal to our minds that we have a problem to solve.

**Possessions:** We feel we need to have certain things, such as our clothes, home, space in which to live, money, and anything money can buy. When one of these is lacking we feel desire, wanting, needing, envy, and jealousy.

**Rest:** We need to have time without problems to solve, time to sleep, heal and replenish. To ensure we do this we feel tiredness, exhaustion, fatigue, and boredom.

**Reproduction:** This is felt as love and desire.

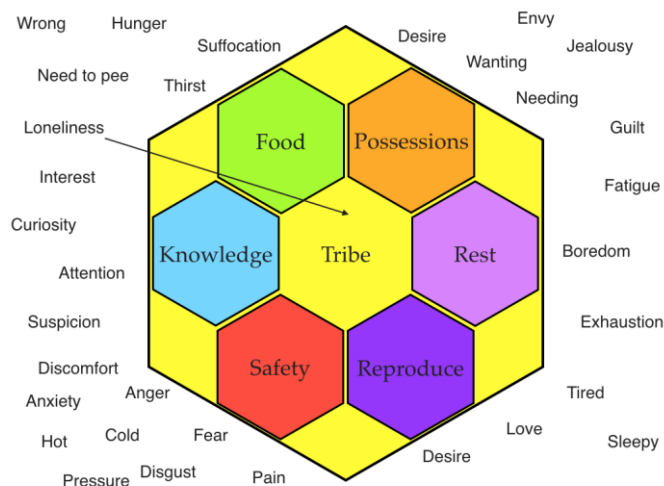
**Safety:** When we believe that our safety is at risk we feel anger, fear, pain and disgust.

**Knowledge:** We need to learn how to live within our world. This need to know is felt as curiosity and interest.

#### Tribe:

We need other people to help us and care for us so that we can remain safe and meet all of our survival needs. When other people are not there for us we feel unimportant, lonely, abandoned or neglected. A significant proportion of poor behaviour such as bullying, attention seeking and disobedience to rules and anger, is driven by a need to feel important to others that is not being satisfied in a healthy way.





## Survival Needs and Need

### Expected Behaviour

When we demonstrate **expected** behaviour towards another person, they are very likely to feel safe, believe that we will help them and that they are important to us.

At Red Oaks School we expect everyone to behave in this way.

**Tribe:** Our aspiration is for everyone to feel included and have a sense of identity as part of our Red Oaks Tribe. We also encourage this compassion towards every human being, irrespective of race, religion, nationality, sexuality, disability, gender, or any other difference.

**Able:** We will help each other to feel important within our Tribe by celebrating and rewarding each other for our endeavour, skills and success in all that we do. We will seek to be role models for each other, encouraging healthy learning and creativity.

**Fair:** We should all have fair access to everything that we need. We will seek to treat each other fairly according to our individual needs.

**Kind:** We will treat each other with kindness, both emotionally and physically.

**Helpful:** We will help each other to solve problems in a way that enables everyone involved to become more capable.

**Conforming:** We expect everyone to conform to our rules and ways of behaving so that we sustain our culture of safety and learning.

**Loyal:** We will be loyal to each other; avoiding gossip, and looking out for others within our school and our wider groups. This includes the on-line world as well as in person.

**Honest:** We can only learn from our errors when we are honest and take responsibility for them. We will avoid telling lies, making excuses, or blaming others when we get things wrong. We will see getting something wrong as an opportunity to accept responsibility and so become more **able** to solve problems healthily.

### 2.1. Policy Terms

#### Rewarding Expected Behaviour

We will reward the **expected** behaviour of others with our currency of belonging at every opportunity. This will strengthen our feelings of confidence, self-esteem, and belonging, as we all become more **able** to solve problems healthily.

Our currency of belonging:

- **Untarnished Time;** This is time spent with another person that is uncritical, not unfairly controlling, fun and enjoyable. Great friendships and relationships are built upon how we spend our time with each other.
- **Kind Touch;** Appropriate and welcomed touch provides a sense that we are important to another person. At school this may be a gentle and brief touch to the shoulder or arm as appropriate.
- **Smile;** This is our instinctive way of letting another person know that they are important to us, that we care about them and will help, not harm, them. It can also signal that we are feeling proud of them.
- **Like;** To 'like' is to let the other person know how their behaviour is making us feel. This can be a thumbs up, a smile, or a positive comment. Our currency of belonging should be used constantly to reward good behaviour (**Expected**) and should be avoided when an individual is behaving poorly towards us or others.



## Problem Solving

Thinking is about solving problems and skillful thinking will enable all of us to become more and more **able** to solve problems in a way that is beneficial for ourselves and for other people.

We all have the ability to choose what we think about, to pay attention and focus our thoughts (as we choose). However, for many this ability is difficult to access due to high emotional arousal, where our fears and anxieties drive our thinking. Such individuals are simply surviving the best that they are able and are often struggling to feel important to others. We can help them feel included and important by watching for, and rewarding, any **expected** behaviour they show, however small. Once we feel safe, calm, and that we belong, we can gain access to our ability to choose how to focus our thoughts.

- We can choose to be curious, to ask questions, think clearly, and explore how the world works.
- We can choose to seek the bigger picture, taking a wholesome view of the world around us.
- We can choose to act with composure, staying calm and acting without haste.
- We can choose to collaborate, working with others to seek the best possible solutions to problems.
- We can choose to act with compassion, caring for ourselves, for others and for our planet.

Developing this ability, this power of healthy thinking, will naturally enhance individual and collective creativity and talent.

## Learning from Poor, **Unacceptable** Behaviour

Poor behaviour, is always driven by need feelings such as anger, fear, anxiety, hunger, annoyance, frustration, tiredness, a need for attention, sadness, being left out, a sense of unfairness and so on. These feelings are generated by how an individual is perceiving their world in that moment and no matter how much we believe they should not feel or act this way, we should acknowledge and accept that they simply could not see it otherwise. In fact, in some situations, emotional arousal may be so high that any ability to think clearly and rationally will have been hi-jacked.

It is important for children to feel safe in school. Feeling unsafe can lead to a number of **unacceptable** behaviours. During Term 5 of the academic year all staff will ask their children

“What does a safe school look like to you?” Responses will be looked collated and any points that need to be actioned will be implemented for the next academic year.

From time to time, we all make mistakes. At Red Oaks we consider mistakes to be an opportunity for us all to learn, and we will ensure that this learning is as rewarding as possible.

Common, or low level, **unacceptable** behaviour such as talking over the Teacher, calling out, leaving someone out should be dealt with at the time it occurs whenever possible. The behaviour should be described, including how it fails to meet expectations. For instance, “I notice, name, that you are talking. In our class we need to be quiet so everyone can learn”. “Name, you are still talking, it makes me feel very sad that you are not being polite to everyone else”. We will then ensure that an individual’s **expected behaviour** is noticed and rewarded.

We should not expect instant results as we all come to behave in the only way we have come to know how to defend ourselves and to survive. However, if the following process is used effectively and consistently, this learning can be very rewarding, and therefore very rapid indeed.

Our **Learning To Thrive** model is for everyone at Red Oaks School. It will be taught and refreshed on a regular basis to all children and staff and shared with families, LAB members and other interested parties.

## Learning to Thrive

### Responding to problems

When we are calm and have ready access to our ability to think clearly, we can easily spot the mistakes we make by ‘Catching the Feeling’ that something is wrong, or could be improved. We can then ask ourselves, “How can I do this better?” This is learning.

However, a great deal of poor behaviour happens when we are highly emotionally aroused, such as when we are angry, frustrated, anxious, or overwhelmed. In this condition we simply cannot think clearly and we behave the only way that we know how to solve the problems we may perceive. This can include becoming aggressive, shouting, swearing, withdrawing, running away, or otherwise misbehaving.



To solve such problems more effectively we need to:

- Remaining calm ourselves, viewing every incident as an opportunity for everyone involved to learn.
- Using ‘I’ statements such as ‘I expect you to be kind to each other’ or ‘I am feeling really sad that you are’ to assertively describe their behaviour.
- Avoid inflaming a situation by condemning, criticising, or punishing whilst emotions are running high, no matter how much we disagree with how another person is behaving.
- Separating those involved, if necessary, and taking firm, impartial, control of a situation.
- Use humour or distraction as appropriate to help calm a situation.
- Allowing time for people’s emotions to subside whilst reassuring them that we wish to help them to solve their problem. Statements to show that we understand can help such as “I can see that you are really angry (frustrated, annoyed) at the moment.”
- Seeking to understand the whole situation, remembering that all **poor** behaviour is driven by a legitimate need.
- Dealing with all parties involved fairly, no matter how obvious it may seem at first that one person is at fault.
- Reminding them, once they have calmed, that thinking clearly is really hard when we are upset and how we can all learn so much more when we are calm and can access our problem solving skills.

- Catch Feelings
- We can help another person by asking the question, “How are/were you feeling?” This signals that you are willing to understand their situation; that you are intending to help them to find a solution and not condemn them.

Very often, once our emotions have calmed, we may feel disappointed with ourselves, perhaps guilty, or ashamed with our part in an incident. Whilst these are unpleasant emotions, we can explain that we can think of them as helpful in that they are signalling to us that we could have solved a problem in a better or healthier way. In fact, we can consider that these feelings are the starting point for learning how to improve behaviour.

However, they may still believe that others involved are entirely to blame, or should also be held accountable for their part. We should, as impartially as possible, explore their explanation of how they came to feel this way, helping them to understand the problem that they had, or have.

### **Honesty**

This is about being honest for our part in **poor** behaviour. Being honest about our errors can be very difficult, as being so can make us feel very vulnerable. We may lie, blame others or make excuses to avoid criticism or punishment and this can become habitual. However, without honesty we will not be able to recognise and learn from our errors or poor behaviour.

For another person to be honest with us they must first come to trust us and know that our intentions are to help them to learn and not to criticise, condemn or punish. For others to trust us we must be role models and always seek to demonstrate that we are honest about the mistakes that we make and are prepared to learn ourselves.

To help others to learn we will encourage and reward honesty, “I know it can be hard to be honest, so well done!”

### **Responsibility**

There will always be many reasons for poor behaviour, including the provocation of another person, our mood at the time, how we have come to understand our situation from our parents, our life time experiences, and many other factors.

We can ask a genuinely curious question such as “How did it happen?” to show that we really wish to understand and support them. Acknowledging the impact another person’s behaviour has had on them will demonstrate that we are being fair, “I can see how that would make you feel cross” or “I bet you were really frustrated”.

Reassure that you will deal with everyone involved in the same way and that you will seek for them to be honest and take responsibility for their part.

It may be helpful to explore how they believe the other parties may have been feeling and how they could have dealt with the situation differently.

Once we have established how an incident came about, we can focus upon their own responsibility. “How did you deal with how you were feeling?” Reassure that for them to become better problem solvers they only need to take responsibility for their part and that they are not being blamed for the whole situation.

Once they can focus upon their behaviour it may well be that their feelings have shifted from anger or frustration to sadness, guilt or embarrassment. This is a great starting point for learning, but we are very vulnerable at this stage. Reassure that these feelings can be seen as

helpful as they are simply letting us know that we should discover how we can deal with things in a better way.

### **Making It Better**

Relationships are very valuable to us and any poor behaviour is likely to cause others to think badly of us. It is therefore very important that we seek to repair any damage caused to our relationships.

We can do this in many different ways including:

- Sincere apologies for our part (never forced), this may be verbal or written
- Clearing/tidying up
- Repairing or replacing
- Carrying out a thoughtful gesture

### **Forgiving**

If someone has behaved poorly, been honest about their part, taken responsibility to learn from their experience, and then sought to make it better, we will consider that the incident is over, and that no further action needs to be taken other than to ensure those involved learn how they may better solve similar problems in the future.

### **Learning**

We encourage everyone at Red Oaks School to take responsibility for their own learning and we can all learn from the mistakes that we all make from time to time. We can ask ourselves the question: "How could I deal with this better next time?"

We can also help each other to learn by asking the question: "How could you deal with this better next time?" and rewarding great ideas. If they are unsure, we can support them by suggesting suitable options from which they can choose.

Improvements in behaviour will be celebrated using cool kids, cool dudes, stickers, certificates and contact with parents.

Consequences will only be used to help learning, and for no other purpose. As far as is possible, consequences should be suggested by, and owned, by the learner. Consequences should be small, fair and achievable and may include:

- Loss of play time
- Loss of play time to complete work
- Partner classes
- Time out
- Separation from distractions

Where possible, we can help another person to learn by rehearsing situations where similar mistakes may be made by helping them to imagine success.

If similar behaviour is likely to be repeated we should warn them so that they have every chance to practice better solutions before imposing their consequence.

If the behaviour is repeated, their consequence should be imposed reluctantly, and only to help their learning.

### **Children who may require adjustments:**

A few children may not benefit from normal incentives and sanctions. These children are unable to recognise the normal boundaries of behaviour. They are often unhappy, angry and

suffering from low self-esteem. They may have emotional or physical needs which are not being met. They often feel that they are incapable of being good so they do not even try. The usual systems for incentives and sanctions will not motivate these children. They are often afraid of their own behaviour and feel that they cannot regain control. To help these children break out of a negative pattern, a small achievable target should be set, with a motivating reward so that they can experience success. This will be set in discussion with the SENDCo with the use of the Core Standards and Swindon Borough approach. The school will also seek external support where appropriate.

### **Individual Stress-Reduction Plans and Risk Assessments**

Where a child's behaviour becomes a more significant pattern or requires any form of positive handling, the SENDCo will write an individual risk assessment and individual stress-reduction plan and share this with the child and their parents. This is to ensure that we can keep both the child and their peers safe whilst in school by stating clear, shared strategies that should be applied when the child is unable to regulate their own behaviour.

### **Adverse Childhood Experiences (ACES)**

Childhood adversity can create harmful levels of stress which impact healthy brain development. This can result in long-term effects on learning, behaviour and health. Evidence from ACE surveys in the UK and beyond, demonstrate that ACEs can exert a significant influence throughout people's lives. It is important that all staff have training on ACEs and therefore, can recognise the impact that this may have on the children. Support will be provided to children experiencing ACEs through the SENDCo, the Early Hel process and outside agency support.

### **Physical support and intervention (Team Teach)**

There may be instances where it is appropriate to physically support or remove a child due to the risk of harm to themselves or others. We have members of staff who are trained in Team Teach (please see below) techniques to support this. However, it must be noted that all members of staff may use reasonable force to intervene in an emergency or to defend themselves in circumstances where they have a genuine fear of being injured or believe a child or another adult may be at risk. A calm and measured approach to a situation is needed and members of staff should never give the impression that they have lost their temper or are acting out of anger or frustration. Use of reasonable force is always a last resort. All incidents of this kind will be recorded by the staff involved in the Bound and Numbered book and scanned onto CPOMs. Parents will be informed if their child has been involved in an incident where physical intervention from staff has been required.

The following staff are trained to use Team Teach techniques if necessary:

- Becky Taylor (due for renewal February 2026)
- James Lee (due for renewal February 2026)
- Ella George (due for renewal October 2023)
- Louise Newton (due for renewal March 2024)
- Martyn Cowell (due for renewal March 2024)
- Teresa Griffiths (maternity leave) (due for renewal March 2024)
- Christine Middleton (due for renewal March 2024)
- Katy Butler (due for renewal March 2024)

### **Dealing with Disruptive Behaviour**

A child may occasionally disrupt the learning environment of others within the school and having been given the chance to make a better choice, do not respond sufficiently quickly to be dealt with in the classroom or playground. In these situations the child may be required to



leave the classroom, or playground, either for an opportunity to calm down, or to be dealt with by the head teacher, or their nominee using the same process as above where necessary. Incidents are recorded in the Behaviour Log.

### **Child on Child Abuse**

We recognise that children are capable of abusing other children. This can happen both inside and outside of school and online. A child may not find it easy to report child on child abuse and we recognise that they might show signs or act in ways that they hope an adult will notice, including a change in behaviour. Even if there are no reported cases of child on child abuse, we recognise that abuse may still be taking place but not being reported. We understand that the child who is perpetrating the abuse may also be at risk of harm and we will make every effort to ensure that the perpetrator is supported appropriately. Our primary aim in school is to promote healthy and positive relationships so that people can work together with the common purpose of enabling everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

### **Mobile Phones and Camera Technology**

These types of technology are NOT permitted in school. Children must hand mobile devices to the office as soon as they enter the building. If mobile devices are found, these will be confiscated and returned to the child at the end of the school or given to parents as appropriate.

### **Online behaviour**

The same expectations of behaviour are required when children are online. We expect pupils show the same values as those that are expected offline. Any incidents of inappropriate behaviour online including bullying, inappropriate language or sexual harassment will be dealt with in accordance with all behaviour principles outlined in this policy. The children are taught how to behave online through our Online Safety lessons. When an incident raises a safeguarding concern, it will be addressed following the Child Protection policy by the Safeguarding team.

### **Persistent Poor Behaviour and Very Poor Individual Behaviour**

Occasionally a child will be resistant to learning from their mistakes and this can include ongoing classroom disruption. It may also be that a child makes a very serious single mistake, such as verbal and physical abuse of another, bullying, causing damage, or stealing. In exceptional circumstances where the child's safety and/or the safety of others is compromised then appropriately trained staff may be called upon to restrain and or remove the child from the situation. (See Force and Restraint Policy)

The above process should be followed but in addition:

- The child's parent or guardian will be notified by the head teacher (or Virtual Head for CLA) and requested to attend the school to decide an appropriate way forward. This will be an opportunity to explain the school process and seek a similar approach to be taken at home.
- Consideration will be given to establishing an individual education/play plan for the child, an Early Help Record of assessment or requesting additional funding and/or statutory assessment.
- If necessary a positive handling plan and risk assessment will be created for the child.
- The SENDCO/head teacher will offer support for the family and consider whether other agencies should be involved, such as educational psychology, targeted mental health service, and police. In certain circumstances there may be a legal requirement to undertake this referral. Advice may be sought from the Social, Emotional and Mental Health Support Team. A child's parent or guardian will be informed of the action taken, including a clear rationale.

All behaviour incidents are logged on CPOMS and analysed termly to identify patterns at pupil, group, staff and school level. In line with KCSIE, child on child abuse, child on child sexual violence and sexual harassment incidents are carefully monitored and these are considered on a case by case basis by the Safeguarding team. Sexual violence and sexual harassment are never acceptable, will not be tolerated and any pupils whose behaviour falls

below expectations will be sanctioned. All staff at Red Oaks know the importance of challenging all inappropriate language and behaviour between pupils.

In addition, data is collected from the following sources:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

### **Dealing with Poor Behaviour Outside the School Premises and School Day**

There may be times where poor behaviour has a negative impact on the school's reputation and/or learning environment. In the event of this, staff will follow the processes outlined in the Charter and involve parents/police where it is deemed necessary. These may include:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

### **Exclusions**

Please see Exclusion Policy.

### **Bullying Procedures**

Please see Anti-bullying Policy.

## **APPENDIX ONE**

### **Rewards**

Positive reinforcement promotes good behaviour and Red Oaks uses the following rewards to achieve this:

#### **Individual Rewards**

- Certificates in assembly with BLP or values link
- Stickers
- Visits to Head/Deputy/SEND/CO/Phase Leaders for extra special praise/rewards
- Sharing work with partner class/other teacher
- Postcards home
- House points
- Class Dojos

#### **Whole Class Rewards**

Each year group use their own system to reward whole class achievements. This is adapted for each year group when required.

This could include:

- Marbles in a jar
- Table points
- Class Dojos
- Pom poms in a jar

This reward system allows the class to earn a non-costly extra treat at the end of the term which is decided upon by the children

Examples:

- 5 minutes extra play
- Class video
- Privilege time
- Free computer time in IT room – iPads
- Trip to local park

#### **Class Behaviour**

Foundation stage:

Dojo points for appropriate behaviour and learning

Individual stickers/ praise

Class chart showing Golden Rules/Good Choices- linked to Jenny Mosely Circle Time

Warnings not making good choices

Thinking time on Green spot (timer for visual support)

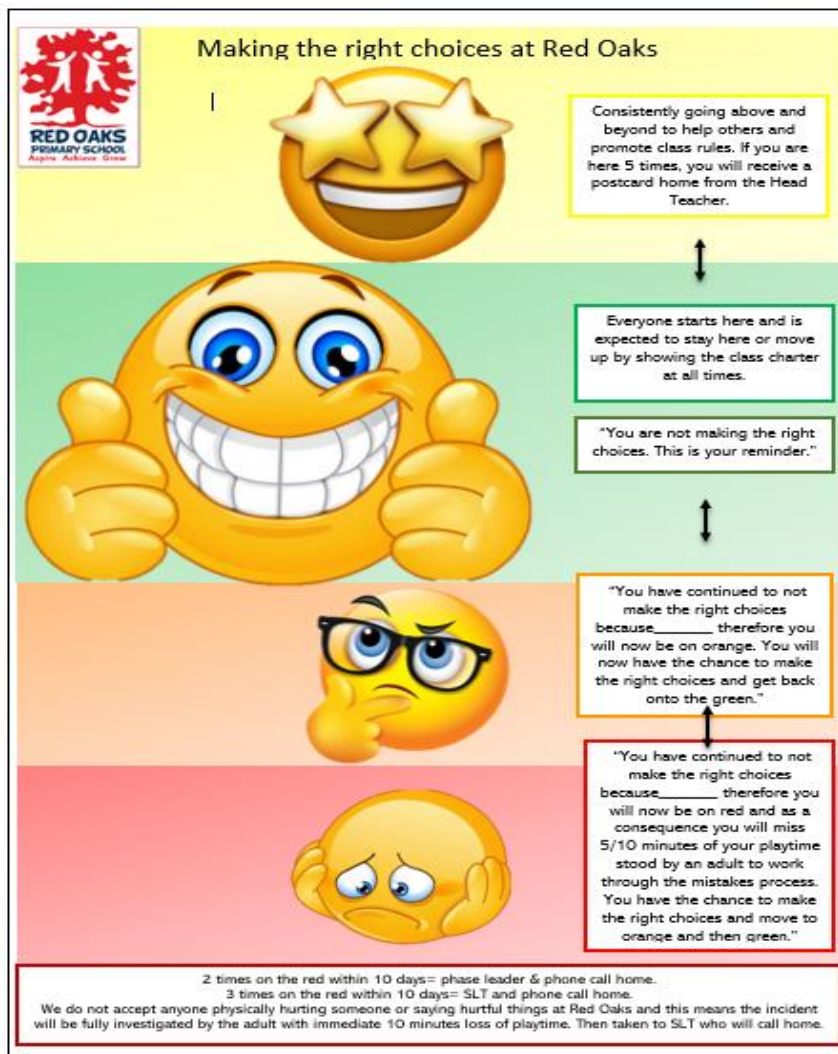
Go to another Foundation Stage Class

Some individual have sticker charts and when they achieve a given number in a day they have their preselected rewards e.g Go to see fish, bubbles etc

## Year 1- Year 6

To ensure every on at Red Oaks understands the expectation, our School Council helped to develop our behaviour steps to run alongside the class charter (see above for reasonable adjustments that may be made for some of our children):

In the classroom:




On the playground:




**RED OAKS**  
PRIMARY SCHOOL  
*Aspire. Achieve. Grow.*

### On the playground at Red Oaks



- We care for others
- We are kind
- We look after the environment and resources
- We include everyone
- We are helpful and thoughtful
- We are patient and respectful

"You have not made the right choices because \_\_\_\_\_ therefore you will now have a yellow card. If you get another yellow card today you will have a red card."



If you have 4 yellow cards within 10 days the Phase Leader will be notified and will speak to you.

You have continued to not make the right choices because... therefore you will now have a red card and miss 5/10 minutes of your next playtime.

OR

You have physically hurt or said unkind words to someone – this is not tolerated. Therefore, you have a red card and miss 5/10 minutes of this or your next playtime and a member of SLT will speak to you.

If you have 2 red cards within 10 days the Phase Leader will speak to you. If you get 3 red cards within 10 days, a member of SLT will speak to you and a phone call will be made home.

All incidents of behaviour where a yellow/red card is given will be recorded on CPOMs. If a child is on the red area in the classroom this will be logged on CPOMs.

## APPENDIX FOUR

### De-escalation Techniques

**Not all of these techniques will work for every child. It is important that you choose the techniques you use carefully, keeping what you know about the child in mind.**

1. Act calm even if you're not.
2. Say, "Let's talk about this later".
3. Use humour to lighten to mood.
4. Lower your voice.
5. Give a choice.
6. Ask, "What would help you right now?"
7. Change the subject to a positive one.
8. Give personal space.
9. Say, "I see where you are coming from."
10. Show that you are listening.
11. Remove the audience.
12. Say, "I want to help you."
13. Talk about something they like.
14. Make a joke.
15. Encourage the person.
16. Remind them of something amazing they did.
17. Say, "You can do this."
18. Call another adult for help.
19. Say, "Let's call... I think they can help."
20. Be willing to find a solution.
21. Offer to change the way you are doing something.
22. Repeat what the person is saying.
23. Validate their thoughts – "I can see that you're feeling... and that's ok"
24. Avoid over-reacting.
25. Use active listening.
26. Offer a solution.
27. Let the person talk without interrupting.
28. Say, "I see your point."
29. Offer to take a walk with the person.
30. Clarify expectations.
31. Remind them of something they love.
32. Invite them to do a preferred activity.
33. Ask if they can explain more about how they're feeling.
34. Try to understand the person's perspective.
35. Slow yourself down to avoid getting worked up.
36. Say, "So, you're upset because... right?"
37. Don't say "calm down".
38. Show empathy.
39. Encourage the person to use a coping strategy.
40. Don't take items or personal property away from them.
41. Encourage the person to take a walk or get a drink.
42. Give the person an "out" (i.e. letting them go to another room or walking away).
43. Ask, "Would it help if... ?"
44. Keep escape routes open to the door.
45. Coach the person with positive remarks.
46. Acknowledge where you agree with the person.
47. Remind the person, "You're not in trouble".
48. Tell the person, "I'm here for you."
49. Say, "Talk to me," and listen.
50. Tell the person to take a minute to themselves.
51. Distract by saying, "Hey, let's go..."
52. "Do what works" in the moment.
53. Ask them to draw a picture of what happened.
54. Just give wait time.



## General Information

### School Opening Times

The school doors open at 8.30am. All children enter school via their classroom door that opens onto the playground. Parents coming into school from outside are asked to leave prams outside as the cloakroom areas are extremely small. Please do not enter school via the front doors unless your child is arriving late, after the gates are locked, or you are coming in to speak to someone in the office. Parents/carers are responsible for their children before the doors open at 8.30am although there are two members of staff present on the playground.

The official school times are as follows:

<b>Nursery</b>	
Morning session	8.30am - 11.30am
Afternoon session	12.10pm - 3.10pm
All day session	8.30am - 3.10pm
<b>Foundation and KS1</b>	
Morning	8.40am - 10.20am
	10.35am - 12.00 noon
Lunchtime	12.00 noon - 1.00pm
Afternoon	1.00pm - 2.15pm
	2.25pm - 3.00pm
<b>KS2</b>	
Morning	8.40am - 10.20am
	10.35am - 12.15pm
Lunchtime	12.15pm - 1.00pm
Afternoon	1.00pm - 3.00pm

Children will not be allowed to bring sweets into school, ***but may have fruit or vegetables at playtime.*** All children are also asked to bring in a bottle of fresh water each day in a bottle. This enables children to drink throughout the day, ***but this must be water only.*** Bottles are sold at school for £1.00; additional screw tops are available for 50p. Payment must be made via ParentPay.

### How does your child travel to school?

We would like a comprehensive list of how children travel to and from school so we can ensure all children are in school when they should be.

We would like to request that parents of pupils who are not brought to school by an adult on a daily basis, phone us to let us know before school starts if the child is not attending. If a parent hasn't contacted the school about a child who walks/cycles alone to school the office will contact you by phone.

### **The School Car Park**

The school car park has a speed limit of 4mph. It is essential that all drivers and pedestrians are vigilant at all times. Parents and children should not cross the disabled car park on foot. The crossing areas for the car park are the bricked areas that go across the roads. Everyone must be extremely careful when moving between the cars. Please park in the designated visitor bays and only the disabled bays if you are a permit holder.

We run a Kiss and Drop Zone for children in **Reception through to Year 6**. Nursery children need to be taken into class by a parent/carer. Kiss and Drop opens from 8.30am - 8.40am. Children must not be let out of the car before they reach the drop zone where staff will open the doors on to the pavement and children (Kiss and Drop employees) will take younger children to their classes.

### **Bicycles and Scooters**

Children may ride their bicycles or scooters to the school gate but must walk inside the school grounds on the pavement. No one should cross the disabled car park as a short cut please. All bikes and scooters must be walked back out of school at the end of the school day. Please **do not** leave bikes or scooters in the fence or railings of the car park.

### **School Holidays**

A letter will be sent to Parents at the beginning of each school year outlining the school holiday dates, as well as the main events for the year. Reminders will also be sent nearer the appropriate time via text and/or the weekly newsletter.

### **Clubs**

In addition to the exciting and diverse curriculum for our children, we also believe in a range of enrichment activities that extends beyond the classroom and the typical school day. Children in Years 1 to 6 have the opportunity to participate in a variety of after school clubs to cater for all interests including sports, music, crafts, dance and academics. Children are encouraged to act upon their particular strengths and interests and are provided with various opportunities with which to achieve this. See: [http://www.redoaks.org/extended\\_schools.php](http://www.redoaks.org/extended_schools.php)

### **Community Links and Bookings**

If you wish to book any of the campus facilities outside school hours, you can access the booking system using the Northside link - <http://www.redoaks.org/parents10.php>.

### **Absence from School**

Holidays in term time cannot be authorised except in exceptional circumstances. Unauthorised absence will be recorded on the child's report and families may be referred to the Education Welfare Officer (EWO). In some cases where holiday has been unauthorised parents/carers may be issued with a penalty notice by the EWO; this is £60 from each parent/carer for each individual child, rising to £120 if not paid within 28 days.

Schools can only approve absence for holidays if there are special reasons which warrant the holiday. Holiday prices and the fact that parents have booked a holiday before checking with the school are not special reasons.

**Please note that holidays during SATs Week will not be authorised under any circumstances.**

- If agreement for leave is given, 'H' will be shown on the student's record and this will count as authorised absence.
- If a parent/carers takes their child out of school without permission being granted, this will count as an 'unauthorised absence' and will show a 'G' on the student's attendance record.
- We understand that some parents have no choice about when to take holidays. However, the law requires attendance at school and many parents are not aware it is not a parental right to take children out of school during term time.
- Every school day counts and any absence from school will result in lost learning and a risk of underachievement.
- There are 13 weeks of the year during which the school is closed.
- A leave of absence form must be completed if you would like to take your child out of school during term time.
- Requests for children under 5 (statutory school age) at the time of absence will be authorised.

If your child is ill please keep him/her at home until he/she is fully recovered. The school has a computerised attendance system and it is essential that **all** absence is supported by a note, email, verbal message or telephone call, preferably, before 9.00a.m. Any unexplained absence will be termed as 'unauthorised'. Emails can be sent to [pontingj@redoaks.org.uk](mailto:pontingj@redoaks.org.uk)

If your child needs to leave the school during the school hours (to visit the dentist for example) then she/he must be collected, or a note must be sent giving your permission for the child to go home alone. If your child is going home to dinner, just for the odd day, a note must be sent into school that morning giving your permission. Children leaving the premises during the school day must be signed out and back in by parents/carers.

**The need for notes/phone calls for all the above situations are solely in the interests of child safety.**

Attendance will be monitored regularly by the Educational Welfare Service. The Educational Welfare Office (EWO) will contact parents/carers of any child with low attendance levels or children who are regularly late. Please see the website for further details [www.redoaks.org](http://www.redoaks.org) Parents: Policies Section.

### **Medical Needs Register**

A medical register is kept for each year group and is compiled from data supplied by parents/guardians. It is very important that all information is shared with us in the interests of the child.

### **Medical Inspections**

There are times when children are seen by the school nurse team. Written permission will be requested from parents/carers before a child is seen.

### **Administration of Medicine**

The following guidelines are in place for the administration of medicines:

- \* **Staff will only administer medication to pupils in life threatening circumstances**
- \* In almost all cases a care plan would already be in place
- \* Asthma inhalers will be administered by children but a medicine form must be completed by the parent
- \* Parents will have to make individual arrangements for children to be given medicines during the day (a note would be needed for an adult other than the parent to give medicine to a child e.g. at lunchtime)
- \* Arrangements for the administration of medication on school trips and residential visits can be made if considered appropriate.

If your child is about to enter Red Oaks Primary and has a significant health issue please ensure you let us know prior to the child's official start date. It is essential that staff are trained for all eventualities. **A child cannot be admitted until the Care Plan is in place. Any child who is not toilet trained must have a Personal Care Plan because it involves intimate care.**

### **Sun Cream**

During the summer months some children may need to have sun cream administered before school to ensure they are protected from the sun. Children with very fair skin may need to bring in extra supplies of sun cream for later in the day. Sun hats or Legionnaire caps are encouraged to protect children's heads, faces and necks during the summer months.

## **Communicable Diseases**

There are several diseases that can be caught or carried by children that can result in infection of other children or staff. It is important to recognise the symptoms of these diseases and take appropriate action to prevent spread of disease. The following are some of the most common illnesses and their recommended actions for dealing with them.

Chickenpox	Five days from the onset of the rash	It is not necessary to wait until the spots have healed or crusted. Pregnant women who have not have chickenpox or shingles should inform their GP if they are in contact with a case
Diarrhoea and/or vomiting with or without a specified diagnosis	Until symptoms have ceased for 48 hours	Inform the Health Protection Team and Environmental Health Office if there is a cluster of cases.
Food poisoning	Until 48 hours after symptoms cease	Especially important for young children Inform the HPT and EHO if there is a cluster of cases.
German measles (rubella)	Five days from the onset of the rash	The child is most contagious before the rash appears. Most are immune due to immunisation. Pregnant women who are not immune to rubella should inform their GP if they are in contact with a case
Impetigo	Until lesions are crusted or healed	Antibiotic treatment may speed healing. If lesions can be covered by a plaster/dressing exclusion period may be reduced. Inform the HPT if there is a cluster of cases.
Measles	Five days from the onset of the rash	Children with immunity problems (leukaemia, cancer, high dose steroids etc) should inform their GP if they are in contact with a case. Non-immune contacts should be offered MMR.

## **Money and Valuables**

Items of value should never be brought to school and essential monies should be given immediately to the teacher, in a clearly marked envelope. Toys hidden in bags will become a source of argument, especially when swapped or damaged. Children are responsible for any items they bring into school e.g. watches.

## **Mobile Phones**

If older children bring in mobile phones they must be handed into the office daily and picked up after school. Mobile phones must be switched off on school premises. Children are responsible for the safe keeping of their phone. Year 6 children are to hand mobile phones to their class teacher. These will be locked away and handed back at the end of the school day. Children who bring a mobile phone to school must have signed the agreement.

Mobile phone policy [https://www.redoaks.org/documents/policies/mobile\\_phones.pdf](https://www.redoaks.org/documents/policies/mobile_phones.pdf)

Agreement <https://www.redoaks.org/documents/policies/MobilePhonePupilAgreement.pdf>

## **Pond**

At the bottom of the school field, there is a pond area. The pond is deep and children will always be supervised when working in this area. It is important that children are made aware of water safety. Parents will be asked to give consent for visiting this area.




## **Bags**




A drawstring bag should be used for PE kit and a book bag or other small bag to be used for minimal essential items. Large rucksack style bags are not permitted due to lack of space. Exceptions will be made for those who ride or scoot to school.




## School Meals

Our school meals are provided by Sodexo. Meals cost £2.30 per day/£11.50 per week. Payment and bookings for meals must be made by the Thursday before via Parentpay system. Menus are on a rolling 3-week menu. Details about ParentPay will be given to you once your child has started school.

## Sample Menu

WEEK 1 MENU					
w/c - 15/4, 06/5, 27/5, 17/6, 08/07					
Monday	Tuesday	Wednesday	Thursday	Friday	
WEEK'S FOCUS DAY	STREET FOOD DAY	ORIGINALS DAY	PLANET EARTH DAY	FRIDAY FAVORITES	
MAINS 1 Pork Sausage	Beef & Vegetable Lasagne	Roast Chicken	Margarita Pizza	Oven Baked Fish Finger	
MAINS 2 Veggie Sausage	Roasted Tomato & Basil Pasta	Roast Quorn Fillet	Cheese & Tomato Pinwheel	Veggie Nuggets & Salsa	
Carbohydrates Creamy Mash	Garlic Bread	Roast Potatoes	Potato Wedges	Oven Baked Chips	
Vegetables Garden Peas & Carrots	Cauliflower & Broccoli	Seasonal Vegetables	Sweetcorn & Peas	Baked Beans	
Desserts Chocolate & Beetroot Cake Selection of Yoghurts, Fruit,	Apple Shortbread Selection of Yoghurts, Fruit,	Strawberry Ice Cream Selection of Yoghurts, Fruit,	Fresh Vanilla Sponge Selection of Yoghurts, Fruit,	Lemon & Oat Cookie Selection of Yoghurts, Fruit,	
 Vegetarian  Vegan  PLANT-BASED For allergen content please speak to member of staff who will be happy to assist.					

WEEK 2 MENU					
w/c - 22/4, 13/5, 03/6, 20/6, 15/7					
Monday	Tuesday	Wednesday	Thursday	Friday	
WEEK'S FOCUS DAY	PLANET EARTH DAY	ORIGINALS DAY	STREET FOOD DAY	FRIDAY FAVORITES	
MAINS 1 Pasta Bolognese	Chicken & Vegetable Pie	Roast Gammon	Beef Burger	Breaded Fish	
MAINS 2 Vegetable & Lentil Lasagne	Roasted Vegetable Plait	Roasted Quorn Fillet	Quorn Dog	Cheese & Tomato Pizza	
Carbohydrates Garlic Bread	Creamy Mash	Roasted Potatoes	Jacket wedges	Oven Baked Chips	
Vegetables Broccoli Florets	Peas & Carrots	Seasonal Vegetables	Baked Beans	Garden Peas	
Desserts Raspberry Flapjack Selection of Yoghurts, Fruit,	Coconut Cake Selection of Yoghurts, Fruit,	Chocolate Cornflake Cake Selection of Yoghurts, Fruit,	Pear & Ginger Muffins Selection of Yoghurts, Fruit,	Vanilla Cookie Selection of Yoghurts, Fruit,	
 Vegetarian  Vegan  PLANT-BASED For allergen content please speak to member of staff who will be happy to assist.					

WEEK 3 MENU					
w/c - 29/4, 20/5, 10/6, 01/7, 22/7					
Monday	Tuesday	Wednesday	Thursday	Friday	
STREET FOOD DAY	WEEK'S FOCUS DAY	ORIGINALS DAY	PLANET EARTH DAY	FRIDAY FAVORITES	
MAINS 1 Meat Feast Pizza (Bav, Beef & Chicken)	Pork Meatballs in a Tomato Sauce	Roast Chicken	BBQ Chicken	Oven Baked Fish Fingers	
MAINS 2 Roasted Vegetable Traybake	Ratatouille	Roast Quorn Fillet	Falafel Meatball Wrap	Veggie Sausage Roll	
Carbohydrates New Potatoes	Penne Pasta	Roast Potatoes	Potato Wedges	Oven Baked Chips	
Vegetables Sweetcorn & Garden Peas	Broccoli & Carrots	Seasonal Vegetables	Baked Beans	Garden Peas	
Desserts Pear Sponge Selection of Yoghurts, Fruit,	Brownie Selection of Yoghurts, Fruit,	Vanilla Ice Cream Selection of Yoghurts, Fruit,	Summer Sponge Cake Selection of Fruit,	Chocolate & Orange Cookie Selection of Yoghurts, Fruit,	
 Vegetarian  Vegan  PLANT-BASED For allergen content please speak to member of staff who will be happy to assist.					



## Uniform expectations

When children are in school they are part of a community and by wearing a simple school uniform we hope to promote a feeling of equality, partnership and belonging. We therefore encourage school uniform for all children.

### **What to wear:**

Grey Trousers/Shorts/Skirts/Pinafores

Navy Jogging Bottoms for Nursery only

Red Polo Shirts

Navy Blue Polo Shirts (Y6 only)

Navy Blue Sweatshirt/ Fleece/ Cardigan (With School Logo)

Red check summer dress

Black Shoes (not slip on) - not trainers or boots

(Velcro straps if possible for nursery) - in the summer sandals may be worn but no open toes

No large hair accessories

A simple watch may be worn but no smart watches

Hat in warm weather



### **School bags**

Please note that due to tight space in cloakrooms and lockers, children should only bring a book bag containing essentials on a daily basis. A draw string bag should be brought for PE kit. Large bags are not permitted and rucksacks should only be brought by those cycling or scooting to school.

### **PE Kit:**

House Coloured t-shirts

Black Shorts

Trainers/Plimsolls

Jogging bottoms for cold weather

No football shirts are allowed for PE

Hair tied back



### **Nursery and Reception:**

Wellington Boots to be kept in school at all times

For Health and Safety reasons jewellery is not permitted with the exception of inexpensive watches, stud or sleeper earrings, small items of jewellery for religious reasons may also be worn.

All of the above must be able to be removed for PE including earrings.

We ask that any temporary tattoos, hair dye and/or nail varnish is removed in term time.

## **Home-School Agreement**

The Staff and Governors of Red Oaks Primary School believe that strong partnership between home and school is in the child's best interests.

It is our wish that parents will feel valued and welcome. We invite you to enter into the following agreement with the school.

### **School**

At Red Oaks Primary School we will:

- \* Provide a safe, caring, stimulating, learning environment, where your child feels valued as an individual
- \* Provide quality teaching and learning opportunities which will support the individual needs of your child
- \* Provide a broad and balanced curriculum for all children in line with the National Curriculum and RE Guidelines
- \* Promote self-esteem and pride in a job well done
- \* Welcome parents into school and fully inform you of your child's progress
- \* Regularly offer you the chance to share and understand the curriculum and teaching methods of the school
- \* Meet with parents to discuss individual concerns
- \* Provide children with appropriate tasks to do at home
- \* Implement the school's behaviour and other policies
- \* Promote seamless links with the community and provide opportunities for all
- \* Regularly communicate with parents via the Home/School Contact Book

### **Parents**

We ask parents to do their best to ensure that:

- \* You support the aims of the school and the role of the teachers and other staff
- \* You take advantage of the opportunities offered to you to learn about the teaching and learning policies of the school
- \* You make the school aware quickly of any matters which may concern the child's progress or well being
- \* You regularly communicate with the teacher via the Home/ School Contact Book
- \* You support the school's behaviour policy
- \* Your child attends school punctually every day unless there is good reason for absence
- \* You immediately notify us by phone in the event of absence
- \* You support the school's uniform and jewellery policy, sending your child to school appropriately dressed and equipped with clothing clearly named
- \* You keep us informed with up to date emergency contact numbers/email addresses
- \* You support your child with homework that is set

### **Charging Policy for Visitors and Visits**

Trips out of school and visitors or theatre groups are mainly financed by voluntary parental contributions. The school does not have money allocated for these by the Government and therefore has to rely on parental contributions, if they are to go ahead. The school subsidises these events where possible.

While no child will be stopped from going on trips related to the curriculum, if donations are not made by all parents/carers, it could mean that trips will have to be cancelled. Parents who are experiencing real hardship may pay in instalments or need to come and see Mrs Surch so we can agree an appropriate support plan.

### **Local Visits**

During your child's education at Red Oaks Primary School he/she will be involved in a number of local environmental study visits. We will ask all parents to sign a local visits form to give permission for your child to attend such visits. A letter will always be sent informing you of when and where teachers are planning to go, but written permission will not be requested each time. If you wish for your child to be excluded from any local visit, please send a note into school.

**One letter for trips that involve transport during school time will need to be signed once a year for all children in Reception to Year 6. Outside of school hours a signed return slip will be necessary following a trip letter.**

### **Official Addresses**

Director of Children Services  
Swindon Borough Council  
Civic Offices  
Euclid Street  
Swindon  
SN1 1JH  
Tel: 01793 445500

School Health Service  
West Swindon Health Centre  
Whitehill Way  
Westlea  
Swindon  
SN5 7DL  
Tel: 01793 877233

## School Trips and Other Off-site Activities

We will need your consent for your child

- \* To take part in school trips and other activities that take place off school premises and
- \* To be given first aid or urgent medical treatment during any school trip or activity

**Please note the following important information before signing this form.**

The trips and activities covered by this consent include:

- \* All visits which take place during the school day
- \* Off-site sporting fixtures during and outside the school day
- \* The school will send you information about each trip or activity before it takes place
- \* You can, if you wish, tell the school that you do not want your child to take part in any particular school trip or activity

Staff take all children's contact details and a school mobile phone in case of an emergency.

Written parental consent will not be requested from you for the majority of off-site activities offered by the school e.g. visits to local or national amenities; as such activities are part of the school's curriculum and usually take place during the normal school day.

Written parental consent will be required for all residential visits which take place either during the school day, weekends or holidays. We will also ask for consent when visits are outside of our normal school hours (8.40am - 3.00pm).

### **MEDICAL INFORMATION**

Details of any medical condition that my child suffers from and any medication they should take during off site visits:

### Pond Area

We are fortunate to have a lovely pond area at the bottom of the school field. Children will be encouraged to visit this area with their teachers. This area includes:

- A digital weather station
- Large bug house
- Magnifying table
- Large wicker wigwams
- Sundial
- Bird boxes
- Bird feeders
- Species identification charts
- Bug catchers and magnifying boxes
- A story telling chair
- A fire pit
- A solitary bee hotel

This enables to deliver many area of the curriculum more effectively allowing the children to have first- hand experience in a range of subjects.

In the middle of this area is a large pond. This is surrounded by a wooden fence approximately 1 metre high. Children will be supported by members of staff who have first aid skills and either a life- saving qualification or are a competent swimmer. There are also buoyancy aids close to hand. In addition to this, a comprehensive risk assessment has been carried out which is available should you want to see a copy, please pop in to the office.

The health and safety of our children is top priority and although we cannot foresee any child being in danger in this area, we require permission from a parent to allow us venture to this part of the school. Please be reassured that these additional safety precautions are not due to any accidents but are at the request of ESSL, the building owners.

Staff will take a school mobile phone to this area in case of an emergency.

## Consent for Using Images

Occasionally, we may take photographs of the children at Red Oaks Primary School. We may use these images in our schools prospectus or in other printed publications that we produce, as well as on our website or on project display boards at our school (including within the school grounds). We may also make video or webcam recordings for school-to-school conferences, monitoring or other educational use.

From time to time, our school may be visited by the media who will take photographs or film footage of a visiting dignitary or other high profile event. Pupils will often appear in these images, which may appear in local or national newspapers, or on televised news programmes.

To comply with the General Data Protection Regulations 2018, we need your permission before we can photograph or make any recordings of your child for promotional purposes.

1. May we use your child's image on our website?
2. May we use your child's image on Twitter?
3. Are you happy for your child to appear in the Swindon Advertiser/Link Magazine

*Please note that websites can be viewed throughout the world and not just in the United Kingdom where UK law applies.*

*Please also note that the conditions for use of these photographs are on the back of this form.*

### Conditions of use

This form is valid for the period of time your child attends Red Oaks Primary School unless you tell us otherwise. The consent will automatically expire after this time.

1. We will not use the personal details or full names (which means first name **and** surname) of any child or adult in a photographic image on video, on our website, in our school prospectus or in any of our other printed publications without good reason. For example, we may include the full name of a pupil in a newsletter to parents if the pupil has won an award.
2. If we name a pupil in the text, we will not use a photograph of that child to accompany the article without good reason. (See point 2 above.)
3. We will not include personal e-mail or postal addresses, or telephone or fax numbers on video, on our website, in our school prospectus or in other printed publications.
4. We may include pictures of pupils and teachers that have been drawn by the pupils.
5. We may use group or class photographs or footage with very general labels, such as "a science lesson" or "making Christmas decorations".
6. We will only use images of pupils who are suitably dressed, to reduce the risk of such images being used inappropriately.

**Please note** that the press are exempt from the Data Protection Act and may want to include the names and personal details of children and adults in the media.



Red Oaks Primary School  
Acceptable Use Of Social Media

Red Oaks will be using Facebook to communicate whole school messages, reminders and celebrations. Please be aware of the following:

\*The Facebook page should not be used to make negative comments, allegations against staff or pupils. If there are issues of a personal or sensitive nature, these concerns should be raised through the Headteacher or complaints procedure.

\*We are happy for positive comments to be left but please do not expect replies to questions or responses to posts from members of staff. If you need to communicate with the school, please do so via phone, email or conversation.

\*We will not tag children by name and we ask that comments made by family and friends do not identify children.

\*We will only use photographs of children and staff where permission has been given.

\*If we believe a parent/family member has used the Facebook page in a negative capacity or has not followed the rules above, the school may request a meeting which may lead to a block being imposed.

# Term dates 2024 - 2025

	September - 24					October - 24					November – 24					December - 24					
Monday	2	9	16	23	30		7	14	21	28		4	11	18	25		2	9	16	23	30
Tuesday	3	10	17	24		1	8	15	22	29		5	12	19	26		3	10	17	24	31
Wednesday	4	11	18	25		2	9	16	23	30		6	13	20	27		4	11	18	25	
Thursday	5	12	19	26		3	10	17	24	31		7	14	21	28		5	12	19	26	
Friday	6	13	20	27		4	11	18	25		1	8	15	22	29		6	13	20	27	
Saturday	7	14	21	28		5	12	19	26		2	9	16	23	30		7	14	21	28	
Sunday	8	15	22	29		6	13	20	27		3	10	17	24		1	8	15	22	29	

	January - 25					February - 25					March - 25					April - 25					
Monday		6	13	20	27		3	10	17	24		3	10	17	24	31		7	14	21	28
Tuesday		7	14	21	28		4	11	18	25		4	11	18	25		1	8	15	22	29
Wednesday	1	8	15	22	29		5	12	19	26		5	12	19	26		2	9	16	23	30
Thursday	2	9	16	23	30		6	13	20	27		6	13	20	27		3	10	17	24	
Friday	3	10	17	24	31		7	14	21	28		7	14	21	28		4	11	18	25	
Saturday	4	11	18	25		1	8	15	22		1	8	15	22	29		5	12	19	26	
Sunday	5	12	19	26		2	9	16	23		2	9	16	23	30		6	13	20	27	

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	May - 25					June - 25					July - 25					August - 25					
Monday		5	12	19	26		2	9	16	23	30		7	14	21	28		4	11	18	25
Tuesday		6	13	20	27		3	10	17	24		1	8	15	22	29		5	12	19	26
Wednesday		7	14	21	28		4	11	18	25		2	9	16	23	30		6	13	20	27
Thursday	1	8	15	22	29		5	12	19	26		3	10	17	24	31		7	14	21	28
Friday	2	9	16	23	30		6	13	20	27		4	11	18	25		1	8	15	22	29
Saturday	3	10	17	24	31		7	14	21	28		5	12	19	26		2	9	16	23	30
Sunday	4	11	18	25		1	8	15	22	29		6	13	20	27		3	10	17	24	31

## Bank and Public Holidays 2024/25

Christmas Day Holiday	25th	December 2024
Boxing day Holiday	26th	December 2024
New Years Holiday	1st	January 2025
Good Friday	18th	April
Easter Monday	21st	April
May Day Holiday	5th	May
Spring Bank Holiday	26th	May
Summer Bank Holiday	25th	August

## INSET Days 2024/2025

School is not open to pupils

2th	September 2024
3rd	September 2024
25th	October 2024
2nd	May 2025
2nd	June 2025
21st	July 2025
22nd	July 2025

**Early finish for full term ends.**  
School closes at 1.30pm on these dates.

19th	December 2024
4th	April 2025
18th	July 2025

## **Performance Data**

Please see link below for information on school performance:

<https://www.compare-school-performance.service.gov.uk/school/146150/red-oaks-primary-school>

Please note that all information in this brochure is correct the time of printing and is reviewed annually.

## **Ofsted Report**

<https://files.ofsted.gov.uk/v1/file/50241652>