Thistly Meadow
Primary School

PROSPECTUS

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Thistly Meadow Primary School

EXECUTIVE HEAD TEACHER **Mr C Bowpitt**

CHAIR OF GOVERNORS **Mr J Hunt**

The information in this prospectus is correct at the time of publication in September 2026.

There may be changes in the future and updated copies will be published on our school website and available from the school office.

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WELCOME TO THISTLY MEADOW

It gives me great pleasure to welcome you and your child to Thistly Meadow Primary School. This booklet is designed to explain how the school is organised and how we aim to ensure that every child achieves as much as possible during his or her time here.

We want each of our children to become happy, confident learners and are fortunate in having a very experienced and caring staff who share this common goal, wanting to give your child the very best start to their education. Not only do we strive to achieve the highest standards of literacy, numeracy and all-round education but, together with you, good standards of behaviour and an awareness of the community and the wider world in which we live.

Should you need to know more and wish to see the school at work, then we would be delighted to show you around.

Mr C Bowpitt

Executive Head teacher

OUR ETHOS AND VALUES

Starting school is a life changing time for children and here at Thistly Meadow, we will strive to do our best to make your child's time here inspiring and memorable. We are a committed and talented staff who share the goals of wanting to give your child the best possible start in life.

Our vision

To inspire with the joy of lifelong learning.

Our aims for children

We promote high achievement by working with children to:

- Be happy, highly motivated lifelong learners
- Achieve their very best in all areas of the curriculum
- Develop enquiring minds, creativity and a spirit of curiosity
- Develop self-confidence, self-esteem, self-reliance and self-respect
- Respect themselves, others and the world in which they live
- Be able to work collaboratively and independently
- Extend themselves in mind, body and spirit
- Develop flexibility, adaptability, technological and problem-solving skills required for the modern world

Our mission for the school

We support our aims by:

- Providing a broad, balanced and challenging curriculum which aims to support the needs of all pupils
- Providing a rich programme of extra-curricular activities and visits
- Creating a stimulating, active and well-resourced learning environment
- Working collaboratively towards common goals
- Developing a learning partnership between home, school and the community
- Providing a variety of teaching and learning styles to stimulate all
- Developing a cycle of target setting and review by each child, class and school
- Creating a tolerant, caring, supportive environment which promotes equality and mutual respect, awareness of world events and supports British values
- Offering an ethos of challenge, support and encouragement to succeed

THE SCHOOL GOVERNORS

At present the membership of the Governing Body is as follows:

Parents' Representatives

Mr J Hunt (Chair)

Staff Representatives

Mrs K Smith

LEA Representatives

Vacancy

Community Governors

Mr C White
Mr D Gordon
Miss A Chauhan
Mr M Steady (Vice Chair)
Mr D Taylor

Clerk to the Governors

Mrs H Aitken

Our Governors serve on sub-committees including: Business, Learning and Well-being and Pay.

STAFF

Teaching Staff

Executive Head teacher	Mr Bowpitt
Deputy Head teacher	Mrs Jarowicki
Assistant Head teacher & KS2 lead	Mrs Smith

Class Teachers	Class
Mrs Poynton	Reception
Miss Fawdington	Reception
Mr Hill	Yr 1 and KS1 lead
Miss Ewen	Yr 1
Mr Tew	Yr 2
Mrs White	Yr 2
Mrs Beer	Yr 3
Mr Dyke	Yr 3
Mr Harvey	Yr 3
Miss McCullock	Yr 4
Miss Impey	Yr 4 KS2 lead
Miss Marsella	Yr 5
Mrs Beer	Yr 5
Mr Tilley	Yr 6
Mrs Turner	Music and Arts
Mrs Robinson	PPA cover
Mrs Wilson	SENCO

All members of teaching staff have relevant teaching qualifications.

They participate in continuing professional development both internally and externally.

SUPPORT STAFF

Business Manager	Mrs Gordon
Office Administrator	Mrs Hawksley Miss Letts
Early Years Practitioners	Mrs Watts Miss Webster
Teaching Assistants	Mrs Bevans Mrs Birchenall Miss Cassell Mrs Coulson Miss Hammond Mrs Harrington Mrs Jarman Mrs Lester Mrs McGonigle Mrs Oakland Mrs Rimington Mr Seal Mrs Shelton Miss Spencer Miss Tuck Miss Ward Mrs Watson Mr Worrad
Lunchtime Supervisors	Mrs Bevans Mrs Gamble Miss Gough Miss Killinger Miss Letts Miss Petrikova Mrs Smith
Breakfast and After School Club	Mrs Brush Mrs Jarman Miss Johnson Mrs Killinger Mrs Lester Mrs Osborne Mrs Seal Mrs Smith Miss Watson

Premises Officer	Mr Adams Mr Barnett
Cleaners	Miss Ball Mrs Hayes Mrs Gamble Mrs Osborne Mrs Wicks
School Crossing Attendant	Mrs Wells

CLASSIFICATION OF SCHOOL

The school is a co-educational Community Primary School. The ages of the children range from four to eleven years.

CATCHMENT AREA

The school provides for the education of all children living in the eastern half of Blaby. For information of streets within the catchment area, please contact the school.

SCHOOL HOURS :	**BREAK TIMES:**
8.50 am – 12.00 am	10.45 am – 11.00 am
1.00 pm – 3.20 pm	*2.00 pm – 2.20 pm
	(*Key stage one and Foundation Stage only)

The children are welcome into school between 8.40 am and 8.50 am. During this time the children read quietly, look over spellings and multiplication tables and generally prepare themselves for the day's work ahead. After lunch, lessons commence at 1.00 pm.

BREAKFAST CLUB

Breakfast club runs from 7.30 am to 8.45 am. Children are provided with a healthy start to the day with a breakfast of cereal, toast and jam and fruit juice.

AFTER SCHOOL CLUB

After school club runs from 3.20pm to 5pm (early finish) or 6pm (late finish).
A snack is provided which will usually include a cheese or egg roll/beans on toast/pizza slice, a home made biscuit/cake and fruit.

At our clubs we aim to provide a safe, secure and relaxed environment, offering a range of activities to reflect the interests of the children in our care, providing a smooth transition to and from school each day. Both clubs are run by our own staff and fees are competitive.

For more information please see our Breakfast and After School club registration pack available from the school office or our website.

SCHOOL ORGANISATION

The school is divided into seven years. Currently there are two classes per year group with the exception of year 5 and year 6. As the school grows over the next two years these year groups will increase to two classes.

The Education System in this country is divided into the following stages.

Foundation Stage*	3yrs – 5 yrs
Key stage one	5yrs – 7yrs
Key stage two	7 yrs – 11 yrs
Key Stage 3	11 yrs – 14 yrs
Key Stage 4	14 yrs – 16 yrs

*All children currently start school in the September following their fourth birthday.

ADMISSIONS

The Local Authority is the admissions authority for community and voluntary controlled schools. It has a duty to provide school places for all pupils resident in its area.

Leicestershire achieves this by giving high priority to catchment area children, and by allowing parental preference wherever possible.

Parents apply for places using the Leicestershire County Council's online application service at https://www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/school-admissions/apply-for-a-primary-school-place

Please see the Leicestershire County Council Admissions policy for details of the criteria for entry for 2027/28:
https://www.leicestershire.gov.uk/sites/default/files/2026-01/LCC-School-Admissions-Policy-2027-28.pdf

Parents who require further information regarding the admission process should refer to the School Admissions guidance at:

https://www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/apply-for-a-school-place/your-guide-to-education

FIRST TIME ADMISSIONS

Application dates for first time admissions are published by Leicestershire County Council on an annual basis. The closing date for applications for children starting school in September 2027 is 15th January 2027. The school publicises this date to

parents and on social media to the wider community. Results are notified 16th April 2027.

Once we receive notification of pupils starting at Thistly, we write to all parents asking them to confirm they are accepting the place and more information about our induction process.

High School

At the end of Year 6 the children move from here to local high schools including:

Countesthorpe Academy
Lutterworth College
Lutterworth High School
Brockington High School
Thomas Estley Community College
South Wigston High School
Wigston Academy

Close links exist between the schools to make this transition to the high school as smooth as possible. Regular liaison meetings are held between the staff of both schools and the children spend transition days in the summer term at their high school as part of their induction programme.

THE CURRICULUM

Within each year group the curriculum we offer is broad, balanced and relevant to the children's needs. Our concern is to match learning activities to the attainment and ability levels of the pupils we teach, in order that they may achieve maximum progress. We believe children learn best when they enjoy what they do and have a genuine interest in and excitement about their work. We feel this is best achieved with the children being actively involved in their learning through a curriculum which provides first hand experience, both inside and outside the classroom.

English, Mathematics, Science, ICT, Physical Education and French (in key stage two) are generally taught discretely, although cross curricular links are made where appropriate. History, Geography, Religious Education, Design Technology, Art and Music are taught through Cross Curricular Themes, giving high priority to skills. At the time of writing, we are continuing to develop this thematic approach. Some examples of these themes are Homes and Houses, Far Away Places, Romans and Water. Several themes are covered each year, and each covers elements of all the subjects below:

Early Years Foundation Stage

At the age of 4, children will be welcomed into the Foundation Class (Reception) to complete the final year of the Early Years Foundation Stage (EYFS).

During the EYFS, your child will be learning skills, acquiring new knowledge and demonstrating their understanding in the 7 areas of learning and development:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

These are the prime areas, mostly developed first, followed by:

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Art and Design

Children in the EYFS learn by playing and exploring and through creative and critical thinking in indoor and external environments.

English

Our aim is for the children to achieve competence in using the language in its many varied forms within the modes of speaking, listening, reading and writing.

Children are taught to express themselves articulately in a range of contexts, as well as develop the skills for listening. This goes on to aid reading and writing and is also vital for the development of their social and thinking skills.

A rigorous approach to phonics is taught early in Foundation Stage, and this continues throughout Key stage one. This gives children a firm foundation of the skills they need to become confident readers and writers. Parents of Foundation Stage children are invited to a phonics workshop early in the year to find out how they can assist their children in developing this vital skill.

Children apply and practise their reading and writing from an early stage, both through child led and play activities and in more structured activities. Reading is taught at school through group guided reading sessions and practised through opportunities to read in a range of contexts. Children have books to take home so they can practise reading. Their reading is further enriched through use of our library, the internet and regular visits to the local library in Blaby. This enables children to develop their research skills as well as a lifelong love of reading.

Writing is taught through literacy lessons and guided writing activities and practised through opportunities to write in other areas of the curriculum. A high emphasis is placed on using children's talk to stimulate writing and this is particularly important at younger ages. Children become confident at writing a wide range of fiction and non-fiction texts and use these to write for real purposes. Examples of these are persuasion letters written to Members of Parliament and story books for younger children in the school.

This subject is taught through the National Curriculum.

Mathematics

We give the children a broad mathematical education through a curriculum which develops knowledge, skills and understanding of the practical applications of the subject to a high order.

The children are involved in basic skills work such as knowledge of the number system, mental arithmetic skills, computation skills, the use of measurements, the use of graphical representations and an awareness of the use of shape and space. We provide opportunities for real life investigational work. We relate these aspects, wherever possible, to the children's own experiences in order to provide examples of the application of mathematics to real life situations. There is an emphasis upon practical and group work. This subject is taught through the National Curriculum and cross-curricular opportunities.

The school has a very structured calculations policy (addition, subtraction, multiplication and division) which closely follows national and teaching school guidance and has proved to be extremely effective in enabling children to develop reliable calculation skills. It is important to note that these strategies are often very different to those taught at school to today's adults and children can become very confused if taught some of the more outdated strategies.

Parents' Curriculum evenings are held early in the autumn term to provide parents with information on how they can support their child's learning.

Science

Children are naturally fascinated in the phenomena of the world around them and our science curriculum is aimed to take advantage of this. This subject is taught in a very practical and skills based way. We aim to give the children the skills to explore science and communicate and apply their scientific knowledge and understanding. As with mathematics, we relate these aspects of science to the children's own experiences in order to provide examples of the applications of science to situations in real life.

We have been awarded the Gilt Primary Science Quality Mark.

Computing

ICT facilities include a main ICT suite, PCs in classes, laptop computers and interactive whiteboards and visualisers in all classrooms. Wireless broadband internet facilities are available throughout the site.

Our main aim is to provide the children with experience in the following areas:

(i) using the computer to reinforce basic skills

(ii) using the computer as a tool, eg data handling, word processing, presentations etc

(iii) simulations to solve problems using a variety of skills

(iv) simple programming techniques

(v) using computers as sources of information

ICT skills are also reinforced in a cross-curricular manner, enhancing other subject areas.

Physical Education

We provide a wide variety of physical education activities, including gymnastics, dance, outdoor activities and challenges and games, designed to develop discipline, strength, suppleness, body awareness and team work. The children are encouraged to work at their own level and to participate as a team. Sporting fixtures with other schools are regular events. In key stage two children have swimming lessons at Enderby Swimming Pool. Year 3 children also take part in the annual Family of Schools Dance Festival.

For PE, we expect children to have black shorts and trainers. During the winter months key stage two children will be outside for PE and will get muddy, so cheap or old trainers will do. A house colour T-shirt will be given to all children and siblings will be placed in the same house so T-shirts can be passed on by the older sibling. A small charge will be made for the replacement of a house T-shirt if it is lost. PE Track suits or old trousers and jumpers may be worn in cold weather. All clothes should be clearly marked with the child's name.

French

Children in key stage two learn French in a child-friendly way, for example through games and songs.

History and Geography

We believe that children need to have a knowledge of their own local environment in order to allow them to effectively compare and understand environments which are less familiar. Activities relating to history and geography are real and exciting experiences through the introduction of broad themes. They cover a range of skills to develop an awareness of time and place. Trips and visits are arranged for all age groups to support their work in these areas.

We have received the Foundation and Intermediate certificates for the British Council International School award.

Religious Education

Children learn about a range of world religions including Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism. The curriculum includes visits to local churches and other places of worship in Leicester. Children also develop their spiritual awareness and sense of wonder.

The collective worship within school and the religious education taught are mainly of a broadly Christian nature, although not distinctive of any particular denomination. We follow the Leicestershire Agreed Syllabus for key stages one and two.

Parents have the right to withdraw their children from Religious Education and Collective Worship, but must provide alternative activities for the children to complete at these times. Our Collective Worship Policy is attached as an appendix.

Design Technology

The purpose of this part of the technology programme is to enable pupils to be inventive in designing practical solutions to problems. The children learn how to define a design task, decide how to do it and transform this into an artefact. They are able to work with a wide range of materials. Cooking is now included as part of this curriculum.

In addition, design technology makes use of the skills and knowledge acquired in other areas of the curriculum, particularly art, mathematics and science.

Art

The children's work in art provides experience in the use of colour, line, form, shape, texture and spatial arrangement.

The children are introduced to fine art and the work of artists through visits to museums and workshops held there, as well as through the use of pictures, posters, etc.

Music (Part of Creative Development in the Foundation Stage)

Children develop their listening, performing and composing skills. They are given a range of opportunities to develop musical skills and can take part in Steel Pans, Djembe and Brass groups delivered by our staff.

We also have visiting peripatetic music teachers who offer tuition on a wide range of instruments.

Health Education

We currently hold the Healthy Schools Bronze Award in recognition of our provision for safety, drug education, sex and relationship education, emotional health and well-being. Children develop knowledge of a range of healthy practices, including healthy eating, safe internet use, road safety and fitness.

Sex and Relationships Education is predominantly covered in Year 6. This is taught sensitively, and in partnership with the School Nurse. Parents have the right to withdraw their children from this part of the curriculum and will be informed when

this work will take place. For further information on the school's approach to this subject, see the Head teacher.

British Values

British values are defined as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

The school has a statutory duty to prevent children being radicalised and is set out in our Preventing Extremsim and Radicalisation policy.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to develop enquiring minds, creativity and a spirit of curiosity in a tolerant, caring, supportive environment which promotes equality and mutual respect, awareness of world events and supports British values.

These values support the development of the whole child who develops self-confidence, self-esteem, self-reliance and respects themselves, others, and the world in which they live.

Homework

We have developed our homework policy to encourage the children to make choices about their home learning. In doing so we have seen a marked increase in the engagement of children in this area. Homework is not compulsory and we understand that children often spend time doing equally beneficial activities. However these activities are worthwhile and children who engage regularly with them do tend to make more progress at school. We also encourage children to regularly practise spellings, multiplication tables and their reading skills at home. Our Key Stage 2 children use a programmes such as Freckle, Accelerated Reader and Times Tables Rock Stars which they can log on to at home to support their learning.

Extra-Curricular Activities

Extra curricular activities include football, cricket, multi-sports, dance, drama, cross country, maths and science clubs. We also make full use of a range of activities offered by outside providers to enrich our curriculum. Older children have opportunities to take on a range of responsibilities, such as librarians, junior road safety officers, prefects, house captains and members of our Playground Pals.The School Council and Eco Club is also extremely active, giving all children a voice within the school.

Residential Trips

Residential trips are an important part of the children's learning at Thistly and help to develop confidence, social skills and tenacity. In Year 2, children take part in a one night residential at Beaumanor Hall in Woodhouse Eaves, Year 4 children stay for two nights at an adventure centre in the Peak District and in Year 6, a four night residential trip to the Norfolk coast. Both of these key stage two trips support our geography and PSHE curriculum.

Charging for School Activities

Education at school is provided free of charge. To finance trips and activities that support our curriculum, we ask for voluntary contributions from parents to cover costs such as transport, admissions, insurance, etc. As part of our policy we are able to give some help with the cost of funding school trips to families in receipt of certain benefits. Please see the office staff to apply for this in the strictest confidence.

If voluntary contributions are not made, then, unfortunately, the trips may not take place because the school has no funding available for this purpose.

Assessment and Progress

Children's progress in English and Maths is rigorously and carefully monitored. Targets are based upon each individual's starting points, and so ensure that all children, regardless of their ability, make good progress and achieve their potential. Close monitoring enables us to ensure that if any child is not making the progress expected of them, we can provide support to help them reach their targets. In most cases this is through short term, small group intervention programmes, to develop confidence in a specific area in order to boost their progress. As well as this, individuals may be offered other opportunities such as booster clubs. Many children need this provision at some time in their education and this approach enables the vast majority of our children to reach the national levels expected of them.

Part of this work involves regular curriculum targets. Children each have a target to work towards in reading, writing and maths. These will be reviewed throughout the year and shared with children and parents. They form an integral part of the work covered, and children receive regular feedback upon how they are working towards them. Parents are told about their children's targets at parents' evenings.

Provision for Children with Special Educational Needs

Careful teacher observation and monitoring of children's progress enable us to detect, at an early stage, the children who have special needs. Appropriate support and strategies are deployed within the resources available to us for any child with such needs and these will be discussed with the parents, so that we are working together for the benefit of the child.

For a child with more severe learning difficulties, an Education and Health Care plan is applied for from the Local Authority. Throughout this process, guidance and support

are sought from the Special Educational Needs Service to ensure that the most appropriate provision can be made for these individuals.

Inclusion and Access for Children and Parents with Disabilities

Thistly Meadow is a fully inclusive school and we strive to overcome barriers to the curriculum and school life for children with disabilities. Through close relationships with parents and a range of agencies, we modify the curriculum where necessary in order that all children can access every element of school life and reach their potential. The school is on one level, so access to all areas is possible. There are disabled toilets, a lift in the new modular building and a ramp to the mobile classrooms. Our policies 'Supporting children with Medical Conditions' and 'Special Educational Needs and Disabilities' provide more information.

Equal Opportunities

Every pupil has equal access to all areas of the curriculum. By doing so we encourage attitudes that are appropriate to a society which should no longer tolerate any kind of discrimination or inequalities of opportunity.

PASTORAL CARE WITHIN SCHOOL

Each child will be under the care and guidance of their class teacher. During this time we encourage the children to talk to the teacher about any of the problems they may have and, of course, we will do everything in our power to overcome these problems, whether large or small.

We are also extremely fortunate to have experienced classroom support assistants who have undertaken a variety of courses, such as Special Needs and reading, in order to support our classroom work.

Members of the teaching and support staff have basic First Aid training.

Problems sometimes do arise, either at home or at school, which may well affect the progress, academic or social, of a child in school. We do ask that parents keep us informed of any such problems that may arise and we will do likewise in return. Any information given to us is, of course, treated confidentially.

In cases of emergency it is important that we are able to contact parents quickly. For this reason we do ask you to supply us with your home telephone number plus any other relevant telephone numbers to facilitate easy access. Please ensure that we are informed immediately of any changes.

Although parents are invited to meet the teacher of their child at Parents' Evenings, we cannot stress strongly enough the importance of parents feeling free to make an appointment to see us at any time to discuss a relevant matter.

Behaviour within School

The standards of behaviour and manners are very good at our school. We deliberately have very few rules but those we have are designed for the smooth running of the school to ensure the safety of all and the consideration of others. The school's Overarching Behaviour Policy is attached as an appendix. This is backed by positive strategies, rewarding good behaviour as well as penalising inappropriate behaviour. Peer Mentoring and a very active School Council also promotes good behaviour.

The school has achieved the Leicestershire County Council Anti-bullying award.

Child Protection: Safeguarding children – Information for Parents

Our school feels it is of the utmost importance to have good systems for protecting children and safeguarding their welfare, throughout all the activities which the school undertakes. All staff and volunteers have a Disclosure and Barring service check as does anyone from an outside agency working with children and staff are regularly trained in safeguarding issues. This means that staff and volunteers must be alert to possible concerns about every pupil, and to report these in a proper fashion. The school has a safeguarding and child protection policy published on our website.

It is important for parents to be aware that:

Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of abuse. There are four categories of abuse: physical, sexual, emotional, neglect.

In some cases, the school is obliged to refer children to the Social Services Department for children to be assessed for their needs or if an investigation into possible child abuse is required. In many cases there will already have been discussions between school staff and the parents of the child and the situation and concerns will not be a surprise to the parents. However, parents may not be told that the school has referred their child to the Social Services Department if it is thought that this might put the child at risk.

The Social Services Department tries to carry out its enquiries in a sensitive manner. It has to gather information and generally it can be open with parents about the steps being taken.

If you think your child may have been abused, you can contact the Social Services Department or the LA's Access and Welfare Service direct. If you think the abuse may have happened in school, contact the Head teacher or the Designated Safeguarding Lead for Child Protection, who is Mr Bowpitt or in his absence, Mrs Jarwoicki or Mr Hill. If you think your child has been hurt, arrange to visit your doctor. Comfort and reassure your child.

If school staff need to express concerns about a child or refer a child to the Social Services Department, it is understood that this can cause distress or anger for the

child's parents. It is important that all parties – parents and school staff – try to discuss these matters as calmly and sensibly as possible.

Complaints Procedure

The governors hope that complaints can be dealt with on an informal basis and that matters can be resolved within the school. However, if this is not possible, information about how to make a complaint is detailed in our Complaints policy.

PARTNERSHIP WITH PARENTS

We lay great emphasis on the importance of a close, open and friendly partnership between home and school. To aid a smooth start to the school day, we ask that if you wish to speak to your child's teacher, unless the matter is urgent, please ask for an appointment with the teacher after school. Please remember that the front door of the school is always open if you wish to discuss any matter relating to the well-being of your child.

Parent Code of Conduct

When your child starts at Thistly, we will give you a copy of our Parent and Visitor Code of Conduct. This sets out the expectations between the school and parents of a strong relationship based on trust and support for your child's learning. It also covers the role of social media as we request that you do not publish pictures of performances etc on these sites. Unfortunately, some parents take to social media if they have an issue with the school and this is covered in the policy. If you are unhappy with any area of your child's education or the staff here, we ask that you approach us directly, so things can be resolved amicably and promptly.

Parent Interviews

Teachers are available for personal discussions of children's progress at parents' evenings in October and February and at any other time by appointment if you have specific concerns. Occasionally, our parents' evenings will take place by remote video link.

Parents will also receive a comprehensive written report on their child's progress towards the end of each school year and will have the opportunity to discuss this with teachers if necessary.

Leavers and Awards assembly

At the end of the summer term, when our Year 6 children leave us, we say goodbye to them with a Leavers assembly. We also celebrate the achievements of all our children and award trophies for Achievement, Effort and Sport and and our Growing Together award for demonstrating Thistly's values. Parents of our award winners are invited to attend this assembly.

Information Evenings and Workshops for Parents

Information evenings and workshops are arranged to develop understanding about the children's work in school. These evenings are designed to be informal as well as informative.

Programme for Parents of our New Intake Children

In the term prior to children starting full-time in school we have a programme of introduction to the school, comprising a play and stay session, home visits and liaison with pre-school care providers.

Parent Helpers in School

We have very supportive parents who help us in school across a whole range of curriculum activities. You are most welcome in school and your participation is extremely valuable in supporting the children. Please note that parent helpers must consent to a Disclosure and Barring service check and to comply with UKBA regulations, provide proof of their right to carry out unpaid work in the UK (usually a passport, although other forms of identification are acceptable). Safeguarding training will be included as part of their introduction to school.

The Thistly Meadow School Association (PTA)

Membership of the Association is automatic to all parents with a child at the school. Its aim is to arrange social, educational and fund-raising activities which not only increase the facilities available for the children's learning and play but, at the same time, enrich the thriving relationship between parents and school.

The committee is always pleased to welcome new members. It is only through continued enthusiasm and new ideas that we can produce the necessary range of activities which appeal to parents. All of the events which take place are advertised or all parents are informed by letter.

If you are interested in taking an active part or finding out more, please contact the school.

Pre-School Groups

Lack of space within school means that we are unable to operate any pre-school groups on the premises at present. However, our partner school, Greenfield Primary, has a pre-school on site and some of the children from the pre-school do come to Thistly Meadow. The school maintains close links with the other pre-school groups in the village and the staff from these groups meet regularly to ensure that we all work together for the good of the children in our care. The children also visit the school during the term before they start school full time. This ensures that they feel confident and happy when they eventually start school, having already met their class teacher and classmates.

GENERAL INFORMATION

Number on Roll

At the time of publication this is 361 children.

Attendance

It is essential that we know the reason for a child's absence. Please, therefore, telephone school on the first day of absence before 9.15am if possible. If your child arrives late at school, they must be signed in at the school office. If they are absent and not signed in, for the safety of the child, the school will telephone the named contact to find out the reason for absence.

Parents should report their child's illness to the school as soon as possible. If your child has been sick or had diarrhoea your child must not return to school until 48 hours have elapsed from the last bout of vomiting or diarrhoea. This is to ensure the virus does not spread to other children and follows Public Health guidelines. Please see the Supporting Children with Medical Conditions (including Administration of Medicines) and Attendance policies for further information.

Holiday Absence

Following changes to government regulations from the start of the new academic year 2013, Head teachers **may not** grant any leave of absence for holidays during term time.

Leave of absence for 'exceptional circumstances' such as funerals or participation in sporting/music events may be granted at the Head teacher's discretion if the Head teacher considers that there are **exceptional** circumstances relating to the application. When considering whether permission will be granted, we will examine the child's general attendance record and other factors, such as whether there are national tests during the proposed period of absence.

If parents still choose to remove their child for a family holiday, they have the responsibility to inform the school in writing in advance, as any absence needs to be recorded by the school for safeguarding purposes. This absence will be classed as unauthorised and depending on individual circumstances, the Family of Schools Attendance Improvement Officer may become involved and fines may become payable.

Further details can be found in our Attendance policy document.

Food In School

Following the introduction of Universal Infant Free School Meals (UIFSM) in September 2014, our infant children have a school dinner provided to them by the school.

Our older children can choose to have a hot school dinner or bring sandwiches. We have an excellent kitchen team, who cook meals freshly on the premises. We work closely with the Leicestershire School Food Service, our catering providers, to ensure the meals are healthy and nutritious.

Parents pay for their child's school meals online using our Arbor system. Parents can 'top up' their child's dinner money account with whatever amount they choose, whenever they choose. When the balance falls below £3.00, parents will be sent an email, prompting them to top up their child's dinner money account.

Children have a number of opportunities to taste and cook food within the curriculum. Cooking became part of the National Curriculum for Design Technology from September 2014 and takes place in our teaching kitchen.

Nut free school

We do have a number of children with allergies or special dietary needs. If this is the case for your child, please let us know as soon as possible. If your child requires a medical diet, you will need to complete a form for our caterers.

Free School meals and Pupil Premium grant

If you are in receipt of certain benefits your child may be eligible for free school meals and the Pupil Premium grant. To find out if you are eligible, you will need to apply online here https://fsm.lgfl.net/ This is kept entirely confidential and our cashless catering system means that this is also not apparent when the children are queuing up for their meal, as no cash is involved.

If your child receives the free universal infant free school meal and you receive these benefits, it is important that you still claim the free school meal benefit. Some children will then qualify for the Pupil Premium grant. This is paid to the school so that children who may not be achieving their potential receive additional intervention, ensuring there is no gap between themselves and their peers. The grant can be used to support payment of school uniform, trips, music lessons and after-school clubs if parents are under pressure financially. Once you are registered for free school meals, please approach the school in the strictest confidence if you wish to discuss this. Support will be made where the school feels it will help the child's progress.

The Health of your Child

Medicines

1.1 The LEA Code of Practice for the administration of medicines states that;

1.2 'Children who are acutely ill and who require a short course of prescribed medication, e.g. antibiotics, will normally remain at home until the course is finished. If it is felt by a medical practitioner that the child is fit enough to return to school, the dosage can usually be adjusted so that it is not required in school'.

We believe it to be important that parents should not send a child to school if he or she is unwell. If we believe a child is not well enough to be at school, we will contact their parent/carer and request they collect them from school.

Thistly Meadow Primary School will only administer medicines that form part of an IHP. We will not administer medicines required for an acute condition, unless considered necessary to avoid complications to a medical condition documented in an IHP for the pupil.

If medicines such as antibiotics are prescribed and need to be taken up to 3 or 4 times a day, the expectation is that parents or carers will give these medicines outside of school hours and timing for dosages can be discussed with the child's GP. Parents should give careful consideration as to whether their child is well enough to be at school if they require medicine 4 times a day.

The exception to this is over the counter pain relief, which can be given to pupils on residential trips, if needed, with parent consent.

Asthma inhalers and epipens are kept in the children's classroom with the children.

Please see the Supporting Children with Medical Conditions policy for further information.

Clothing/School Dress Policy

We ask that children wear the following:

- A plain red sweatshirt, jumper or cardigan*
- Black or grey trousers or skirt, or a red and white summer dress
- A white T-shirt, shirt, polo shirt* or top
- Flat black shoes or trainers

* Red sweatshirts, white polo shirts and red cardigans with the embroidered school logo can be bought from our suppliers, but plain jumpers in these colours are acceptable. Fleece jackets, waterproof coats, book bags, rucksacks and PE bags, all with the school logo, are also available.

We would be grateful if you could ensure that your child does not wear the following:

- Sports shirts (for example football or rugby tops)
- Hoodies
- Shoes with heels
- "Heelies"
- Jewellery (except for plain studs or jewellery with religious significance)Flip-flops, beach shoes or mules
- Make up
- Hair extensions and hair should not be dyed. Hair accessories, such as slides, ribbons, bobbles, etc., should be simple and, if possible, in school colours

Parents order uniform directly from our suppliers, School Trends and Brigade uniforms and the links to these are on our website. Small stocks are kept at school.

Valuables

The County Council and the school cannot accept liability for loss or damage to private property or personal belongings whilst on the school premises. This is particularly relevant in respect of privately owned musical instruments and valuables such as watches and jewellery. Please discourage children from bringing any valuable item to school unless it is essential.

Access to School and Parking

Please do not bring your vehicle on to the school car park. The school car park is for staff only. The only exception to this is parents and carers dropping off/picking up from breakfast and after school club and those who have a disabled badge that is used by them personally and not issued to a relative.

There is a small layby at the front of the school with space for around 6 cars. We politely ask parents who use on street parking to ensure they do not block residents' drives. Parents are encouraged to walk or cycle to school where possible or use the nearby Bouskell Park to 'park and stride' the short distance to the school.

There is no parking at the Methodist Church for parents or visitors to the school.

Collection from school

In order to safeguard your child, written permission must be given for named persons to collect them at the end of the school day. When your child starts at school you will be given a Pick up form to complete so the teaching staff know who is collecting your child each day. It is helpful to nominate grandparents, relatives or friends who can collect your child in an emergency or if you are delayed.

Walking home

There is no set age when children are ready to walk to school or home on their own. It very much depends upon their maturity and confidence.

There are no laws around age or distance of walking to school. A families' guide to the law states: "There is no law prohibiting children from being out on their own at any age. It is a matter of judgement for parents to decide when children can play out on their own, walk to the shops or school." Parents are legally obliged to ensure their children get to school and attend regularly, but this in itself does not disallow independent travel.

Often in key stage 2 parents allow their child to walk home. We believe that you as parents need to decide whether your child is ready for this responsibility. We would still highly recommend that pupils in year 3 and 4 at least are still brought to and collected from school. In deciding whether your child is ready to walk to school you should assess any risks associated with the route and your child's confidence. Work

with your children to build up their independence while walking to school through route finding, road safety skills and general awareness.

We will need your written consent for your child to start walking home. This form is contained in our Start and End of Day policy.

As part of our PSHE curriculum we remind children of their own road safety and stanger danger in lessons and assemblies.

Appendix 1

SCHOOL TERMS AND HOLIDAYS*

THISTLY MEADOW PRIMARY SCHOOL **ACADEMIC YEAR 2026/2027** **AUTUMN TERM**	
School opens	Monday 24th August 2026
Mid Term Break	Monday 19th to Friday 23rd October 2026
School Closes	Friday 18th December 2026
SPRING TERM	
School Opens	Tuesday 5th January 2027
Mid Term Break	Monday 15th to Friday 19th February 2027
School Closes for Easter	Friday 19th March 2027
SUMMER TERM	
School Opens	Monday 5th April 2027
May Day Bank Holiday	Monday 3rd May 2027
Teacher day	Friday 28th May 2027
Mid Term Break	Monday 31st May to Friday 4th June 2027
School closes	Thursday 8th July 2027

**Please note these are not necessarily the dates published on the Leicestershire County Council website as schools are free to set their own dates.*

Appendix 2

Website

The following documentation relating to the curriculum is available in school for parents to see on the school website:

- Parents page including:
    - Term dates
    - School Times
    - Reading
    - School Uniform
    - School Dinners
    - Parent links including Arbor
    - Online Safety

- Curriculum maps
- Our awards
- Information on pupil premium allocation
- Information on sports premium allocation
- Information on admission arrangements
- The School's policies
- Links to Ofsted reports and Department for Education (DfE) achievement and attainment performance data

We also have a school Facebook page where parents can see more of what their child is doing at school.

Appendix 3

Religious Education

As a requirement of the Education Reform Act of 1988 religious education will be provided for all pupils in the school. The religious education will be nondenominational in accordance with the Act; however, it is permissible under the Act for pupils to be taught about denominational differences.

The religious education provided will be in accordance with Leicestershire's Agreed Syllabus.

As a parent, under the Education Act, you have the right to withdraw your child from religious education if you so choose.

Collective Worship

In order to meet the requirements of the Education Reform Act of 1988, collective worship will be provided for all pupils in the school. It will be wholly or mainly of a broadly Christian character although not distinctive of any particular denomination.

As a parent, if you wish to withdraw your child from collective worship you have the right to do so under the Education Reform Act. (If this is the case, parents are requested to provide some work of an equivalent nature for the child to undertake whilst under our supervision.)

Collective Worship Policy

The aim of the collective worship policy is to provide the opportunity for pupils to:

- take part in worship
- reflect on values that are of a broadly Christian nature and on their own beliefs
- develop a community spirit, a common ethos and shared values
- consider spiritual and moral issues
- respond to the worship offered.

Statutory Duty of School

All maintained schools provide daily collective worship for registered pupils (apart from those who have been withdrawn by their parents). This is usually provided within a daily assembly. The Head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Daily collective worship must be wholly or mainly of a broadly Christian character. The precise nature will depend on the family background, ages and abilities of the pupils. However, if it is inappropriate for some or all of the pupils to take part in Christian collective worship, the Head teacher may apply to the local Standing Advisory Council on Religious Education (SACRE) for a

determination to have this requirement lifted. Collective worship in foundation schools with a religious character and voluntary schools will be in accordance with the school's trust deed. Where provision is not made by a trust deed, the worship should be in accordance with the beliefs of the religion or denomination specified for the school.

Implementation

Collective worship at Thistly Meadow takes part during whole school or Key Stage Assemblies. The following timetable takes place:-

Monday – Whole School Assembly, Music and singing
Tuesday – Key stage assembly
Wednesday – KS2 Votes for Schools
Friday – Celebration or Sharing Assembly, during which certificates and rewards are presented for children's achievements.

Assemblies may also include talks by visitors, including partner agencies such as the police and fire service, representatives of charities and visitors from local churches. Assemblies usually end in a broadly Christian prayer or reflective thought and a song, usually of a broadly Christian nature.

Withdrawal from Collective Worship

Parents have the statutory right to withdraw their child from all or part of the collective worship provided by the school. The school is happy to work with parents to devise alternative acceptable provision for their children. Parents will be asked to sign a consent form which will remain in place until your child leaves the school.

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Appendix 4

Overarching Behaviour Policy

1. Rationale

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly, with the aim:

- To ensure a safe, caring and happy school
- To promote self discipline and consideration of others
- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school – teaching and non-teaching staff
- To provide a system of rewards to encourage good behaviour
- To try and reverse continuous and habitual offenders by using assertive discipline techniques
- To promote good citizenship
- To prevent bullying
- To ensure that parents are informed and are aware of the disciplinary procedures

2. School Behaviour Principles Statement

At Thistly Meadow Primary School we expect children to be polite, cooperative and considerate of others. Members of staff are committed to creating a school environment where these qualities are seen to be important and are positively encouraged. Everyone has the right to be safe at school. Every child has the right to learn but no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of the LA, governors, parents and carers and others in the community.

3. Responsibilities

All members of the school community – teaching and non teaching staff, parents, pupils and governors, work towards the school aims by:

- Working as a team, supporting and encouraging each other
- Providing a well ordered environment in which all are fully aware of behavioral expectations
- Treating all children and adults as individuals and respecting their rights, values and beliefs,

- Fostering and promoting good relationships and a sense of belonging to the school community
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work,
- Rejecting all bullying or harassment in any form
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- Caring for, and taking pride in, the physical environment of the school

Implementation

Implementation of this overarching behaviour framework is delivered through the following key policies and work programmes that supports children to understand the expectation from the school in terms of their behaviour and its impact on others:

- Anti Bullying Policy (including charter and information for pupils and staff) within this policy document
- Behaviour for Learning Policy, within this policy document
- Safeguarding policy
- Online Safety policy
- Healthy Schools and Personal Social Health Education curriculum
- Supporting materials / guidance (see also links to websites)

Classroom Behaviour Strategies

- We are Ready to learn - know that you have the right mindset and are demonstrating fantastic learning behaviours
- I sit still
- I listen carefully to the teacher
- I give the teacher 100% of my attention
- I track the speaker
- I can tolerate others
- I work hard on tasks given
- I am in the right place at the right time
- I do my best and let others learn
- I follow instructions from teachers and other staff

We are respectful to each other and school property- know that if you respect someone you have a good opinion of their character or ideas

- I say please and thank you
- I hold doors open for adults and pupils
- I talk kindly to other pupils
- I say good morning/good afternoon to adults
- I look after the equipment in my classroom
- I look after the books I am given to read
- I respect other people’s personal space (their bubble)

- I respect other people's opinions and differences
- I treat others with consideration and respect

Keep ourselves safe in and out of school and online

- I walk sensibly around school
- I move around the school calmly and quietly
- I look after my school belongings
- I tidy up
- I line up quietly and calmly in and around school
- I line up in the playground- I stop on the first whistle and walk to the line on the second whistle
- I make safe choices on the playground with people and equipment
- I sort out difficulties appropriately, seeking adult help if needed

These stages may be adapted based on a child's individual needs, context of the behvaiour, previous actions, support and agreements.

This is an extract of the policy, for the full document, please visit our website.

ANTI-BULLYING POLICY

1.Statement of Intent

We at Thistly Meadow Primary School are very aware of the possible consequences of bullying and through this policy and practice we strive to address the negative effect that such experiences may have on both pupils and staff within the school.

Bullying is a form of behaviour that impacts on the emotional health and well-being of all involved.

Through this policy we strive to ensure that the principles of the DfE Bullying Charter are lived so that we build a school community where bullying is not tolerated.

2. What is bullying?

Bullying is present to a greater or lesser extent in all institutions. **All** members of the school community deserve the right to feel valued, equal and respected and be able to come to school without fear. Bullying has a serious effect on a person's self esteem, emotional and mental health, which in turn prevents them from developing their full potential and can seriously affect their life chances. Our school's definition of bullying is:

Bullying can be defined as an abuse of power by one or more people through repeated intimidating or aggressive behaviour with the intention to cause emotional or physical harm to another person.

It can be:

Physical – hitting, kicking, stealing or hiding belongings

Verbal – name calling, insults, offensive remarks, threatening language

Indirect – spreading rumours or stories, graffiti. It can include offensive or abusive text or Internet messages

Bullying, in any form, will not be tolerated at our school. This includes cyberbullying, through the use of the internet, interactive and didgital technologies and mobile phones. As a *listening and telling* school we are committed to the creation of positive and safe learning environments for all.

In particular, children should expect to:

- be able to grow and develop in safety and free from prejudice and discrimination
- be listened to and have their views taken into account
- be treated with respect
- belong to and be valued in their community

- see their needs and interests at the heart of everything we all do.

3. Aim and Purpose

- To promote the school's aims and values.
- To develop a positive and safe learning environment in which bullying will not be tolerated.
- To promote inclusion, mutual respect, self-esteem and self worth in order to meet the physical, emotional and mental health needs of all members of the school community.
- To raise the standards of behaviour and levels of achievement of all.

4. Roles and Responsibilities

- It is recognised that anyone can be a bully or a victim and that bullying can take many forms.
- It is recognised that the Head teacher and Governing Body have a statutory responsibility for school behaviour and discipline, but that all members of the school community accept collective responsibility for the successful implementation of this policy.
- Pupils and parents are encouraged to report all incidents of bullying, whether they are victims or bystanders.
- All staff will respond to pupil, staff or parental concerns and support the agreed procedures.

5. Preventing Bullying

The strategies employed must impact upon the lasting behaviour of all children within the school. Through the following preventative strategies and planned curricular opportunities we hope to lay the foundations of positive behaviour and to eliminate bullying before it becomes an issue.

These include:

- We are a *listening and telling* school. This is the message that will be promoted at all times and with all audiences. There is an agreed collective responsibility to address any incidents of bullying observed.
- The issue of bullying will be raised annually in order to maintain awareness of the issue through school assemblies and class discussions, with particular reference to Anti-bullying week. On request,a copy of the school policy will be sent home. This will be discussed in class with all pupils so they understand the school's policy of zero tolerance of bullying and their role in making it a success. A pupils' version will be available in the classrooms.
- Weekly Personal Social Health Education (PSHE)
- Every opportunity to promote whole school initiatives such as an anti-bullying day, theatre productions and external speakers will be taken.
- The School Council will include bullying as an agenda item regularly.
- Peer support systems for students will be promoted and training provided for

both staff and students.

- The policy and procedures governing sub-committee and Senior Leadership team (SLT) will monitor bullying via questionnaires on bullying through pupil consultation (school and class).
- Bullying will be addressed within the PSHE and Citizenship Curriculum.
- All staff will receive training on the identification, prevention and management of bullying. Procedures for dealing with a bullying incident will be included in the staff handbook. Positive role models will be reflected through staff behaviour.
- National Healthy Schools Status.
- Anti-bullying award.
- Reward system for positive behaviour.
- Bullying Charter prominently displayed.
- Circle time – opportunities for children to discuss sensitive issues.
- A safe environment.
- Worry box – placed in an agreed place within the school that all children can access in a discreet way.
- Buddy system and Prefects.
- Social and Emotional Aspects of Learning – a National Strategy programme delivered throughout the school which focuses on fostering positive relationships, dealing with difficult decisions, feeling good about yourself etc.
- Playground Pals –pupils supporting at play time.
- Ethos of the school.

6. Responding to bullying

- In the event of a bullying incident the same procedures will be followed as for all other incidents of poor behaviour (see Behaviour policy).
- In all cases, details of the incident and action taken will be recorded. Parents of both the victim and bully will be kept fully involved.
- If it is a serious incident fixed term or permanent exclusion will be considered after a full review of the facts.
- Bullying incidents will be logged and monitored on a termly basis by the Head. This information will be given to the Governing body each term as part of the Head's Report.
- Apply the key areas of anti-bullying intervention including proactive, peer support and reactive measures.

7. Monitoring Compliance

Overall monitoring of this policy and the associated work programmes will be overseen by the Learning Committee where it will be reviewed annually.

Routine monitoring and evaluation will include:

1. An annual governor review including :

    - How safe children feel?

- How well children feel supported?
- A review of concerns expressed by parents, carers, staff and pupils about behaviour.
- A review of attendance records.

2. Ongoing review of attendance records, racism reports, behaviour logs and reports as part of the Head teachers termly report.

3. Ongoing review of **all** instances of bullying including cyber bullying and prejudice based bullying related to special education need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

4. Development of the behaviour and attitude mentoring scheme.

5. Each key stage manager to monitor behaviour with a termly review with the Head teacher.

6. Annual refresher training to include bullying for all staff.

7. Anti bullying information sheet for staff including temporary and contracted staff.

8. Termly standing agenda items on Learning and Well-being Committee.

This policy will be reviewed on annual basis by the Learning and Well-being Committee.

THISTLY MEADOW PRIMARY SCHOOL

ANTI-BULLYING CHARTER

We are working with staff, pupils and parents to create a school where bullying is not tolerated.

Our School:

- Discusses, monitors and reviews our Anti-bullying policy each year.
- Supports our staff to promote positive relationships and identify and tackle bullying behaviour appropriately.
- Ensures that our pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn and that all pupils abide by the Anti-bullying policy.
- Reports back quickly to parents/carers regarding their concerns and deals promptly with complaints. Parents/carers in turn will work with the school to uphold the Anti-bullying policy.
- Seeks to learn from good practice area and utilise the support of the Local Authority and relevant organisations as appropriate.

BEHAVIOUR FOR LEARNING POLICY

We aim to encourage children to demonstrate appropriate behaviour in accordance to the school rules. We do this by creating a secure environment where pupils can learn and play free from emotional threat. Clear limits are set and maintained, rewards and sanctions are used to assist children in making the right choices. Through example we set standards of behaviour and encourage children to take responsibility for theirs.

Using positive reinforcement children are taught appropriate behaviour using both variable reward systems although we place the emphasis on praise rather then every reward being a material one. Examples of good practice are:

Aims:

- To ensure the safety of all
- To create a secure, stable, caring environment in which effective learning can take place
- To have mutual respect for all
- To set acceptable standards of behaviour, using positive ways maintaining high levels of behaviour
- To ensure that all standards are meaningful, attainable, discussed and adhered to by all
- To encourage independence and self-discipline so that each child learns to accept responsibility for their behaviour

Rights, Rules and Responsibilities

Every single member of the school community has rights, these are as follows:

- To be safe
- To be able to teach and learn without any unnecessary interruption
- To be treated with respect
- To be heard
- To be treated fairly

The establishment of core school rules:

- Is it safe?
- Is it caring?
- Is it your best?

CLEAR – children need to know what is expected of them, where, when and why.

CALM – to guide effectively we need to understand and consider children's emotions and viewpoint and to achieve this effectively we need to remain calm and focused.

CARING - we care enough to be firm and / or compassionate as required. We also know that a child who feels loved, appreciated and respected is more likely to behave better than one whose self-esteem is low.

CONSISTENT – however we want our children to behave all children require the predictability of expectation and response.

CHEERFUL – all individuals respond more effectively when approached positively, and therefore, when supporting our children, we will endeavor to approach their behaviour in a positive way.

Lunchtime

Staff will be encouraged to use appropriate strategies linked to our school ethos, encouraging pupils to do the right thing by using specific praise rather than negative feedback. Rewards may be used to help develop appropriate social behaviour at lunchtime

Undesirable behaviour

If some children are seen to break rules without incurring any consequences, then the message we give is that the moral values of our school are unimportant. It is therefore essential to have a clear system of sanctions which are fairly and consistently implemented

It is of great importance however that children are different and may be responded to slightly differently than other children. It is key to teach our children that they are all treated **fairly** but not necessarily **equally.**

It is important when dealing with situations that the behaviour is targeted and not the child. Therefore, the initial behaviour is focused upon rather than secondary behvaiours.

Sanctions follow a hierarchical structure; they should be wherever possible immediate and discreet and as low level a response as possible. However, a child may be entered into this at any point depending on the context, age and severity. The sanctions provide a range of increasingly serious responses to persistent misbehavior.

Wherever possible, the sanction will 'match' the offence e.g. tidying up when having thrown things on the floor. The amount of significance given to the sanction is clearly important, if missed playtimes are overused they will lose their effect and will not appear serious. However, if staying in for a couple of minutes is made to appear serious, then 15 minutes will seem extremely severe.

If behaviour is a 'major' incident, initially a member of the SLT should be informed, but the class teacher remains responsible for the sanctions If the misbehavior continues and is persistent or is a single serious occurrence, then the SLT will play the major role in applying the sanctions in partnership with the class teacher.

Minor Behaviours

Behaviours that are incidental and unplanned.

Adult response:

- Distraction
- The look
- Verbal request for what you want them to do (trying to avoid 'don't')
- Saying thank you at the end of the request, to emphasis expected compliance
- Praise another child
- Forced compliance (requesting child to do a minor thing, then asking for what is really wanted e.g. Will you pick that up and then…)
- Getting a child to visualize what they should be doing, by asking 'Are you alright (name)?' 'What should you be doing?' 'Where should you be?'

Moderate Behaviours

This will be dealt with by the classroom teacher, using time out or thinking time, whereby a child is withdrawn to a quiet place for a period of time. 'Time out' will often work particularly well with children on an individual plan for behaviour/SEN.

Deliberate Behaviour

This may be to place a child in a specific place within the classroom, If a child refuses to move, the teacher may say '…I see that you are aware of what you have done, I would like you to stay there and think about your behaviour'.
The objective to the time out is to allow thinking time. Allowing the child to reflect and calm down, thinking about their actions rather than a punishment. Therefore, it may be deemed appropriate to talk about the child's behaviour at a later stage, for example at break time.

Major Behaviours

Deliberate and vicious behaviour that is intentionally used to hurt and harm. This will be dealt with by the classteacher in partnership with the SLT.

Exclusions

The Head teacher and governing body are also able to consider the following measures: fixed term or permanent exclusion from school.

Extreme behaviour

Any act of extreme physical or verbal aggression will not be tolerated during any time of the school day. An extreme attack on another child, whether provoked or unprovoked, will always result in a red card being given and parents informed. Any act of aggression towards a member of staff will result in an instant red card, a phone call to parents and the child removed from the class for the rest of the day. Extreme

behaviour may also result in an exclusion (in-school/fixed term or permanent).

Children with Special needs

Children with special needs who exhibit behavioural outbursts will have an Indiviual Education Plan (IEP) which will include targets to support behaviour. Where there are outbursts of extreme behaviour, which affects the learning of other children or puts anyone in danger of being harmed, two members of staff will escort the child to a safe, quiet area and hold until calm. Holding will be used as a last resort and where possible handled by staff who are trained in the Team Teach method of physical restrtaint. All such incidents will be clearly recorded. Parents would then be informed. Where extreme behaviour persists, specialist input will be sought from outside agencies for advice on additional measures.

However, the continued safety and well being of pupils and staff will always be of paramount importance and this behaviour may result in exclusion (in-school/fixed term or permanent).

Version	Date	Comment
V2	Date created: 1/9/2026 Review date: Sep 2027	