

# **School Prospectus**

**2020 - 2021**

## **Contents**

	Page
Front page	1
Contents	2
Introduction	3
Contacts	4
Staff Description	5
School Aims	6
Ethos and Values & the Staff	7
The School Day	8
Parents and The School	9
Curriculum & Homework	10
More Curriculum	11 -16
Dress Code	17
Health & Safety	18
Admissions Policy	19
Children Starting for the first time	19
School Transport	20
Attendance	21
Charging and Remissions	21-22
Prospectus Revision	22
Example of Newsletter	23
Example of Menu	24

## **An Introduction To Filleigh School**

Filleigh Community Primary School is set in the glorious, rolling parkland of the Castle Hill Estate in the village of Filleigh, which is located on the old A361 near the market town of South Molton. The Exmoor National Park is close by and the attractive coasts of North Devon and Somerset are within easy reach.

Filleigh is a small school. Our roll is normally around 100 children, ranging in age from three to eleven years old. We have a pre-school for children who are three and four years old. These are funded.

Our school building dates back to 1862, when it was founded by Hugh, Second Earl Fortescue, in remembrance of his second son, John. The school was established as a County school in 1932. The building comprises of four classrooms, a library, staff-room and office. We are fortunate to have a good-sized playing field with activity equipment, and a Forest School area.

The large, modern and well-equipped village hall is next to the school and adds greatly to the school's present accommodation and the breadth of opportunities we can provide both in and out of school.

We maintain close links with other small schools in our area and join with them in co-operative ventures ranging from science and music days to sports activities and field trips.

We believe that children learn best in a secure, friendly and stimulating environment where each child is valued as an individual. We have high expectations both of our children and of ourselves.

Children work best when intrinsically motivated to learn, so during the day you will find many different teaching styles being used from whole class teaching to group work to children working individually. Children who have individual educational needs, whether academic, social or behavioural, will have their own targets and work towards them appropriately. We always talk to parents about this to make sure the home/school partnership works to the best advantage of the child. Our Teaching Assistants also support children with individual needs so the children get as much support as possible.

As children move through the school we help them to take responsibility for their own learning.

At Filleigh School we aim to provide an environment where positive attitudes are encouraged with a wide range of learning opportunities to help children grow into independent and responsible young adults.

<b>Type of School</b>	Community Primary
<b>School Address</b>	Filleigh Community Primary Castle Hill Filleigh Barnstaple, Devon EX32 ORS
<b>Telephone Number</b>	01598 760295
<b>Fax Number</b>	01598 760295
<b>E Mail</b>	<u><a href="mailto:admin@filleigh-primary.devon.sch.uk">admin@filleigh-primary.devon.sch.uk</a></u>
<b>Website</b>	<a href="http://www.filleigh-primary.devon.sch.uk">www.filleigh-primary.devon.sch.uk</a>
<b>Local Education Authority</b>	Devon
<b>Head of Education and Learning</b>	Ms Dawn Stabb Education Department County Hall Exeter Tel: 01392 382000

**Members of Staff**

<b>Executive Headteacher</b>	Mr Stephen Mellor
<b>Head of School</b>	Mr Michael Wright
<b>Teachers:</b>	Mr Michael Wright (Head of School) Mrs Hannah Swann Miss Gemma Skelley Miss Sara Leggott Ms Jo Collins
<b>Higher Level Teaching Assistants</b>	Mrs Trish Palmer
<b>Teaching Assistants</b>	Mrs Anna Barnby – HLTA qualified Mrs Fern Kent-Smith
<b>Forest School Leader</b>	Mrs Rachel Facey – HLTA qualified
<b>School Administration</b>	Mrs Stefanie Hastie (School Business Manager) Mrs Tracey Branton
<b>School Kitchen</b>	Mrs Hilary Daw
<b>Mealtime Assistants</b>	Mrs Trish Palmer Mrs Anna Barnby Mrs Fern Kent-Smith
<b>Caretaker</b>	Mr Richard Parish
<b>Chair of Governors</b>	Mrs Jayne Hooper

## **Our School Aims**

To provide a secure learning environment which places the child at its centre, by recognising that every child is an individual and therefore not only has different needs but is also able to make a unique contribution to the school.

To ensure that all our children, regardless of gender or cultural background, have equal access to a broad and balanced curriculum.

To enable our children to become confident and effective communicators.

To instil a life-long love of learning.

To ensure all children have an appreciation of and understand their responsibility to both their local national and global community.

To foster an environment, which respects the views and values of others, appreciating that they may differ from their own.

To develop in each child a positive self-image, which enhances his or her self respect, independence and confidence.

To develop an awareness of themselves and the needs of others.

To develop and encourage a spirit of co-operation between the children of the school.

To foster and maintain good relationships and communications between all members of the school and local community.

## **Our Ethos And Values**

We believe that one key to a successful school is the care we show for each other.

As a school we set high standards for the behaviour we expect from all our children. We are delighted to say that the children meet these standards and this leads us to being a very happy, caring school.

If a problem does arise we deal with it sympathetically and fairly and when necessary firmly. We always get the children involved in the problem to help us find solutions. We also keep parents closely informed about any problems and always ask for their help. The school has a Code of Conduct and a set of playground rules which the pupils helped write.

We like to celebrate the children's successes and achievements both in and out of school. This is done every Friday in assembly by handing out certificates celebrating their achievements each week in regards to Behaviour, Perseverance, Achievement, Stars of are awarded to s child from each class for a variety of reasons.

## **The Staff**

We have a dedicated team of staff comprising the Executive Headteacher, Head of School, 3 full-time teachers, 3 Higher Level teaching assistants and 1 teaching assistants. We also have a specialist music teacher that is employed to support the curriculum.

Our support staff are a vital element of our school. Our 4 Teaching Assistants work throughout the school supporting children in a variety of ways. Lunchtime supervision is provided by our Teaching Assistants . Huff & Puff is a programme of lunchtime physical activities across both key stages.

Our lunchtime and PE provision is further enhanced by use of Achieve4All, a specialist PE company.

Our School Business Manager works full time and our Administrator works 5 mornings and 3 afternoons per week. Our cook produces excellent meals for the children following the Devon County Council programme via Devon Norse

## **The School Day**

Our school day is organised as: 9.00 to 12.10 in the mornings and from 1.20 to 3.30 in the afternoons. Children may arrive at school from 8.50 where they can catch up with their friends in the playgroud and parents can make appointments with teachers if needed. The children are taken into class at 9.00 to start lessons. Some of our children come by school bus and these normally arrive at about 8.55. We ask that pupils do not arrive in school before 8.50 for health and safety reasons, we cannot supervise them. We do offer a breakfast club from 7.50-8.50am every morning which is £2.50 per session including breakfast.

The children receive the following minimum teaching times:

Reception	22 hours 30 minutes weekly
Keystage 1	23 hours 20 minutes weekly
Keystage 2	23 hours 45 minutes weekly

Our classes are vertically grouped into 4 classes. This means we have a dedicated Pre-School and Early Years Foundation Stage Class , Year Ones and Twos together, then our Year Three and Four form a class and finally our oldest pupils, Years Five and Six make up another class.

There are three to four assemblies each week. These are taken by different members of staff and each term we also invite in different people to lead our assemblies. Parents have the right to withdraw their child form the daily act of collective worship. If you wish to do this, please contact the Executive Headteacher so that alternative arrangements can be made.

At morning break children can bring a piece of fruit or vegetables (KS 1 are given a piece of fruit). We do not allow crisps, sweets or fizzy drinks at playtimes. At dinner-time the majority of our children have a school dinner. These are cooked here at school, and may be paid for in advance (weekly, half termly, termly) or on the day costing £2.15 per meal. All our other children bring a healthy packed lunch.

## **Parents and The School**

We strongly believe that education is about partnerships and that the most important partnership is between the school and home. We encourage parents to contact the school as soon as they are concerned about any issue. We believe the sooner a concern is expressed the sooner possible solutions can be sought.

Our teachers make themselves as available as possible to parents and they are happy to see parents after school without notice. However, advanced notice is always greatly appreciated, particularly if the matter to be discussed may take a while. The Executive Head is always happy to see parents at mutually convenient times.

We hold consultation weeks twice a year. These times are for parents, teachers and children to talk together. Dates for these consultation weeks are sent out well in advance. In the summer term the children's reports and year's progress is discussed and targets are set for the following year. At the beginning of each term parents are sent a programme of study which highlights what the children will be doing in each subject and gives suggestions on how you can help at home. We also hold a variety of less formal sessions where you can meet with and discuss school with your child's teacher.

We hold copies of our planning and other policy documents in the school office and we are pleased to let parents see these but we would ask for some prior notification.

## **Helping in School**

We encourage parents and friends to come and help us in school in any way they can. Currently parents help in the classrooms in a variety of ways as well as running extra curricular clubs. Please see the the Office Administration Team for details of how you can help.

## **Parents Teacher Association (PTA)**

We are really lucky in having an excellent, supportive and active PTA. Meetings are held each term and these are open to all parents of pupils and friends of the school as well as members of the school staff. An AGM is held early in the Autumn term when a committee is elected. Social and fund raising events are organised throughout the year and your support and ideas are always welcome.

The object of the PTA is to raise funds for the school, to help with school activities and through social occasions to provide opportunities for parents and teachers to meet together informally. The PTA have raised funds to purchase many valuable items for the school such as books, scientific and musical equipment, PE equipment, cost towards trips etc.

Currently the PTA committee is as follows: Tess Andrews (Chair), Kayleigh Sexon (Vice Chair) Penny Chbat (Treasurer), Colette Kiff (Secretary).

## **The Curriculum**

All children have equal access to a broad and balanced curriculum, which not only reflects the requirements of the National Curriculum but also encapsulates our school aims. We are very keen on equal opportunities and by careful and considered planning we aim to make sure that all children work to the best of their ability and potential.

Our curriculum is mostly delivered through topics and is largely skills-based. By placing learning in a context we aim to help the children to see that learning is something which has real value and is relevant to the world around us. However, some aspects of the curriculum areas don't always easily fit into topics and so we teach these areas alongside our topics. A good example of this is some of the number aspects of mathematics. As children progress through the school subject areas become more defined so that the children begin to understand that each subject has its own special value and contribution to make.

As we believe that we should try and place learning in a relevant context, the children have the opportunity to go on educational visits. The visits are very varied but they are relevant to work in school. In Years 5/6 the children have the opportunity to go on a residential adventure trip.

We also invite people with specialist skills and knowledge into school to share with us their expertise and to help us make our teaching and learning stimulating and exciting.

## **Homework**

Homework is set to consolidate and support pupil learning. Reading books are sent home each day and parents are encouraged to read with their child. Each child has a reading record book for recording comments about how things are going. We like parents to write in the book telling us how they feel their child is progressing.

Homework is set appropriately for different ages of pupils and includes a variety of tasks. These might be from learning spellings to research tasks. Feedback is given either verbally or in writing. Information about this is given in the programme of study sent to parents at the beginning of each term.



*We have exciting school trips*

## **The Curriculum In More Detail**

### **English**

Language skills are given a very high priority in our school. Communication plays a central role in all learning and we place equal importance on talking, listening, reading and writing. We always use quality texts to look at real and meaningful examples of literature.

### **Talking and Listening**

Right from the start we encourage our children to talk! Developing the quality of children's talk is given high priority, as we believe being able to talk effectively in a variety of situations is fundamental in children's education. Children are constantly given opportunities, which require them to be speakers or listeners. We use many approaches to encourage and support the children to be confident enough to participate freely.

### **Reading**

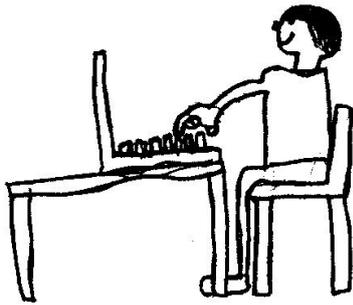
We encourage all our children to take books home to enjoy and share with their family. As soon as children start to behave like readers they are on the road to becoming one. We have a good selection of books at all levels. We are keen that our children choose the books they would like to read although when necessary we will guide them in their choice. All children keep a reading record book in which they, their teachers and parents can make comments about their reading.

### **Writing**

From the earliest possible time we encourage children to write. Children begin by making marks on paper and we use this writing to help the children move forward. As the children grow more confident they express their thoughts and then refine and redraft their ideas. Children are given lots of opportunities to write for different purposes and audiences. Children will write in expressive, personal, persuasive and poetry styles. As the child becomes more fluent and confident we focus on grammar and spelling.

### **Handwriting**

Handwriting is practised from their first day at school. We teach children to hold pencils correctly and form their letters correctly so that the transition to joined up writing runs smoothly. We recognise and praise work that is attractively presented. We follow 'the write path' letter formation guide.



I like Laptops.

### **Maths**

This is a subject, which often causes anxiety for parents. Methods have sometimes changed from how we were taught at school. We are always happy to explain what we are doing and we follow the White Rose planning format. Whenever possible these aspects are covered in practical, meaningful and relevant situations. We have a keen regard for mental agility with maths, tables are taught from the time a child has grasped multiplication.

### **Science**

The major aim of our science teaching is to get children to be curious. We want them to ask questions, explore their own ideas and investigate the world around them. Our science work involves lots of hands-on experience. Children are taught to observe, investigate, measure, interpret and communicate their findings. The children also learn how to plan and carry out their own experiments. Our science covers areas like ourselves, materials, Forces, Energy and Our World. We use the school environment to support this work.

### **Design and Technology**

Children are given opportunities to use a wide range of materials for design and construction in a problem solving situations. Children are taught how to use tools and equipment safely and correctly. They learn to make and control things. Learning to plan, evaluate and modify their work is an important part of this process.

### **Information Technology**

This is an area where we are building up a considerable bank of resources to help support and enhance the children's learning across all subjects and all age ranges. Children begin to use computers as soon as they start school and develop skills in a progressive way. Information technology is planned into as many curriculum areas as possible so that children can word process, make pictures, handle data, interact with simulations and control models. We believe that being able to use information technology confidently is a life skill.

**History**

Children are given the opportunity to develop an awareness of the past and of the ways it contrasts with the present. Children are taught how to develop key historical skills. We particularly encourage them to form judgements about the reliability and value of historical evidence. The children learn about ancient civilisations from other parts of the world, along with the main events of Britain's past from Stone Age to modern times. Children also study local history. We see history as a very dynamic subject and our approach is very 'hands on'.

**Geography**

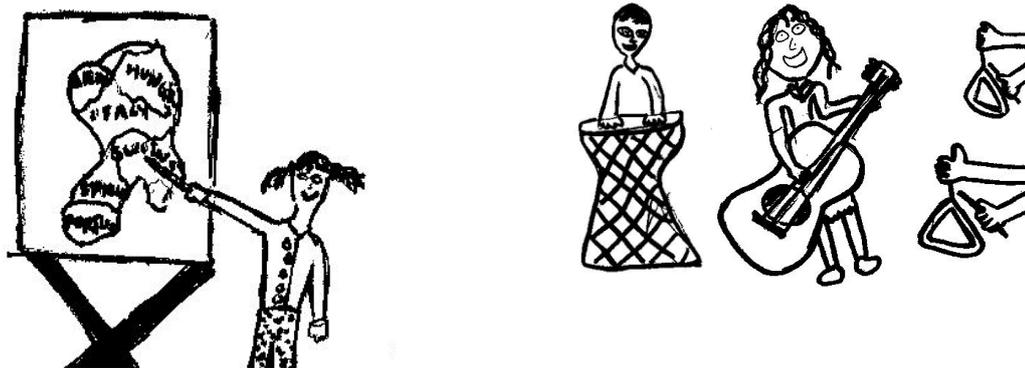
Children experience geography both in the classroom and through fieldwork. They develop mapping skills and an understanding of places starting with the local area and then studying national and global issues. Children are given the opportunity to study the physical world around them, investigating how environments change and how man interacts with the environment.

**Music**

The children are given a broad musical education and have the opportunity to play both pitched and un-pitched instruments. The children are given lots of opportunity to sing, to compose their own music, to perform to different audiences, to listen to and discuss a wide variety of music. The children also have the opportunity to take part in both formal and informal concerts

**Art**

Throughout their years at primary school the children will be introduced to a wide variety of techniques and mediums. They will be encouraged to experiment as they develop their perspective of art as a powerful form of communication. Observation skills are highly valued as children learn to express themselves in different and creative ways. They are also encouraged to appreciate the creative work of others and keep detailed sketch books.



We do lots of different lessons

### **Physical Education**

The school is fortunate to have a good-sized playing field and hall gymnasium equipment. Through individual and group activities we promote physical fitness and at the same time develop self-discipline and self-esteem. We have a broad range of opportunities for competitive and non-competitive sports. Throughout their time at school all children will have the opportunity to develop the skills in games, dance gymnastics, swimming and outdoor adventure.

### **Health Education**

Children are encouraged to develop a positive attitude to health issues. Much of our work is about helping children to know how to keep healthy and about understanding ourselves. In the upper years the children undertake a topic on puberty and reproduction.

### **Drugs Education**

The aim of the school's drugs education policy is to provide opportunities for pupils to acquire knowledge and understanding about the dangers of drugs misuse and to develop the attitude and skills they need to avoid the misuse of drugs and to increase knowledge of social and personal issues relating to drugs. Much of our teaching is done through our health work and parts of the science curriculum. We also promote the ideas of making 'sensible choices' through wider P.S.H.E work.

### **Religious Education**

The school aims to provide a broad and informative programme of study for all pupils based around the Devon/SACRE Guidelines for R.E. The programme is broadly Christian but includes the introduction of children to the beliefs and customs of other world religions. We examine spiritual, moral and social issues. Pupils take part in an Act of Worship each day. Parents have the right to withdraw their children from RE or collective worship if they so wish.

### **Sex Education**

The governors have agreed a sex education policy for the children in Years 5 and 6. The programme of study for sex education forms part of the school's Health Education curriculum. Children in Year 5 study the body and emotional changes, which take place during puberty. This work is placed in the context of growing and changing being a natural and healthy part of life. The Year 6 children go on to look at human reproduction. This work is firmly placed in the context of the family. This is done with consultation and support of the school nurse team.

Each year before this work takes place parents are invited to view the materials used and hear how the programme of work is managed. Parents have the right to withdraw their child from this aspect of the curriculum. Please contact the Head of School if you wish to discuss doing this. Further details of this programme of work are to be found at the end of this section.

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

We have a clearly defined procedure for identifying children with individual needs.

We decided that our policy must be to recognise that each child's potential for learning is individual and therefore we decided to use the term 'individual' rather than 'special' need. We also decided that individual needs in our school encompassed both extremes of achievement. All members of staff take full responsibility for identifying, implementing programmes of work and monitoring progress of children with individual needs. This often means that special programmes of study (known as Individual Education Plans) will be drawn up and regularly reviewed.

An individual need may be academic, social, medical or behavioural. We firmly believe that all children should have access to a broad, balanced and differentiated curriculum and this holds true for children with individual needs. They will take part in a full range of work. As a school we are committed to involving parents as much as possible and an important part of our individual needs policy is to always involve parents.

## **Sex Education policy**

This work forms part of health education and is taught in two units:

Year 5: work relating to the changes to boys and girls at puberty both physical and emotional.

Year 6: work relating to human reproduction.

The policy states that:

1. All teaching should show due regard for the value of family life as well as right and wrong behaviour.
2. Sex education should be taught with sensitivity and due regard to individual development.
3. The work carried out at school should be regarded as complementary to and supportive of the role of the parents.
4. Sex education will be taught through the use of videos, books and discussion.
5. Should children ask questions concerning sex, teachers should answer them appropriately and fully whilst paying due regard to the child's maturity and current legislation.
6. Both girls and boys will be taught the same programme although there will be opportunities for girls and boys to talk separately to male and female staff if available.
7. There should be access to a choice of books on related matters to sex education and human development.

*Parents have the right to withdraw their child from the sex education*

## **Our School Dress Code**

We encourage all children to follow our dress code. This helps us all to feel part of the school family and it also means that children do not get involved in any problems about having to have the latest fashions.

Our dress code is as follows:

Grey or Black trousers or Skirts. Navy or White school polo shirt, Navy school sweatshirt or Cardigan. In the Summer Grey or Black shorts can be worn or a Blue/White gingham dress. Years 5/6 can wear a White School shirt and tie if desired.

School Polo Shirts, Sweatshirts and P.E Shirts can be purchased from Maritime Motifs in South Molton..

We ask that children wear sensible shoes, which are both comfortable and safe to play in. eg. leather or black trainer type shoes or shoes with a strap/buckle to avoid slipping off but not open toed.

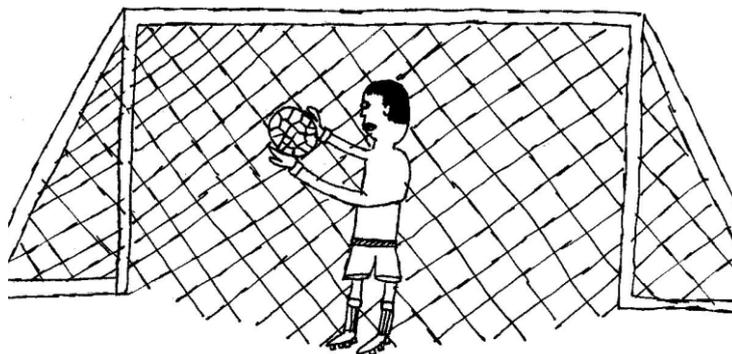
We ask that all clothing and shoes are clearly labelled.

For safety reasons we do not allow children to wear long dangly or looped earrings or rings.

### **P.E. Dress**

One of the most important teaching points in PE is safety and this means making sure that the children are correctly dressed for all physical education lessons. We ask children:

- to change and wear their PE kit comprising Jade Green school polo shirt, suitable black/blue shorts, PE shoes, change of socks
- to make sure long hair is well tied back
- that earrings are removed or covered with micropore tape



*There is an after school football club which is really good.*

## **Health and Safety**

The health and safety of all our children is of prime importance to us. Each year the governors carry out a safety check of the school to make the school building and site as safe and secure as possible.

### **Medicines in School (including Asthma inhalers)**

From time to time we are asked to administer medicines in school and in most cases we are happy to do so. We have established a procedure about medicines in school and details about this are available from the school office. It is perhaps worth mentioning that we can administer medicines that have been prescribed by a registered doctor and over the counter medicine too. We are unable to administer any form of eye drops even those prescribed by a registered doctor.

### **Jewellery in School**

Any kind of jewellery worn at school can be hazardous therefore we do not allow children to wear jewellery except one pair of stud earrings. Sunglasses are not allowed except for medical reasons. No makeup or nail varnish is allowed.

### **Keeping your Child Safe**

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. Referral to other agencies does not mean that judgements are being made. The procedures we follow have been laid down by the Area Child Protection Committee. If you want to know more about this procedure, please speak to the Head Of School or the Executive Headteacher who is the designated person with responsibility for Child Protection.

## **Visiting School**

We are always pleased to meet prospective parents and show them around our school. We suggest that parents come to look around our school during the school time when you can get a much better idea of how we work here. To make an appointment please telephone the school. There is ample car parking at the rear of the school next to the village hall.

## **Admissions to Filleigh School**

The school follows the recommended policy for admissions as agreed by the Local Education Authority. The following criteria are used for admissions:

1. Children living in the school's designated area with a sibling who will be attending the school at the time of admission.
2. Other children living in the school's designated area.
3. Children living outside the school's designated area but with a sibling attending the school at the time of admission, with priority determined on the distance between home and school.
4. Other children living outside the designated area, with priority determined on distance between home and school.

NB. Distance between home and school is measured along the shortest available walking route.

No child is barred from our school because of disability. However, wheelchair access to all areas of the school is, currently, poor. Priority may be given to the admission of pupils for whom a particular medical or social justification is demonstrated.

We try to give parents as much notice as possible about admissions. We operate an induction programme for children starting school for the first time

### **Appeals**

An appeal procedure exists for parents whose children are not offered a place at school. More information about this procedure is available from the school or the Area Education Office.

## **Children starting school for the first time**

We admit children to our school once a year in September. Our Reception teacher works very closely with new parents, particularly those with summer born children, to ensure a smooth start to their school life. As part of the transition process we visit the children in their pre-school settings.

The term before the children begin full-time education they will have the opportunity to join us at school just to get to know us in a very informal way. In the children's first term we operate an induction programme which helps them gradually get used to the life and routine of the school. For the first 2 weeks they have the option to attend the school part time leading up to full time attendance. Please see the 'Welcome to Filleigh Foundation Stage Class' booklet for details. During the induction programme we also begin to assess each child to make sure that we carry on from the point they have reached in their development.

## **School Transport**

Devon County Council has a policy on the provision of school transport. It provides for free school transport where pupils of compulsory school age live beyond the statutory distance from a school serving the home address. The statutory distance is defined as two miles for children up to eight years of age and three miles for those of eight and over. To qualify, the statutory distance is measured by using the shortest available route between home and school.

There are exceptions to this policy. Some pupils may be given free transport even when they live within the distance for special reasons - e.g. medical grounds - and free transport may also be offered to pupils who have a place at a maintained school that is not the designated school but which is the closest to the home and beyond walking distance.

It is the parent's responsibility to arrange for children to travel in safety between the home and picking up and setting down points.

Where the Authority is not obliged to provide transport it is the parent's responsibility to make arrangements for and meet the costs of travel between home and school.

Where spare seats on the County Council's school transport vehicles or contractors' vehicles are available, these may be occupied by children not entitled to free school transport on the purchase of a concessionary ticket. Adequate warning will be given to parents should the concession need to be withdrawn.

If parents are unhappy about the way the policy has been applied, the Area Education Officer will be willing to discuss concerns. An appeals procedure exists.

Further information is available from the Area Office.

### **Attendance, Absence Punctuality and Holidays during term time**

The latest Ofsted report highlighted the fact that whole school attendance was below the national average. One of our targets is to raise attendance to be in line with the national average for primary schools.

We have met with our Educational Welfare Officer, Kate Wilson, and have implemented some changes to help improve the overall attendance at the school. The new procedures mean that we will be following more stringent guidelines.

One of our positive new procedures is to celebrate all children who reach 99% or higher attendance or above each term. The children will be issued with certificates that will be awarded during whole school assembly.

We will be monitoring all children's attendance very closely during the term and will report regularly to Kate on individual cases. Together we will review the attendance of those children who are at risk of being classed as persistent absentees (attendance that is below 95%) and make plans to support these families. We will also be writing to those families who are falling into this category.

Absence during term time can only be authorised in exceptional circumstances and the high levels of absence for children on unauthorised holiday contributed to our low overall attendance percentage. We would ask that if at all possible you avoid taking children out of school during term time.

With regards to routine medical or dental appointments, could we please ask that, where possible, these are booked either after school or during the school holidays. We do understand that specialist appointments are allocated at specific times and these cannot be altered.

It is essential that you contact the school if your child is unwell and unable to attend school. This is part of our commitment to safeguarding your children - we need to know why they are absent and that they are safe. Every morning Mrs Branton contacts the parents of those children who are not in school if we haven't received any reason for their non-attendance. This practice will continue. We are aware that the letters you will be sent are very formal and you may already have had discussions with us with regards to the reasons, but we have to follow strict procedures.

If a child complains of feeling unwell during the school day we will assess their condition and either monitor them on a regular basis but keep them in school, or call parents for advice on how they would like us to proceed for the remainder of the day, i.e. come and collect their child or keep them in school.

If a child has an accident and sustains an injury that needs further treatment during the school day we will continue to contact parents immediately. It is essential that we have up to date contact numbers in the office for this reason. If you have changed contact details please inform Mrs Branton as soon as possible.

We would like to thank you for your help with these new procedures and for supporting the school in its efforts to raise attendance.

## **Charging and Remissions Policy**

Generally education during, or mainly during, the school day is provided without charge, but the Governing Body may make a charge upon parents for:

- a) musical tuition, other than that required by the National Curriculum.
- b) board and lodgings on residential trips, the charge not exceeding the cost of the board and lodging in question; education provided outside school hours as an optional extra.

Parents should agree to their child participating in these activities and pay the charge in advance. The charge will not exceed the cost of the activity. Where charges for activities are permitted by the Governing Body, parents are invited to make a voluntary contribution towards the overall cost by an arranged date. No child is excluded from the activity if their parents are unable to make a contribution. As soon as possible after the closing date the school will decide whether it is possible for the activity to take place and will inform the parents accordingly.

### **Remissions**

The governors have agreed to provide for remission of charges for board and lodging costs on a residential trip in respect of pupils whose parents are in receipt of Income Support or Family Credit, where the residential trip takes place during school hours.

## **Safeguarding and Child Protection**

Our school takes safeguarding of our pupils as the highest priority. The name of the Designated teacher/person is Steve Mellor. His deputy is Mr Michael Wright. The governor with oversight of Child Protection is Liz Orme. All staff, governors, supply staff visiting teachers, support staff and parent volunteers are CRB-checked. If you have any concerns about the welfare of a child at the school, you must make your concerns known to the Designated teacher or his deputy as soon as possible. All concerns are followed up without exception following the Devon Child protection guidelines (see [www.devon.gov.uk/child-protection-procedures](http://www.devon.gov.uk/child-protection-procedures)).

**Prospectus Revision**

The Prospectus is regularly updated and revised. Please do not regard it as forming any sort of contractual obligation on the part of the School. The intention is to provide a useful guide to Filleigh School.