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## PRE-PREP. PARENTS' HANDBOOK

CONTENTS	Page No.
<b>Governing Body</b>	1
<b>Welcome to the Old Rectory</b> A note from the Headmaster	2
<b>Introduction</b>	3
<b>Nursery Class</b>	4
<b>Reception Class</b>	6
<b>Year 1</b>	8
<b>Year 2</b>	10
<b>French</b>	12
<b>Music</b>	13
<b>Games</b>	14
<b>Pre-Prep Staffing</b>	15
<b>The School Day</b> Arrival at School Snack Time Lunch Pick Up Arrangements Late Service	17
<b>Parental Involvement</b> School Events Parent Interviews Letters Newsletters Calendar Notice Board	19

Continued >

<b>General Information</b>	21
Absence from School	
Bad Weather Arrangements	
Change of Address	
School Buses	
Outings	
Extra-Curricular Activities	
Development Fund	
Fees	
Policies	
Pupil Records	
<b>General Safety</b>	23
Health & Safety Policy	
Security	
Fire Drills	
Parking	
Driving	
Home-time	
<b>Health Matters</b>	24
Medicines in School	
Sickness/Diarrhoea	
Asthma	
Head Lice	
Threadworms	
Conjunctivitis	
Calming Policy	
Marks & Bruises	
Accidents at School	
Sun Protection	
<b>Sex/Drug Education</b>	26
<b>Assessment</b>	27
<b>Discipline</b> ( <i>see Appendix B</i> )	27
Rewards	
Sanctions	
<b>School Uniform Policy</b> ( <i>see Appendix A</i> )	28
<b>Contacting us</b>	29
<b>Appendices:</b>	
(A) Uniform List	
(B) Discipline Policy	
(C) Complaints Procedure	



# **NORTHBOURNE PARK SCHOOL**

## **GOVERNORS 2011 / 2012**

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*The Chairman of Governors can be contacted by writing to:*

*The Chairman of Governors*

*Northbourne Park School,*

*Betteshanger,*

*Deal, Kent CT14 0NW*

## WELCOME TO THE OLD RECTORY!

### A NOTE FROM THE HEADMASTER

The Old Rectory Pre-Prep provides a home-from-home environment for your child to enjoy their first experiences of school, to build great friendships and make the most of these very special days.


The Pre-Prep staff is experienced and flexible in offering you and your child a smooth transition from life at home to life at school, and we hope that this will be a happy time for parents and their children as they take their first steps towards greater independence and confidence.

The Prep-Prep years are exciting times of discovery and curiosity, and it is our aim to nurture your child, whilst challenging them to achieve their very best, to enjoy the Early Years Foundation Stage in Nursery and Reception, and to move on with confidence to the challenges of Year 1 and 2.

This Handbook will inform you about how the Prep-Prep operates and what it offers the young in their first steps at school.

If you have any further questions, please do let us know either by contacting Mandy Peet, the Pre-Prep Secretary, or by contacting me at the Prep School.

I hope that these days will provide the firm foundations for future learning and future friendships.



**Edward Balfour**  
**Headmaster**

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## INTRODUCTION

The Pre-Preparatory Department at Northbourne Park School (the Old Rectory) offers a broad and varied education to boys and girls from 3-7 years of age. The Old Rectory gives your child the best start in life, providing him or her with a warm, homely and relaxed environment in which to learn, play and develop essential social skills.

At the Old Rectory, we celebrate the early years and understand how important it is to develop your child through a fun, nurturing and positive approach to all that we do. This is achieved throughout the day as the children experience class, group and individual learning, confidently and quickly getting to know our staff and working with them.

Our beautiful rural setting with plenty of outside space enables us regularly to take our teaching and learning outside the classroom, using the natural local environment to encourage and develop children's experiences. The children also love playing in the woods, lawns and terraces of the gardens during their morning and lunch-time breaks which encourages imaginative play.

High standards are expected by all and the children rise to their individual challenges. We know that each child is different and that they develop at different rates and small classes allow us to celebrate your child's individuality, allowing him or her to progress and develop at their own pace. During Year 2, children are fully prepared for a seamless transition to Year 3 at the Prep School, and equipped with the skills and confidence to springboard into Prep School life.

We encourage parental involvement at every stage, whether it is helping out on trips, coming in to talk about your job or interests, or just for a reassuring chat.

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## NURSERY CLASS (3 – 4 yrs)

### Monday – Friday

<b>Morning session:</b>	<b>8.50 am – 12.30 pm</b>
<b>Extended morning (includes *lunch):</b>	<b>8.50 am – 2.00 pm</b>
<b>Full day:</b>	<b>8.50 – 4.00 pm (3.45 pm on Wed.)</b>

The classroom is situated on the ground floor and parents should enter via the Nursery door at the front of the building.

We find that most children will begin to enjoy all our Nursery can offer around the age of 3 years, and we accept children into the Nursery Class the term following their third birthday.

Children may start on a part-time basis, and we recommend a minimum of three morning sessions a week. Choice of days will be accommodated as far as possible. We require half a term's notice if you wish to change your child's regular sessions. Requests for extra sessions must be directed to the secretary and a form completed.

Past experience has shown that children who build up their attendance from an early age gain tremendously, both academically and socially and we would expect all Nursery pupils to be attending full time in the Summer term before moving on to the Reception Class.

### Early Years Free Entitlement

All three and four year olds are entitled to 15 hours of free early education a week, from the term following their third birthday (for a total of 6 terms). This can be taken as 5 mornings x 3 hours per week (9 am – 12 noon). You are not obliged to take up the full entitlement. Parents are required to sign a 'Parental Declaration' form confirming how many free hours they wish to claim. The school then applies direct to Kent County Council for funding. Your termly fees invoice will show your child's free entitlement hours, and fees for any additional hours.

### Transition from home / Pre-school

A 'parent and child' session is held in the Nursery on Friday afternoons, which gives an opportunity for children and their parents to get to know the Nursery Teacher and the Nursery setting in a relaxed and informal environment. The sessions are held from 2.30 – 4.00 pm and are open to anyone with a child aged 0 - 4 yrs.

Once registered for a Nursery place, the children are given the opportunity to visit for a session in the half-term before they join us. We encourage parents to share with us as much information as possible about their child, so that entry to Nursery is a positive experience for the child.

*\*Lunch is charged at £3.70 for children doing an extended morning*

### Early Years Foundation Stage

The EYFS (Early Years Foundation Stage) is the statutory framework for the learning, development and care of children from birth to five. It is based on the principle that young children learn best through high quality play that allows them to follow their own interests, supported by adults who understand and care about them, in a happy, safe and stimulating environment. It stresses the importance of parents and school as partners in the children's learning.

The EYFS identifies six areas of learning: Personal, Social and Emotional Development; Communication, Language and Literacy; Problem Solving, Reasoning and Numeracy; Knowledge and Understanding of the World; Creative Development and Physical Development.

Our daily routine provides a balance between child-initiated and teacher-directed activities covering the six areas of learning. Through observation and interaction with each child and talking to the parents, we will build a picture of the child's abilities and interests, allowing us to plan for the next steps in their learning.

### **Daily Routine**

From 8.20 am	Early Service
8.50 am	Beginning of the day, register, calendar
9.00 am	Child initiated activities – the children choose an activity and the adults support them and extend learning opportunities by sensitive interaction and questioning. French / Number Rhymes / Songs
10.15 am	Snack time
10.30 am	Outdoor Play
11.00 am	Story / introduction to group activities etc. sounds game, creative activity Songs /Rhymes
12.30 pm	Lunch – children and staff together in the hall Outdoor Play
2.00 pm	Group / individual activities eg. number games, junk modelling, choosing a book to take home Child initiated activity – indoors or outdoors Story
4.00 pm	End of day

Ruth Shah  
Nursery Class Teacher

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## RECEPTION CLASS (4 – 5 yrs)

### Monday – Friday

8.50 am – 4.00 pm (3.45 pm on Wed.)

For children whose fifth birthday falls between 1st September and the 31st August. The children attend school on a full-time basis in this class. The classroom is situated on the ground floor and parents should enter via the garden to the rear of the building.

### Daily Routine

from 8.20 am	Early service
8.50 am	Registration
9.10 am	Assembly
9.30 am:	Reading / Sound work French
10.30 am	Snack time Outdoor play
11.00 am	Maths activities / Topic work / Writing activities
12.30 pm	Lunch Outdoor play
2.00 pm	Creative activities (painting, clay, making models, role-play, pastels, drawing etc.) Physical activities (gym, ball skills, dance and drama, swimming, yoga)
4.00 pm	Home

### Early Years Foundation Stage

In Reception class we continue the Early Years Foundation stage covering the six areas of learning. We achieve this through broad based topics such as Ourselves, Food, Buildings, Change or Water. At the beginning of each half term the class create, with the teacher, a plan of work based on the topic and their interests. We believe it is important to give the children a voice in their learning.

### Reading

We build on the work started in the Nursery on sounds following the Sounds-Write programme. Sets of sounds are given out to learn and begin to make into words. When your child knows all the alphabet sounds and can spell several words they will receive a reading scheme book. Every day the children read or do sound work.

### Writing

We use cursive writing in the Pre-Prep. Department and in Reception Class we teach the individual letters with flicks at the beginning and end of each letter, ready to join up towards the end of the year.

### Mathematics

We introduce the Abacus Maths scheme which is a practical approach to learning numbers, estimation, addition, subtraction etc.

**Group work**

All teacher led work is carried out in small groups and is practically based using a wide range of artefacts and apparatus to interest and stimulate the children. The class has plenty of opportunities to develop learning through their chosen activities e.g. writing table, making table, sand play, role-play, construction toys, painting on the easel and computer work.

**Outside environment**

We acknowledge the importance of the outside environment and there is easy access from the classroom to our beautiful playground. We encourage the children to learn through outside play e.g. gardening, chalking on a blackboard, painting the patio with water, riding on tricycles, climbing equipment, large sandpit etc.

**Assessment**

The Early Years Foundation Stage (EYFS) profile is built up over the year by observing the child in self-chosen activities. The child's achievements are recorded in the profile and are used to plan the next step in the child's learning. The profile will form the basis of reports to parents and as information to be passed on to the child's next teacher.

**Home/School links**

It is hugely beneficial for each child to have close links between home and school. We encourage parents to take an active part in their child's education coming into the classroom on a daily basis, keeping us informed of any relevant information, bringing in artefacts associated with our topic and talking to the class about a particular talent or experience such as making pasta, cooking, violin playing, being a doctor etc. The children will also make a journal to record events or special moments at home to show the class.

Julia Exley

**Reception Class Teacher**

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## YEAR 1 (5 - 6 yrs)

### Monday - Friday

8.50 - 4.00 p.m. (3.45 p.m. on Wed.)

For children who have their sixth birthday between 1st September and 31st August. Our classroom is located on the first floor of the Old Rectory building, and parents should enter via the side door, up the stairs and along the top corridor.

### Daily Routine

From 8.20 am	Early Service
8.50 am	Registration
9.10 am	Assembly
9.30 am	Maths
10.30 am	Drink and Snack (brown bread and butter, fruit, milk or water) Playtime
11.00 am	French
11.30 am	Literacy
12.30 pm	Lunch and Playtime
2.00 - 4.00 pm	Afternoon sessions include P.E., Topic, Science, RE / PHSE, Art, Design Technology and Storytime

### Literacy

Children practice reading every day. They will read aloud to an adult, read as a whole class from an enlarged text (e.g. A Big Book) or take part in a focussed one- to-one session with the teacher to develop specific reading skills (Reading Conference).

Children continue the use the Sounds-Write scheme of phonics to develop their reading and spelling skills.

Weekly spelling tests are held after Autumn half-term. A clear handwriting style is encouraged and children use a joined cursive script.

### Maths

Lessons start with a mental and oral warm up for the whole class. The main topic of the lesson is usually practical and interactive with children using a range of responses; small whiteboards, number fans, cards, etc. to demonstrate what they are learning. Small group work may include practical activities or recording work in books. The Abacus Scheme is used as the main structure with extension activities for the more able.

### Science

The work in Science follows the programme of study from the National Curriculum. Much of the work covered is practical, but children are increasingly expected to develop scientific skills, carry out experiments and record their findings using drawings, charts and simple writing.

**Homework**

Children are encouraged to practice their reading aloud skill with parents every day. A home reading record book can be used to record progress and books are changed regularly. Children can also practice their spellings at home for the weekly tests.

A short piece of text which relates to work covered during the week in class (Reading Homework) is sent home on Friday. Children can read this aloud at home in addition to their reading book and may draw a picture which can be returned for marking each Monday.

**Assessment**

Children have a half-termly spelling assessment to assess spelling age. Maths is assessed informally throughout the year with a regular "quiz" at the end of each unit of work. A formal Maths and Reading Age assessment is carried out at the end of Year 1.

Claire Vian  
**Year 1 Teacher**

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## YEAR 2 (6 – 7 yrs)

### Monday – Friday

8.50 am – 4.00 pm (3.45 pm on Wed.)

For children who have their seventh birthday between 1st September and 31st August. Our classroom is situated in the orchard.

### Daily Routine

From 8.20 am	Early Service
8.50 am	Registration
9.10 am	Assembly
9.30 am	Literacy
10.30 am	A healthy break (eg. brown bread, fruit, carrot sticks, milk or water)
	Playtime
11.00 am	Maths
12.00 pm	French
12.30 pm	Lunch and playtime
2.00 -	Afternoon activities, such as P.E., Topic, Science, R.E./PSHE,
4.00 pm	Creative Activities or Computer Skills.

### Literacy

Children read daily, usually individually, and sometimes in groups. Class 2 children continue to use the 'Sounds-Write' scheme of phonics to support and extend their reading and spelling skills. They use cursive writing.

### Maths

Maths starts with a class lesson, then continues with children working in small groups where their individual needs are taken into account.

### Science

Science lessons following different themes which, as far as possible, make maximum use of our rich local outdoor environment. Whatever topic, the children are always encouraged to predict, discover, experiment, discuss and record their activities.

### Homework

Homework is kept to a minimum as some children have a long day at school. Daily reading to parents is encouraged and practising spellings for a weekly test. Otherwise occasional, optional research is encouraged to support a topic.

### Assessment

Children are assessed formally in Reading Comprehension and Spelling at the beginning and end of Year 2, and in Maths at the end of the year. Other assessments are on-going and informal.

### **Transition to Prep School**

During this year the children spend some time at the Prep School before their transition in the following September into Year 3. One afternoon a week is spent at the Prep School making use of the science lab and ICT suite. This then increases during the summer term to include a P.E. session with Years 3 and 4, and lunch in the junior dining room.

During the autumn term, Year 2 parents and children are invited to an 'Introduction to the Senior School' presentation, and towards the end of the summer term, they go to tea at the Prep School, to meet their new Year 3 teacher, tour the building and receive an induction file which sets out the Prep School routines.

Alison Pouget  
**Class 2 Teacher**

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## **TEACHING**

All of our children are taught by well-qualified, highly trained and experienced class teachers, with French, Music and Games taught by specialist teachers.

## **FRENCH**

All the Pre-Prep. classes have French lessons, taught by Delphine Seyeux who is a native French teacher. Through fun games, songs and activities, the children develop both an enthusiasm for learning French and an ear for the language just as they are acquiring their own native language skills.

A wide range of activities are used to introduce and reinforce the vocabulary for various topics, such as the weather, the family, the seasons and events such as Christmas and Easter. These activities include games which involve speaking and listening, songs, puppets, flashcards and role play.

The children share their spoken French regularly with parents through poems or songs performed at events such as Harvest Festival, Nativities and the Mothers' Day services. The older children will eventually be introduced to written forms to build on the oral French they have learnt.

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## MUSIC

All the Pre-Prep. classes have weekly music and singing lessons, taught by the Director of Music, Lucy Gleave.

A wide range of musical activities are used to encourage the children to develop their creative skills. They learn to play and control tuned and un-tuned instruments and, explore composition through response to given stimuli, including, listening to music from different cultures, poetry, pictures and story books.

All children are taught to sing. Those who find it difficult to pitch notes are encouraged to listen to those around them. Enjoyment of singing is essential and the basis of most music. Using a variety of songs, chants and rhymes they will learn to sing expressively.

The children are given many opportunities to perform and share their music both in the classroom and in larger scale school events such as the Harvest festival, Nativities, Christmas Concerts and Carol Service.

The programme of study will cover:

**1. Control sound through singing and playing**

use voices expressively by singing songs, chants and rhymes  
play tuned and un-tuned instruments  
rehearse and perform with others, developing awareness of pitch and rhythm  
clapping games

**2. Create musical ideas**

explore, select and order sound to create simple pitch and rhythmic patterns  
construct a form in music (beginning, middle, end)

**3. Respond to different styles of music**

respond physically to music (dance)  
recognise the different moods and effects that music can evoke

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## GAMES

Craig Riley, the Director of Sport, comes to the Pre-Prep. on a weekly basis to run a games session with each of the classes. He also provides a Lunchtime Games Club for children in Class 1 and 2.

We believe that providing a structured yet fun and flexible approach to sport at a younger age, can only help every child develop their talents earlier and further. It also provides us as a school, a uniform method of teaching Games from Nursery through to Year 8.

The Games session involves basic ball and co-ordination skills. We also focus on balance and movement, spatial awareness, teamwork, health related fitness, muscles of the body, the importance of limbering up, warming up and warming down.

Children discover new experiences every term, such as running cross-country through the woods, working with basketballs, playing tennis, cricket, rugby and football.

Every child thoroughly enjoys the chance to improve and learn about their sporting abilities. We believe these Games lessons are paramount in allowing each child to discover and nurture a love and enjoyment for all kinds of different sporting activity.

Other sporting activities at the Pre-Prep

Gym on the large apparatus equipment in the hall

Dance

Drama

Yoga (*spring term*)

Swimming in the school pool (*autumn and summer terms weather permitting*)

Outside play activities – trikes, hoops, skipping ropes, balls etc.

Athletics

Sports Day (*summer term*)

## PRE-PREP STAFFING 2011 - 2012

Head of Department - Julia Exley

### Teaching Staff:

Nursery Class	Ruth Shah	BA (Hons), PGCE
Reception Class	Julia Exley	BEed (Hons) <i>(Designated Child Protection Person for EYFS)</i>
Year 1	Claire Vian	BA (Hons), Cert Ed LLAM
Year 2	Alison Pouget	BEd
French	Delphine Seyeux	BTS Trilingue
Music	Lucy Gleave	BA, PGCE
Games	Craig Riley	BA

### Teaching Assistants:

Carla Saltmer (Nursery)	NVQ 3
Sally Belson (Reception)	NVQ 3
Susan Beevers (Key Stage 1)	NVQ 2

### Learning Support:

Lorraine Wilkie	BEd (Hons), Cert Ed Adv Cert SpLD
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### Late Service Supervisors:

Susan Beevers/Sally Belson/Carla Saltmer (rota)

### Visiting Teachers:

Jean Balfour	Dance
Sophie Williamson	Drums
Christopher Berriman	Piano
Faith Whiteley	Violin

**Pre-Prep. Secretary:** Mandy Peet  
(8.30 am - 2.30 pm)

### Domestic Staff:

Linda Hough  
Charleen Pemble

Pre-Prep department staff

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**Julia Exley**  
Head of Dept. / Reception Class Teacher



**Sally Belson**  
Teaching Assistant (Reception)



**Delphine Seyeux**  
French Teacher



**Ruth Shah**  
Nursery Class Teacher



**Carla Saltmer**  
Teaching Assistant (Nursery)



**Lucy Gleave**  
Director of Music



**Claire Vian**  
Year 1 Teacher



**Susan Beevers**  
Teaching Assistant (Key Stage 1)



**Craig Riley**  
Director of Sport



**Alison Pouget**  
Year 2 Teacher



**Mandy Peet**  
Secretary



**Linda Hough**  
Domestic



**Charleen Pemble**  
Domestic

## THE SCHOOL DAY

The Pre-Prep operates a five-day week, Monday to Friday. Morning snack and lunch comprises part of the school day.

### ARRIVAL AT SCHOOL

Children may be taken to their classrooms at any time between 8.20 and 8.50 am. During this time the children will settle to a quiet activity and parents can pass on any messages to the teacher or the office. **It is important the children arrive at school in time for registration at 8.50 am.** It can be upsetting for a child to come into a room where everyone is already settled, and it is disruptive for the rest of the class. (Late arrivals should be registered at the office before going to their classroom).

### SNACK TIME

The morning snack consists of bread and butter with a variety of fresh or dried fruit or raw vegetables, and a drink of milk or water. Children are encouraged to butter their own bread and cut up their fruit. Morning snack is followed by playtime which is from 10.30 am - 11.00 am. Water is available to the children throughout the day.

### LUNCH

A delicious and healthy lunch is cooked daily at the Prep School and is served in the Pre-Prep hall at 12.30 pm. The weekly menu is posted on the notice board. Our Chef Manager is fully trained and is allergy aware and the menu can be changed to suit particular dietary needs.

Teaching staff eat lunch with the children, and encourage them to try a variety of foods to provide a balanced diet. We expect good table manners and all children to use a knife and fork.

### PICK-UP ARRANGEMENTS

Parents of Nursery Reception children should wait at their respective doors at 4.00 pm (3.45 pm on Wed). Parents of Class 1 and 2 are asked to wait on the 'stones' area in front of the Old Rectory and the classes will come out to meet you.

**If someone else is picking up your child from school, we must have your written permission.** This can be done by using an e-mail to the office (from your usual e-mail address), a dated and signed letter or a Permission Slip (available from your child's Class Teacher or the Office). We will not let another adult collect a child without a message from their parent. **If there is someone parents do not wish to collect their child/ren please advise the school in writing.**

### LATE SERVICE

A late service is provided after school at the Old Rectory until 6.00 pm for working parents or emergencies. Children are supervised in the Nursery classrooms until 5.00 pm, and then they are taken into the kitchen for tea. Please note that children must be collected by 6.00 pm as there is no provision for care beyond that time. In an emergency children would be taken to the Prep School after 6pm.

If you require the late service, your child **must** be booked in with the teacher or secretary that morning. If the service is required on regular days, please let the secretary know.

**\*There is a charge for the Late Service which is added to accounts at the end of each term: £4.75 per hour calculated in 15 minute intervals from 4.00 pm (3.45 pm on Wednesdays) until time of collection.**

*\* Children who use the mini-bus service to go home, or who have siblings at the Prep School will not be charged for the late service up to 4.45 pm.*

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## **PARENTAL INVOLVEMENT**

The Pre-Prep staff encourage and value communication with parents. If there is **anything** that concerns you, we would rather know and do something about it.

We greatly encourage and value parental involvement in your child's education and the community of the school. This is achieved in a variety of ways:

Parents are invited to introduction sessions with their child's teacher in September, to hear about daily routines, curriculum etc. for that class, and to ask any questions.

Parents have opportunities to speak to class teachers daily, when they arrive and collect their children

Parents can look at workbooks and displays in the classrooms on a weekly basis.

Nursery and Reception Classes create journals which provide the opportunity for parents to see what the children have been doing in class and for teachers to learn about the children's lives and interests outside school.

Parents are also encouraged to come into class to work with or talk to the class about their jobs, interests or skills etc. pasta making, musical instruments, sewing, science experiments etc.

Occasionally parents are also asked if they can accompany the class on school trips, or help with clubs.

There is a 'Comments' box outside the office, which parents are encouraged to use to pass on comments/suggestions to the Head of Pre-Prep. We will also seek parents' views on specific issues via questionnaires.

We hold social events during the school year at which parents and staff can meet informally. These include the Parents' Supper in September, regular French Cafés, as well as events organised by the 'Friends of Northbourne Park'.

## **SCHOOL EVENTS**

During the course of the school year, parents and grandparents are invited into school for a number of events, these include Harvest Service, Bonfire Party, Nativities, Mother's Day Service, Easter Event, Sports Day, Concert, End of Year Service and Speech Day.

## **PARENT INTERVIEWS**

Parent Interviews are held termly and the dates are printed on the termly calendars. This is an opportunity to discuss your child's progress. Appointment lists are displayed in the entrance to the hall for parents to sign up.

Full written reports are sent home at the end of the academic year detailing achievements, progress and targets to work towards.

## **LETTERS**

Parents receive half-termly letters from their child's teacher, outlining the topics and routines for that half-term. The Head of Pre-Prep may also send letters home via book bags relating to specific issues, so please check bags daily.

## **NEWSLETTERS**

The newsletter is posted on the school website: [www.northbournepark.com](http://www.northbournepark.com), every other Friday. We would ask that parents please make a point of reading the 'Old Rectory News' section as it contains important information. Spare copies are always available in the office.

## **CALENDAR**

A termly calendar is posted out to every family before the beginning of each term, and is published on the website. It is also posted on the notice board outside Nursery entrance. There are always spare copies in the office.

## **NOTICE BOARD**

The notice board, outside the Nursery entrance, is used to display the school calendar, weekly menu, information and events notices. It also contains the telephone number for Independent Schools Inspectorate (ISI) if you have a concern or complaint or if you need get in touch with them.

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## **GENERAL INFORMATION**

### **ABSENCE FROM SCHOOL**

Please inform the school as soon as possible if your child is not coming in due to illness or medical appointments. Request for permission for your child to be absent for family holidays or social occasions should be sent in writing to the Headmaster, with one half term's notice please.

### **BAD WEATHER ARRANGEMENTS**

The Pre-Prep. will always attempt to work a normal day. However, for the safety of all involved, where there are extreme weather forecasts, a whole school decision to close the school on subsequent days may be made. This decision will be relayed via the school website, automated message on the school answerphone and via the local radio stations.

When dealing with young children, we would request that parents use their own judgement regarding sending their children into school or collecting them early. In the latter case, all that we ask is that a member of staff is informed if children are taken off the premises. In the case of the 'Late Service' on days of extreme bad weather, it saves much anxiety for the remaining children if they are collected as soon as reasonably possible.

### **CHANGE OF ADDRESS/TELEPHONE NUMBERS**

For our records we would ask you to help us keep this information up to date in writing please. If you work some distance away or may not be able to get to school quickly, it would be useful to have a local emergency contact person.

### **SCHOOL BUSES**

School buses are provided on certain routes to school. All details and requests for places are dealt with by Jackie Jones, School Administrator, in the Prep School Office: 01304 611215.

### **OUTINGS**

We undertake a variety of trips to theatres and museums etc. when it is felt they will enhance the children's education and/or support a topic being covered in class. We also occasionally welcome visitors to the Pre-Prep to share their enthusiasms. This sometimes results in an addition to the fee account and you will be informed of this in advance.

## **EXTRA-CURRICULAR ACTIVITIES**

We believe the children benefit from a broad curriculum and many enjoy some extra activities. For an additional fee, children can take lessons in \*piano, \*drums, \*violin and ballet. These lessons are taught by visiting professionals and take place during the school day. Forms for booking these activities are sent out with termly fees invoices.

In addition, a wide range of extra-curricular activities is offered to all children during 'clubs' on a Wednesday afternoon. The children choose a different club every half-term. Activities offered range from gardening and athletics to sewing and recorders.

One lunch-time per week, the children in Years 1 and 2 can take part in football, rugby and cricket activities (depending on the season).

*\* not available for Nursery children*

## **DEVELOPMENT FUND**

£25 per term is added to the fees invoices. This is a donation to the school development fund, to provide investment for the school development programme. With your first invoice you will receive a Gift Aid form for completion and return to the Bursar. If you do not wish to support this initiative please let the Bursar know in writing.

## **FEES**

Invoices for school fees are issued in the month preceding the start of term, extras are invoiced separately. If you have any queries or dispute your invoice please contact the Bursar in writing to the school or by email: [tbeckett@northbournepark.com](mailto:tbeckett@northbournepark.com) within 7 days of receipt of invoice.

School fees are due on or before the first day of term. Cheques should be made payable to 'Northbourne Park School Ltd'. If you wish to pay by bank transfer the details are as follows, please ensure you put your child's surname and the invoice number as the reference.

Bank: HSBC, Canterbury, Kent. Account number: 91600818. Sort Code: 40-16-11

(Please note that we do not have a facility for fees to be paid by credit card or direct debit).

## **POLICIES**

We have invested a lot of time in producing policies to cover all areas of school life eg; Child Protection, Complaints, Behaviour, Anti-Bullying, Health & Safety and all curriculum areas. These are all published on the school website.

## **PUPIL RECORDS**

Parents can have free access to developmental records and can, on receipt of written request, see their child's personal files. Parents are advised that any Child Protection information collected about a child can be passed on to future settings/schools without parental consent.

## GENERAL SAFETY

### HEALTH & SAFETY POLICY

We have a very comprehensive Health & Safety policy. Please ask in the office if you wish to see it. We carry out regular risk assessments on buildings and grounds.

### SECURITY

In order to monitor the security of the buildings, and in case of fire, **all** visitors must report to the office please. Please keep all gates closed.

### FIRE DRILLS

Fire drills are carried out at least once a term to ensure that all children and staff are familiar with the evacuation procedure in case of fire.

If parents are in the building when the fire alarm sounds (continuous ringing), they should leave the building immediately via the nearest available exit and proceed to the assembly hall.

### PARKING

We request that during School hours cars are not driven/parked in front of the Old Rectory or past the school Assembly Hall. Children often move from building to building across the front drive and sometimes use it as a play area. Even out of school hours, extreme care **MUST** be taken when driving on school property. **Please escort your children from the car park into the building.**

### DRIVING

The driveway is heavily used at certain times of the day and we would ask that all drivers please respect this by **driving 'dead slow' and parking carefully. Drivers coming up the drive have right of way.**

### HOME-TIME

Children are always eager to greet you at home-time but they know that they are not allowed to go to those collecting them until told to do so by their teachers. We ask that parents approach their child's teacher in case they have any information they wish to pass on. Also for safety reasons, it is in their best interests that children are told **not to climb fences, walls, the tree stump or run around the car park or stones area.**

PLEASE HELP THE CHILDREN KEEP TO THESE RULES - THANK YOU

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## HEALTH MATTERS

In order to provide appropriate care for every child, please can you fill in the medical and information forms in detail. Please help us to keep our records up to date by advising us in writing of any changes or additions to the medical information and emergency contact numbers you have provided.

### MEDICINES IN SCHOOL

**Medication should only be brought into school when absolutely necessary**, and always in the original container issued by the pharmacist. Please ensure that any medicines brought into school are given personally to the secretary and inform the class teacher. If your child travels to school by mini-bus, medication should be given to the bus driver. A medication permission form must be completed and signed by the parent in the morning, and again when medicine is returned. Staff will not administer any medication without written permission from the parent or guardian. Staff who administer medicines do so voluntarily.

### SICKNESS AND DIARRHOEA

In the interest of all the children and staff in the Pre-Prep, please ensure that a child suffering from vomiting and/or diarrhoea is kept at home **for a clear 48 hours after** the last bout, as advised by the Health Protection Agency.

### ASTHMA

Parents of children needing inhalers should inform the child's teacher in writing of their children's needs. Inhalers that are named and provided with clear instructions on use should be given to the school. We will ensure the inhalers are kept in a safe place. It is the parents' responsibility to ensure that inhalers are within their 'use by' date.

### HEAD LICE

**Children must not be sent in to school if they have live head lice.** If evidence of an infestation is observed during the school day, the parent will be informed by the class teacher with a request that the child is treated that evening. A class letter will also be sent out informing parents that headlice have been detected. Parents of children infected are asked to inform the school so that current advice can be sent out to the relevant classes.

### THREADWORMS

Children do not need to stay away from school if they are being treated for threadworms. However, **your child's teacher must be informed**, so that extra care with hygiene can be reinforced with all the children to prevent it spreading.

### CONJUNCTIVITIS

If your child is suffering from bacterial or viral conjunctivitis they should not come to school, as the infection spreads very easily. The child can return to school 24 hours after antibiotic treatment, or when the eyes are no longer red and there is no discharge.

## **CALMING POLICY**

On rare occasions it may be necessary for a member of staff to hold onto a child to calm them or stop them harming another child. This will be done with the greatest of care and you will be informed if this happens.

## **MARKS & BRUISES**

In accordance with Child Protection guidelines, we are expected to keep a record of any marks or bruises which appear on children. Please inform us of any marks or bruises they receive at home and don't be offended if we ask for details.

## **ACCIDENTS AT SCHOOL**

Minor accidents will be dealt with by staff with first aid training. Plasters may be used. Please inform us if you do not wish your child to have plasters. These accidents are recorded in our Accident Book and staff will inform you of these at the end of the day.

For anything other than minor cuts and grazes, your child's teacher will give you a 'Parental Information Form' giving details of the accident, treatment given and you will be asked to sign it and return it to school. If your child bumps their head they will also have a sticker. Please keep an eye on them that evening.

If your child has a more serious accident you will be informed by telephone and appropriate action taken. All accidents which require professional medical treatment will be recorded on the appropriate accident forms, which is a legal requirement.

## **SUN PROTECTION**

We want the children to enjoy the sun safely during the Summer Term and at the beginning of the Autumn Term. In accordance with our sun protection policy, parents are asked to apply sunscreen on their child before coming to school in the morning, and to provide a bottle to stay in school (clearly named) so that it can be re-applied as required. Parents are asked to give **written permission** for teachers to help their child re-apply sunscreen at lunch-time.

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## SEX EDUCATION

This topic is dealt with within the Science lessons:

“National Curriculum Science Orders:

Key Stage 1 (5-7 years) Pupils should be taught:

- that animals, including humans, move, feed, grow, use their senses and reproduce;
- to name the main external parts of the human body;
- that humans can produce babies and these babies grow into children and then into adults;
- to recognise similarities and differences between themselves and other pupils.”

## DRUG EDUCATION

The Drug prevention programme is integrated into the Science lessons and Personal Health Social Emotional (PHSE) structure throughout the school.

“National Curriculum Science Orders:

Key Stage 1 (pupils 5-7 years) children should be taught about the role of drugs as medicines:

- Know that all medicines are drugs but not all drugs are medicines
  - Know that all substances can be harmful if not used properly
  - Know about different types of medicine and that some people need them to live a normal life
  - Know and understand simple safety rules about medicines, tablets, solvents and household substances.”
-

## **ASSESSMENT**

In order to make sure that all our pupils receive the best education we can give, we undertake regular testing and assessment, the results of which are conveyed to parents/guardians either in report form or at interview: Regular screening takes place to highlight any potential specific difficulties, but all children are screened as a matter of course before transfer to the main school. At all stages, when there are concerns, parents/guardians are consulted and kept informed. *(Please refer to the individual class information for details on how each year group is assessed).*

Pupils are assessed on entry by the class teacher and Special Educational Needs Co-ordinator if appropriate, so that strengths are recognised and learning programmes are planned to tackle weaknesses. Assessment continues throughout the school in order that all needs are fully met.

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## **DISCIPLINE** **(see Appendix B for Discipline Policy)**

### **REWARDS**

Our behaviour policy is a positive one. Obviously, all good work and behaviour can and should be rewarded. At The Old Rectory it is believed that encouragement and praise is the most effective and positive tool in the promotion of well behaved and hard working children.

In Nursery, stickers are used as a reward for good work and behaviour. In Reception, Year 1 and 2 marbles are used as a reward. The class works together to fill their marble jar and then they all have a treat.

The Headmaster also presents commendation certificates for exceptional effort when he takes his weekly Assembly.

### **SANCTIONS**

At the start of each academic year, all the class teachers agree with their children a set of classroom rules. If a rule is broken the child's name is put on the whiteboard, punishments then progress up to being sent to the Head of Department, and in serious cases parents being informed. The child's 'slate' is then wiped clean the next day.

Each class teacher keeps records of disciplinary incidents on file in their classroom.

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## SCHOOL UNIFORM POLICY (see Appendix A for Uniform List)

We believe that a school uniform is important because:

- \* it looks smart
- \* wears well
- \* contributes to a sense of belonging
- \* gives a common purpose
- \* fosters a feeling of pride

**We ask that all children wear the uniform and we encourage them to maintain a good standard of clean and tidy dress in school.** Please see Uniform List.

Long hair should be tied back to be kept in check. Hair accessories such as slides, ribbons, bobbles etc should be fairly simple and, if possible, in the school colours of maroon and blue.

Parents are asked to ensure that **all** items are labelled clearly with their child's name.

For safety reasons, we ask that the children do not wear **any** jewellery in school, other than plain stud earrings for girls. Earrings **must** be removed by the child for any physical activities.

### **P.E. Kit**

For health and safety reasons it is important that children are properly dressed for any physical activity.

P.E. kit should be kept in a school drawstring bag.

P.E. kit should be kept in school and will be returned home at regular intervals for washing.

All items of P.E. kit should be named.

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## CONTACTING US

**Old Rectory Office:** (01304) 611792

**E-mail address:** [preprep@preprep.plus.com](mailto:preprep@preprep.plus.com)

**Fax No:** (01304) 620454

**By Post:** Northbourne Park Pre-Prep.  
The Old Rectory  
Betteshanger  
Deal, Kent CT14 0NJ

**Prep School Office:** (01304) 611215  
*Edward Balfour – Headmaster*  
*Jackie Jones – School Administrator*  
*Tanya Beckett – The Bursar*

**E-mail address:** [office@northbournepark.com](mailto:office@northbournepark.com)

**Website:** [www.northbournepark.com](http://www.northbournepark.com)

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# NORTHBOURNE PARK SCHOOL

## PRE-PREP - UNIFORM LIST

### GIRLS

#### WINTER:

- \* Uniform Navy Coat
- \* Grey Pinafore Dress or
- \* Navy Cord Trousers
- \* Check Shirt
- \* School Tie
- \* School Sweatshirt
- Navy Tights/Long Grey Socks
- Navy/Black Shoes  
*(velcro fasteners where possible)*
- Wellington Boots *(any colour)*
- Navy Woollen Pull-on Hat *(optional)*

#### SUMMER:

- \* School Summer Dress
- Navy V Necked Pullover
- \* School Sun Hat
- White Ankle Socks

#### P.E. KIT:

- \* School White Polo Shirt
- Navy Shorts
- Navy Tracksuit Trousers
- Black Plimsolls
- Trainers
- \* P.E. Bag
  
- \* School Book Bag

### BOYS

#### WINTER:

- \* Uniform Navy Coat
- \* Navy Cord Trousers
- \* Check Shirt
- \* School Tie
- \* School Sweatshirt
- Grey Socks
- Navy/Black Shoes  
*(velcro fasteners where possible)*
- Wellington Boots *(any colour)*
- Navy Woollen Pull-on Hat *(optional)*

#### SUMMER:

- Grey Shorts
- \* School Navy Polo Shirt
- \* School Sweatshirt
- \* School Sun Hat/Cap
- Grey Socks

#### P.E. KIT:

- \* School White Polo Shirt
- Navy Shorts
- Navy Tracksuit Trousers
- Black Plimsolls
- Trainers
- \* P.E. Bag
  
- \* School Book Bag

*\* These items are only available from the uniform shop.*

### ALL ITEMS MUST BE CLEARLY NAMED

All uniform must be fully paid for at point of sale.

Matron runs the new and second hand uniform shop on Thursdays, 4 – 5 pm (dates are published in the calendar)

Items may also be ordered using order forms available in the Office.

## PRE-PREP BEHAVIOUR POLICY

The Pre-Prep is a caring and home-from-home environment in which children make a confident and smooth transition from life at home to life at school. It establishes in them the confidence to be involved in the supportive community around them and to empathise more with others. We expect the children to be considerate to others and polite throughout the different parts of the school day. Kindness to others and generosity underpin both the success of the community and our key educational objectives in encouraging our pupils to progress from the more naturally egocentric attitude of younger children towards a developing awareness, tolerance and acceptance of others demonstrated by our older ones. Our rules and expectations of behaviour are determined through a strong pastoral framework, focusing on each child as an individual and through,

- class teaching
- pastoral guidance
- close monitoring and
- assemblies
- clubs and activities
- snack, lunch and playtime

### Positive Reinforcement

The Old Rectory staff reinforces rules about behaviour throughout the school day and a clear statement of agreed class rules, specific to the year group concerned, is posted in each classroom. Rules are also posted in the French room, SEN room and the Library. These might include:

- Following instructions the first time.
- Being polite.
- Listening carefully.
- Respecting other people and their possessions.
- Saying things which are kind, necessary and true.
- To tell members of staff if they are upset about something.
- Walking indoors.
- Playing fun and inclusive games in the playground and avoiding fighting
- Keeping within designated boundaries of the playground
- Leaving items banned by the school at home.
- Waiting with a teacher until handed over to their parents at the end of the day.
- Staying out of the Car Park unaccompanied by an adult.
- Avoiding climbing on walls, fences or tree stumps.

Teachers are themselves positive role models for the children, who emulate them in being considerate and in listening carefully to others. The staff generally conducts itself according to the same standards expected of the children in its care. They use a policy of positive behaviour, using positive comments when addressing the children, for example,

*"X is sitting very quietly" instead of "X! Stop that and sit quietly".*

### Rewards

A system of rewards is introduced in the first week of the school year that each child knows and understands. If the class keeps within the school rules, they receive a marble, which is put in a glass jar. When this jar is full, the Class Teacher rewards them with a treat, for

example extra playtime or extra activities. Classroom Teachers award individual pupil achievement or progress with stickers and with Headmaster's Commendations for exceptional progress or achievement in and out of the classroom.

### **The Class Teacher**

The Class Teacher is the primary carer in achieving a high standard of behaviour from pupils in her class across their academic, extra-curricular and pastoral life in the school. She should liaise closely with the Head of the Pre-Prep in delivering this. She should always pass on points of concern to the Head of the Pre-Prep and seek advice when necessary.

### **Poor Behaviour**

Children make mistakes; it is in their nature. We believe that through mistakes, children can learn and develop appropriate behaviour both individually and with each other. Our aim is that there should always be a positive resolution to any disciplinary issue that arises.

Children should be,

- made aware as to where they have gone wrong,
- encouraged to consider why they have allowed the incident to happen and
- asked to consider how they can amend their behaviour and learn from the incident.

### **Minor Sanctions**

If individuals do not keep to the class rules, certain sanctions apply. These have a ladder of severity according to the seriousness of the event and the frequency of its occurrence.

1. Sit separately for 5 minutes
2. Miss a playtime
3. Sent to Head of Pre-Prep, who will fill out a *Notifiable Offences Form (NIF)* (See below)

### **Break Time Discipline.**

The outside play area is split notionally into four zones. Our ideal is that all children can play wherever they want to in the garden. If a child behaves poorly, s/he will be only allowed to play on the grassed area. If the behaviour persists, s/he will be asked to stay on the terraced area. If the behaviour persists, s/he will be supervised inside the building. These sanctions will remain in place for the rest of the week. Each incident will be logged in the playground book and on NIF.

### **Documentation**

The Class Teacher is responsible for documenting and maintaining accurate records of incidents which arise in school. In September, the Class Teacher should prepare a Pupil Incident Form for each pupil in her class on which she should document chronologically, with time and date, any minor incident that occurs either under her supervision or which is passed on to her by other members of staff. The Class Teacher should review the Playground Book regularly and identify any repeated patterns of minor indiscipline. Repeated incidents may require the Class Teacher to complete a NIF.

### **Notifiable Incidents**

Staff should document more serious Notifiable Incidents (or repeated low level incidents for which warnings have been given) on the NIF. Notifiable Incidents include any action on the part of a child, which results in another child feeling significant distress. This might include repeated:

**Pushing**      **Hitting**  
**Shoving**     **Name-calling**  
**Tripping**     **Spitting**  
**Fighting**

**Or any other aggressive and intimidating behaviour**

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## **LEVEL 1**

### **Notifiable Incident Review**

On receipt of a *Notifiable Incidents Form*, the Class Teacher should,

- Discuss the incident with the child involved and suggest a remedial course of action.
- Check with the Learning Support Teacher to see if there are SEN factors involved.
- Sign and date the NIF and consider as to whether further action is required.
- Pass on the Form to the Head of the Pre-Prep, who will either
  - discuss the incident with the Headmaster immediately or
  - discuss the incident with the Headmaster during the weekly meeting
- Discuss the incident informally with parents, exploring with them different ways to manage the poor behaviour and enlisting their co-operation if SEN factors are involved. The Learning Support Teacher may well have some ideas to contribute at this point
- Inform the parents of the action taken and that further poor behaviour will result in a **Head of Pre-Prep Review Meeting**.

The NIF is then signed by the Head of the Pre-Prep, the Headmaster and put in the Pupil File.

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## **LEVEL 2**

### **Head of Pre-Prep Review Meeting**

Repeated *Notifiable Incidents Forms* trigger a **Head of Pre-Prep Meeting** with the Pupil, Class Teacher and Head of Pre-Prep (and depending on the seriousness, the parent), which,

- Discusses the child's poor behaviour.
- Advises the pupil that a Parental Review Meeting will take place if the poor behaviour is repeated.

This meeting is documented and copied to the pupil's file.

The Head of the Pre-Prep will discuss the issue informally and in private with the child's parents. She will inform the parents,

- That the Head of Pre-Prep Review Meeting has taken place, including date and time.
- About the nature of the repeated poor behaviour.
- That parental support would be appreciated to reinforce good behaviour.
- That the parents are welcome to come in and review the issue at a later date.
- That we have considered the appropriateness of enlisting the advice of other experienced professionals, such as a Counsellor, General Practitioner or an Educational Psychologist in order to support the child as s/he develops strategies to improve behaviour.
- Further poor behaviour will result in a Parental Review Meeting to which they would be invited.

Notes of this meeting should be placed on the *Pupil File*.

**MOST BEHAVIOURAL ISSUES CAN BE RESOLVED / CONTAINED AT THIS LEVEL.**

### LEVEL 3

#### Parental Review Meeting

Further repeated *Notifiable Incidents Forms* trigger a **Parental Review Meeting** with the Class Teacher, Parents, Head of Pre-Prep (*and where appropriate the child*) which,

- Gives a further formal warning to the child about poor behaviour and enlists the support of the parents in raising expectations of behaviour and explores strategies for doing so.
- Advises the pupil that a Headmaster's Review Meeting will take place if the poor behaviour continues, the most likely result of which will be a temporary exclusion from school and a final warning about this poor behaviour.
- Explores the appropriateness of enlisting the advice of other experienced professional, such as a Counselor, or an Educational Psychologist in order to support the child as s/he develops strategies to improve behaviour.

This meeting is documented and copied to the pupil's file. A standard letter is sent to the parents at this point explaining:

This meeting should be followed up by a letter from the head of the Pre-Prep identifying that,

- the meeting has taken place, including date and time.
- the nature of the repeated poor behaviour.
- parental support would be appreciated to reinforce good behaviour at home and at school, mentioning any agreed or suggested strategies for this reinforcement.
- the parents are welcome to come in and discuss the issue again.
- Whether the school recommends contact with other educational or pastoral professionals.
- Further poor behaviour will result in a Headmaster's Review Meeting to which they will be invited. Any replies or further communication from the parents is to be placed on the pupil file.

**IN THE UNLIKELY EVENT THAT THE BEHAVIOUR IS NOT IMPROVED AT THIS POINT THEN THE HEAD OF THE PRE-PREP WILL PROCEED ON TO:**

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### LEVEL 4

#### Headmaster's Review Meeting (possibly combined with Suspension)

Further repeated *Notifiable Incidents Forms* trigger a Headmaster's Review Meeting with the Headmaster, Class Teacher, Parents and Head of Pre-Prep. The most likely outcome of this meeting is a temporary exclusion of the child from school. The meeting

- Gives a Final Warning to the child about poor behaviour and again enlists the support of the parents in raising expectations of behaviour both at home and at school.
- Offers the Parents the opportunity to withdraw their child from Northbourne Park School.
- Will inform Parents that exclusion from school is the most likely outcome if the poor behaviour continues.

This meeting is documented and copied to the pupil's file. The meeting is immediately followed by a letter to the parents from the Headmaster detailing:

- That the meeting has taken place, including date and time.
- The nature of the repeated poor behaviour and repetition of the Final Warning about this behaviour.
- The offer made in the meeting for the Parents to withdraw their child from Northbourne Park School.
- That parental support would be appreciated to reinforce good behaviour at home and

at school.

- That the parents are welcome to come in and discuss the issue again.
- Further poor behaviour will result in an Expulsion from school.

Any replies or further communication from the parents is to be placed on the pupil file.

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## **LEVEL 5**

### **Final Review Meeting**

Further repeated *Notifiable Incidents Forms* trigger a Final Review Meeting with the Headmaster, Class Teacher, Parents and Head of Pre-Prep. The most likely outcome of this meeting is the exclusion of the child from school, after discussion with the Chairman of Governors.

This meeting

- Offers the Parents the opportunity to withdraw their child from Northbourne Park School.

If this is not accepted,

- Details the Expulsion and offers help to the parents in finding another school for their child.

This meeting is documented and copied to the pupil's file. The meeting is immediately followed by a letter to the parents from the Headmaster detailing:

- That the meeting has taken place, including date and time.
- The offer made in the meeting for the Parents to withdraw their child from Northbourne Park School.
- The nature of the repeated poor behaviour and nature of the Expulsion.
- That the parents are welcome to pursue the School Complaints Procedure.

Any replies or further communication from the parents is to be placed on the pupil file.

### **Expunging**

It is possible for children to expunge their records and move down the levels for protracted periods of good behaviour on the recommendation of the Head of the Pre-Prep and with the agreement of the Headmaster.

# The Old Rectory

## NOTIFIABLE INCIDENTS FORM

PUPIL NAME:	Class:
DETAILS OF INCIDENT:                      TIME .....                      DATE ..... ..... ..... .....	
IMMEDIATE ACTION TAKEN: ..... ..... CLASS TEACHER INFORMED? <b>Y / N</b>	
REPORTED BY: STAFF INITIAL .....	<b>PASS TO CLASS TEACHER.</b>
<b>CLASS TEACHER RECEIVED:</b> DATE .....                      INITIAL ..... FORM TEACHER AGREES WITH ACTION TAKEN? <input type="checkbox"/> FURTHER ACTION NEEDED? <input type="checkbox"/> <i>(Please tick one box)</i> FURTHER ACTION TAKEN..... .....	
	<b>PASSED ON TO HEAD OF PRE - PREP</b> DATE .....
<b>HEAD OF PRE-PREP RECEIVED:</b> DATE .....                      INITIAL ..... HEAD OF PRE-PREP AGREES WITH ACTION TAKEN? <input type="checkbox"/> FURTHER ACTION NEEDED? <input type="checkbox"/> <i>(Please tick one box)</i> FURTHER ACTION TAKEN ..... .....	
	<b>PASSED ON TO HEADMASTER.</b> DATE .....
HEADMASTER RECEIVED: DATE .....  SIGNATURE: .....	COPY TO FORM TEACHER FOR PUPIL FILE?                      Y / N  COPY TO INCIDENT FOLDER?                      Y / N  PHOTOCOPIED x .....  PARENTS INFORMED?                      Y / N

## Notes

# NORTHBOURNE PARK SCHOOL

## Issue Resolution and Complaints Procedures for Parents

Northbourne Park School has long prided itself on the quality of teaching and pastoral care provided to its pupils. As parents your views and ideas are highly valued and essential to the successful running of the School. We are committed to open and honest communication and discussion. Parents are encouraged to come forward and share their thoughts, ideas and feedback at anytime and with any member of the teaching or administrative staff.

However, if parents do have a specific concern or complaint, it will be dealt with by the school in accordance with this procedure, which is available on request to the parents of pupils and prospective pupils at the school.

It is hoped that most complaints and concerns will be resolved quickly and informally.

### Stage 1: Informal Resolution:

If any parent has a complaint, they should contact their child's Form Tutor as soon as possible. In many cases, the matter will be resolved straight away to the parent's satisfaction. If the Form Tutor cannot resolve the matter alone, it may be necessary for them to consult the Senior Master, Deputy Head, Head of Pre Prep or Headmaster as appropriate.

- Complaints made directly to any other individual such as the Senior Master, Deputy Head, Head of Pre Prep or Headmaster will usually be referred to the relevant Form Tutor for resolution in the first instance. Complaints should not be directed to the Chairman at this stage nor any member of the Board of Governors.
- In all cases the Form Tutor will attempt to resolve the matter in five days or as soon as is practicable.
- The Form Tutor will make a written record of all complaints and concerns and the date on which they were received. Once the complaints and concerns are resolved, these written records will be added to the Pupil Record File as appropriate.

*Should a matter not be resolved within five days, or in the event that the Form Tutor and the parents fail to reach a satisfactory resolution, then parents will be advised to proceed with their complaint in accordance with Stage 2 of this procedure.*

### Stage 2: Formal Resolution:

- If the complaint cannot be resolved on an informal basis or is of a very serious nature, then the parent will be asked to put their complaint **in writing** to the Headmaster, who will decide, after considering the complaint, the appropriate action to take.
- In most cases, the Headmaster will speak to the parents concerned within forty-eight hours of receiving the complaint, to discuss the matter. If possible a resolution will be reached at this stage.

- It may be necessary for the Headmaster to carry out further investigations. These will be completed in seven days or as soon as is practicable in relation to the nature of the case.
- The Headmaster will keep written records of all meetings and interviews held in relation to the complaint.
- Once the Headmaster is satisfied, so far as is practicable, that all of the relevant facts have been established, a decision will be made and the parents will be informed of this decision in writing. The Headmaster will give reasons for the decision.
- The written decision will be issued within fourteen days of receiving the complaint. If for any reason this is not possible, the Headmaster will write to the parents within the fourteen day period referred to above, stating the reason or reasons he is unable to issue any decision and informing the parent when he will do so, which will be within twenty-eight days of receipt of the complaint.

*If parents are not satisfied with the decision, they may take the opportunity to proceed to Stage 3 of this procedure.*

### **Stage 3: Panel Hearing:**

Upon receipt of the written decision, if parents seek to invoke Stage 3 of this procedure, they should write to the Headmaster informing him of their decision to do so within 28 days, whereupon the matter will be referred to a hearing before a panel appointed by or on behalf of the Chairman of Governors.

- The panel will consist of at least two persons who were not directly involved in the matters detailed in the complaint and will usually be selected from the Board of Governors. One additional person who is independent of the management and running of the school will join the panel.
- The complaint will be acknowledged on behalf of the panel and a hearing scheduled to take place as soon as practicable and normally within fourteen days.
- If the panel members deem it necessary, they may require (in writing) that further particulars of the complaint or any other related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than five days before the hearing. Any such further particulars received within five days before the hearing may be disregarded and inadmissible at the discretion of the panel.
- The parents may be accompanied to the hearing by one other person, such as a relative, teacher or friend. Legal representation will not normally be appropriate.
- If possible, the panel will resolve the parent's complaint at the hearing without the need for further investigation. However should the panel decide at the hearing that further investigation is required, the panel shall decide how such investigations should be carried out and by when they should be concluded. The panel will reconvene and, after due consideration of all facts they consider relevant, will reach a decision and may make recommendations.

- This procedure will be completed within fourteen days of the first hearing wherever possible but within twenty-eight days unless otherwise agreed with the parents. The panel will write to the parents informing them of its decision together with the reasons. The decision of the panel will be final.
- The panel's findings together with any recommendations will be sent in writing to the Headmaster, Chairman of Governors and, where the complaint relates to an individual, to that individual.
- In the event that the complaint involves or relates to a teacher, then the teacher will be kept fully informed of the management of the complaint. The teacher will have the right to make representation to the panel. It may be deemed necessary for the panel to refer to the Job Performance and Capability Procedure or Disciplinary Procedure.
- A written record will be kept of all complaints and the actions taken whether they were resolved at the preliminary stage or proceeded to a panel hearing.
- Parents can be assured that all complaints and concerns will be treated seriously and in confidence. Correspondence, statements and records will be kept confidential except in so far as is required of the school by paragraph 6 (2) j of the Education (Independent Schools Standards) (England) Regulations 2003; by the Secretary of State for Children, Schools and Families; or where disclosure is required in the course of the school's inspection or where any other legal obligation prevails.

### **Specific Complaints**

If the complaint concerns a matter relating to the **actions of the Headmaster** and this cannot be resolved informally, then the parent should address their complaint to the Chairman of Governors. He will then appoint an appropriate individual to undertake the actions that would otherwise have been taken by the Headmaster in accordance with this policy.

### **Early Years Foundation Stage Complaints**

If parents wish to make a complaint in respect of the school's Early Years Foundation Stage Provision (Nursery and Reception Classes), they may do so by contacting Ofsted and/or ISI (Independent Schools' Inspectorate) as follows:

**Ofsted** – Telephone: 08456 014772 (open 8 am – 6 pm) / [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**ISI** – Telephone: 020 7776 8830 / [www.isi.net](http://www.isi.net)

A record of any complaint in respect of the school's EYFS provision will be kept for at least three years.

*Person Responsible for the Complaints Procedure Policy: The Headmaster*

*Last Reviewed: June 2010*