

# BROOKSIDE PRIMARY SCHOOL



PROSPECTUS 2016/17

**Brookside Primary School**

**Ashbourne Drive,**

**High Lane,**

**Stockport,**

**SK6 8DB**

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**Email: [headteacher@brooksideprimary.com](mailto:headteacher@brooksideprimary.com)**

**Headteacher: Mr Rick Tavernor**

**Deputy Headteacher: Mrs Sophia Barker**

**Resource Inclusion Manager: Mrs Lindsay Warner**

**Chair Of Governors: Mr Jurgen Roling**



## **INTRODUCTION**

The children, staff and Governors of Brookside Primary School would like to welcome you and your family to our school. We hope that your child/children will be happy with us and enjoy their time as members of our school community.

This prospectus has been prepared to provide you with information about our school. If after reading it you have any queries or wish for further information concerning aspects of school life, please contact the school. We welcome visitors in school to see us at work.

We aim to provide a happy learning environment where we encourage our pupils to aim for their highest possible standards in all they do.

To provide the best possible education for your child we seek your support. Working together in partnership school and home provide a sound base for learning. There will be many opportunities in the future for you to visit the school and we hope, share in our activities. We look forward to seeing you.

## **BACKGROUND INFORMATION ABOUT OUR SCHOOL**

Brookside is a community primary co-educational day school for children from the ages of four to eleven years old and is part of Stockport Children and Young People's Directorate. It is a happy, friendly school and you are welcome to visit at any time. The school is situated in its own grounds on the outskirts of High Lane. There are two large playgrounds, excellent playing fields and gardens surrounding the school. We are extremely proud of our links with the local community and the after school activities that take place here. Our Choir and Brass band perform regularly at school and in the local community.

The school dates from 1967 and is a modern comfortable building, consisting of seven classrooms, a staff room, a resource base classroom, well-stocked fiction and non-fiction libraries and a large hall which is used for assembly meetings, physical education lessons, a dining room and for concerts. Good quality meals are prepared on-site in the kitchen. Administrative rooms are situated on the right of the main entrance and include the offices of the School Business Manager and Headteacher.

## Vision and Values



### Learn Together, Achieve Together

At Brookside Primary School we are proud to be a welcoming, inclusive, collaborative school where every child is seen as an individual.

Our Vision is to prepare our children to be ready for the challenges of the future: to be able work both collaboratively and independently; to have respect and empathy towards others; to develop a lifelong love of learning; and to have the confidence to achieve their goals.

We adopt a creative approach to the planning and delivery of the curriculum, ensuring that all our children receive their entitlement of a broad and balanced education. We endeavour to create an open and friendly environment where individual children's needs are met. This will enable them to flourish in our School and achieve their full potential.

This will be achieved by providing:

- a safe, secure and happy learning environment where each child is valued and inspired to achieve all that they can
- a dedicated, innovative and aspirational staff team who are committed to delivering excellent learning
- an engaging, creative, broad based curriculum which is personalised to meet the needs of the whole child
- a 'working with' community of high challenge and high support.
- teaching which both promotes teamwork and independence, challenge and support

We aim to:

- develop independence and responsibility in the individual
- nurture social and emotional security
- promote positive relationships with all members of our school and the local community
- develop the use of new technologies that stimulate and extend boundaries of learning
- promote enjoyment and exciting experiences in all areas of school life that extend beyond the classroom
- give every child the best educational start in life that we can, actively seek to develop our professional skills and take on new challenges.

## **OFSTED INSPECTION REPORT APRIL 2013**

### **EARLY YEARS FOUNDATION STAGE**

*"In Reception, due to excellent provision, outstanding teaching and a thorough understanding of each child's educational needs... all children are well prepared for learning in Key Stage One"*

#### **KEY HEADLINES FROM OUR REPORT INCLUDE:**

- '...the school has made year on year improvements since its previous inspection, under the strong leadership of an experienced and well-respected Headteacher and a very able senior team...'
- 'School Governance is strong. Governors have detailed knowledge of how well the school is doing...'
- 'The behaviour of pupils is outstanding. They show great care and compassion to each other...'
- 'Pupils achieve well. The vast majority make good progress. Many... make outstanding progress...'
- 'Pupils' overall attainment in Mathematics, reading and writing is above average by the time they leave school at the end of year 6'
- 'Reading is a strength of the school'
- 'The quality of teaching has improved since the last inspection... Well-qualified teachers and other adults are exceptionally efficient in planning and supporting pupils'

The full OFSTED report is available to read on our School Website.

## STAFF

Mr Rick Tavernor	Headteacher
Mrs Sophia Barker	Deputy Headteacher/Year 6 Class Teacher
Mrs Lindsay Warner	Resource Inclusion Manager/SENCO
Mrs Anita Cullen	Early Years Foundation Stage
Mrs Sarah Dale	Year One
Miss Fiona Ramsbottom	Year Two
Miss Claire McVittie	Year Three
Mrs Beth Bollington	Year Four
Miss Jenny Thompson	Year Five
Mrs Sarah Williamson	P.P.A/ Year Four

Miss Alison Gadd	HLTA
Mrs Petra Pearce	Teaching Assistant
Miss Megan Shaw	Teaching Assistant
Mrs Kate Swindells	Teaching Assistant
Mrs Christine Williams	Teaching Assistant
Mrs Cathy Birchenough	Teaching Assistant

Mrs Sue Pogson	Resource Integration Assistant
Mrs Helen Holbart	Resource Integration Assistant
Mrs Lorna Davies	Resource Integration Assistant
Mrs Loret Clarke	Resource Integration Assistant
Mrs Karen Astbury	Resource Integration Assistant
Mrs Lois Wych	Resource Integration Assistant
Mrs Stephanie Wright	Resource Integration Assistant
Mrs Julia Cotter	Resource Integration Assistant
Mrs Rachel Bowling	Resource Integration Assistant
Mrs Louise Jervis	Resource Integration Assistant
Mrs Andrea Berndt	Resource Integration Assistant

Mrs Julie Brennan	School Business Manager
Mrs Lindsay Moore	Administration Assistant

Mr Barry Campbell	Site manager/Caretaker
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Mrs Sara Shiels	Midday Supervisor
Mrs Elaine Pilkington	Midday Assistant
Dr Roz Forsey	Midday Assistant

## **OUR GOVERNING BODY**

The Governing Body at Brookside is made up of representatives of the Staff, Parents and the Community as well as having some members appointed by the Local Authority.

They are all volunteers who give up their free time to ensure that the school is managed effectively and to the benefit of all of the children.

The Governors have various legal responsibilities and duties. They are responsible for the effective management of the school, for the school budget and for Health and Safety. They help to set- and to monitor – the school philosophy and policies.

Governors do not make detailed day-to-day decisions about the running of the school: this is the role of the Headteacher, supported by the Staff.

The Chair or Clerk to the Governors can be contacted via the School office.

### Headteacher Governor

Mr Rick Tavernor

### Local Authority Governor

Mr Ed Stephenson

### Teacher Governor

Miss Claire McVittee

### Clerk to the Governors

Mrs Layla Bannard

### Co-opted Governors

Mr Jurgen Roling (C)

### Parent Governors

Mrs Lucy Leonard

### Associate Governors

Mrs Lois Wych

Mr Nigel Boswell

Mrs Sue Pogson

School Members (no voting rights)

Deputy Head – Mrs Sophia Barker

Business Manager – J Brenan

## **OUR CHILDREN**

As a school, we will be aiming to provide for the development of the whole child.

We encourage children to be actively involved in their learning. Quality teaching and learning opportunities will support individual needs and encourage children to identify future learning targets. We are proud to offer a broad and balanced curriculum to all children.

We provide a caring, stimulating environment, where children feel valued as individuals and where everyone has a role to play in the life of the school. We hope that it is a place where adults and children alike can reach their full potential. Equal opportunities are provided for all children, regardless of gender, race, religion or special needs.

In our school, children are encouraged to fulfil their potential intellectually, physically, socially, emotionally and spiritually. We aim to produce well-rounded individuals who have the skills and positive attitude to maximize all opportunities presented to them, so they can enjoy life to the full.



## **SCHOOL ORGANISATION**

Brookside is a one-form-entry primary school with one class for each year group. The content and assessment of the curriculum is delivered through whole school approaches to ensure continuity and progression as children move from one year group to the next.

Classrooms and activities are planned, resourced and organised to provide a stimulating and supportive working environment. Teachers use a combination of individual, group, and whole class teaching as appropriate to the subject and to meet the needs of all the children.

Teachers follow careful planning and structured teaching programmes to ensure that there is progression through each year, and from year to year. Each class will study a variety of themes throughout the school year in all subjects.

## **CURRICULUM**

We endeavour to ensure that the school curriculum we provide for our pupils has breadth, balance, continuity and progression to raise the standards of achievement and success of all our pupils. Our staff work in close partnership as a team.

## **SPORT**

Pupils at Brookside are encouraged to take part in a variety of sporting activities. During PE lessons the principles of competitive and non-competitive games are taught from the earliest age. All the children participate in lessons with qualified sports coaches. In EYFS and Key Stage One the children have lessons in Gymnastics, Dance and multi-skills activities. As they progress through the school; pupils have lessons in invasion games, striking and fielding games and net and wall games, Dance lessons, Gymnastics lessons, and in years 3 to 5, swimming lessons at Hazel Grove Swimming Baths.

Sport and healthy lifestyle is promoted wherever possible, as a school we particularly promote cycling. We have been awarded the Sustrans Bike It Award, participate in the annual Big Pedal event and Year 5 and 6 complete Stockport's Safer cycling course. Year 6 go on an outdoor and adventurous residential visit each year to the Conway Centre, Anglesey.

## **EXTRA CURRICULAR ACTIVITIES**

After school sports clubs run throughout the year. The school invites Coaches from various sports e.g. football, Dance and a gym which are held at school and are promoted to all pupils.

The school offers a wide range of additional Club activities either at lunchtime or after school. Whilst some activities are available to all children others are restricted to particular year groups. Parents are advised on the availability and timing of clubs each term.

Activities organised voluntarily by staff, examples include: Art club, Sports club, Maths Club (Mathletics) Cookery, Brass band, Choir, Guitars, Computing, Drama, Chess, Gardening, Board Games.

A small charge is made for other clubs run by outside agencies e.g. the gymnastics club, Dance, Multi-skills (sport). Football, drama, Mad Science etc.



## **EARLY YEARS FOUNDATION STAGE**

In reception at Brookside we pride ourselves in giving our children an exciting and stimulating curriculum which enables each child to develop from their own starting point but reach their full potential.

We use a balance of whole class teaching, learning through structured play and opportunities for the children to be creative and independent.

There are seven areas of learning:

Personal Social and Emotional Development

Physical Development

Communication and Language

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Our children use the outdoors as part of their daily learning experience which creates challenge through the use of problem solving, exploration and environmental awareness.

By the end of the year we aim for our Reception children to be confident, independent and eager learners who display positive characteristics of learning.

As children move from Reception into Year 1 and until they leave us at the end of Year 6, we follow the published requirements of the New National Curriculum in the core subjects.

## **ENGLISH CURRICULUM**

Speaking and Listening, Reading, Writing, Spelling, grammar, punctuation and Handwriting make up the English Curriculum. Where appropriate, literacy teaching is linked to work in other areas of the curriculum.

We encourage children to take part in a range of activities to increase their ability to listen carefully and express themselves clearly. The activities include story time, drama and discussion.

Handwriting begins with lots of pencil control activities which lead to letter patterns and develops into "joined" writing. Children are taught to form letters correctly and to develop a high personal standard of presentation. Children will be given the opportunity to write for a variety of purposes. This will include their own stories and poems, descriptive accounts and other forms of factual writing. They are taught spelling, grammar and punctuation. They are also taught to plan, draft, revise and edit their own writing.

We aim to encourage children to become successful and enthusiastic readers. We teach a range of strategies to enable the children to get at the meaning of a text. We use a range of books and materials for the teaching of reading. This includes fiction, non-fiction and a wide variety of reading schemes. Children are taught basic decoding and spelling skills and to develop their knowledge of context and grammar. Information-seeking skills are taught in conjunction with topic work.

Children are encouraged to borrow books from our school library and to use the library for their own research. A book fair is held at school each term

We take great care to match the teaching and learning to the needs of each individual whatever their ability level. Children are set regular targets for achievement and these are closely monitored. We are proud of our levels of attainment and particularly of our 'value added' scores for all children.

### **MATHEMATICS CURRICULUM**

Maths is a major form of communication in the modern world and we aim to help our children enjoy the subject and develop confidence in their ability to use it in a range of different settings. Our children spend at least one hour per day working on maths relating to their year group expectation's by other activities that help the children further understand the concepts of time, shape, space, money, measure, algebra and graphical representation.

Parents are encouraged to develop practical Maths skills at home. Activities such as practical counting, weighing and measuring, playing board games, doing puzzles and investigations as well as more formal practice in mental arithmetic, are of enormous value. Parents are given advice about appropriate activities to do at home for each of the different year groups at school. Mathletics is an on-line maths challenge for children from Reception to Y6 and is very popular with both children and parents.

### **SCIENCE CURRICULUM**

Science is a natural and fundamental part of our lives and can be regarded as 'organised curiosity'. Its study helps children to understand and respect the world around them.

From an early age children ask questions about their environment and our Science curriculum builds on this, encouraging children to ask questions, suggest ideas, test them out and evaluate and record their findings. We aim to develop enquiring minds and a scientific way of thinking.

Science is generally approached through subject specific lessons .The children follow a wide programme of study meeting all the requirements of the National Curriculum.

### **DESIGN AND TECHNOLOGY**

This subject is concerned with practical action, and it draws on knowledge and understanding from a wide range of other subject areas. It gives children the chance to become aware of the ways in which technology changes their homes and lifestyles.

From an early age children are given opportunities to handle a variety of materials and are encouraged to design and make finished products. During this process the children learn the

skills of researching, planning, recording and evaluating. This subject is taught within the context of our thematic work.

## **HUMANITIES**

Our aim in teaching History and Geography throughout the school is for the children to develop an interest in, and an understanding of, the changes and developments in the world around them. We believe in working from a child's own experiences e.g. tracing back through their family, finding out about where they live, finding out about their school, and then widening this to include the nearest town and places they visit.

Through this type of work the children develop the skills needed to use reference systems and to extract relevant information from different sources such as people, maps, objects and places. School visits, either local or to places of special interest, frequently form part of this work and every year a residential visit is arranged for Year 6 pupils.

Through this type of work we encourage the children to develop an understanding of the consequences of the use and misuse of resources and the possibility of managing and protecting the environment. We hope to extend their range of experiences and encourage them to develop attitudes towards events, circumstances and people in the world around them and in the wider world, both past and present. Our guardianship scheme with the National Trust (Lyme Park) is a good example of this.

## **ART, MUSIC AND DRAMA**

The school has a strong commitment to all the arts believing they are of great importance both to learning and to the emotional and spiritual development of children.

The aim of Music education at Brookside is to develop to the full the aural sensitivity of each child. Our school has a Brass band and a choir. We are proud of our reputation for performing at the Bridgewater Hall, Royal Northern College of Music, Stockport Town Hall and the local community.

Children are introduced to music from the moment they enter school through singing, playing music games and using musical instruments. The activities of composing, performing and listening are central to our music education and children use a variety of sounds to produce increasingly sophisticated musical compositions. Singing, listening to recorded music, and to live performances both by children and by visiting musicians are also regular features of the school. Guitar, brass and percussion tuition are available. As part of our curriculum all Year Two children learn the recorder, all Year Three children learn a brass instrument and all Year Four Children learn the Ukele. Children also have the opportunity to join our school Brass Band or School Choir

Art has a dual role in the child's education. It is important as a vehicle for exploring awareness and imagination and for providing opportunities for expressing ideas and emotions, but is also an educational tool, which can support other areas of the curriculum. Experience in painting, drawing, model making, fabric/textile work and pottery are all included in our lessons. The children experience the use of a wide range of media, including scrap and found materials, and their work is carefully displayed around the school.

Drama is taught in all classes as part of our literacy work, but also to develop personal skills and to enhance topic and Literacy work.

## **RELIGIOUS EDUCATION**

Our religious education is nondenominational and follows the LA's Agreed Syllabus. It is based mainly on Christian history and beliefs but also draws upon other cultures and beliefs in order to reinforce concepts, which span many religions. Brookside has many strong links with local churches.

Every school day contains an assembly, which incorporates religious education, celebrates achievements and raises awareness of current issues. The daily act of worship, which is broadly Christian in character, is part of this assembly and recognises, through its choice of themes and stories, a society made up of peoples of different backgrounds and traditions. We aim to encourage the children's' spiritual, moral and cultural development in all areas of their life.

Any parent wishing to exclude their child from such assemblies may do so following consultation with the Headteacher.

## **FAITH WEEK**

Each Year we hold our Faith week; an enrichment week where each class focuses their learning on a different faith. Faith speakers come into school, sharing their culture through leading assemblies and working alongside teachers on activities in classes. On the Friday morning we hold an open morning and Multi-faith Market in school. Parents are welcome to have a try at some of the activities for themselves.

Year One – Buddhism      Year Two – Islam      Year Three –Christianity

Year Four- Hinduism      Year Five- Sikhism      Year Six - Judaism

## **MODERN FOREIGN LANGUAGE- GERMAN**

At Brookside we want to ensure that all Key Stage 1 and 2 children continue to learn and enjoy a Modern Foreign Language. German is taught across Key stage One and Two with each class having direct teaching per week, supplemented by short classroom activities such as taking the register in German. We also enjoy playing games, singing songs and oral language work. All learning styles are catered for with physical and practical activities as well as the use of pictures and lots of speaking and listening activities. New vocabulary is displayed on a communal language display in school to ensure consolidation and reinforcement of new words and phrases. In Key Stage 2 the children have the option of joining our German Club in the hope of raising children's awareness of the language as well as developing their language learning skills.

## **SPIRITUAL MORAL SOCIAL & CULTURAL DEVELOPMENT**

We believe that there are many areas of knowledge and understanding that lie outside the National Curriculum. In particular, the personal and social development of the children is an area that has become an increasingly important part of children's education. In order to allow individuals friendship groups and classes to react to, and cope with, the pressures of the world around them, we allow time for talk, discussion and reflection so that everyone knows that they are important and that their opinions are valued.

Circle time allows children to participate as partners in the process of developing responsibility for their own behaviour and learning. It aims to encourage the development of self-esteem, interpersonal skills and strengthen relationships as well as giving children the emotional vocabulary to express how they feel. At the same time allows all involved to have fun together. This forms an integral part of our discipline policy and pastoral support for the children.

Health Education is taught throughout the school and relates to personal achievement and self-esteem as well as a physically healthy lifestyle. Sex and Relationships education is integrated into personal, social, health and education lessons. From Year 4 upwards Brookside follows the Local Authority Guidelines for Sex education, and considers:

- Family / personal relationships
- Appropriate behaviour and language

We invite all parents to view the materials and films and discuss the projects prior to their commencement so that the children can share this work with their parents. Parents have the right to withdraw their child from sex education if they wish.

## **STUDENT LEADERS**

Our Student Leaders meet every 2 weeks with the Inclusion Manager, to discuss issues arising from the classroom, playground or any aspect of school life. At the start of every school year, each class votes for two representatives for each of the Five areas; Healthy leaders, Restorative Leaders, learning Leaders, Play Leaders, Charity Leaders and overall student lead. There is an expectation that leaders will ensure that their behaviour; presentation and attitudes is a model for the rest of the school. At Brookside, the school leaders are consulted on a wide range of school policies and developments as well as meeting governors and Local Authority Advisers.



## **HOME SCHOOL LEARNING**

All children have activities they complete at home. This is an excellent way to promote the partnership between school and home and we expect you to support your child with this.

All children are encouraged to read at home and have a reading record book. We ask you to hear your child read and ask questions about the book. You are invited to write a comment on a regular basis in their reading record booklet. Each piece of homework will be reinforcing something already taught in class. Class teachers keep parents informed about ways for parents to support work undertaken in the classroom.

The aim of Home School Learning is to:

- Promote positive attitudes to work and school
- Raise achievement of all pupils
- Consolidate and reinforce skills and understanding in literacy, numeracy and topic work.
- Encourage and develop independent learning and increase self-discipline
- Develop the home/school partnership
- Prepare children for secondary transfer in Year 6.

Our home school working policy recognises the need for children of primary age to have time after school for other activities and social occasions. We believe that home learning should be consistent and have clear expectations, every half term, we produce homework grids – a menu of homework options to enhance learning.

Children will also take home spellings to learn when appropriate.

From Year 3 teachers encourage children to undertake the work related to their topic studies at home; this may include language, maths and science activities, researching and collecting evidence, topic work or activities designed for individual children.

## **SPECIAL NEEDS**

A child has special educational needs if he/she has a need which requires a specific programme of support.

Every child at some time in their school life may need special educational help for any number of reasons - emotional, behavioural, learning or related to a medical problem. At Brookside the special needs of children are identified by the class teacher, an outside agency or parent.

When a child has special needs the class teacher ensures the child has support in class and sets appropriate tasks. We have a Inclusion Manager in school who regularly helps to support children's pastoral needs and/or with learning difficulties and works with the child's class teacher to plan suitable programmes of work and support. If it is felt that the child's needs cannot be fully met by school, a procedure of consultation with parents will be set in

operation and school will call upon the professional advice and experience of outside agencies provided by the Authority or the NHS.

Parents who are concerned about their child in any way are invited to discuss their concerns with the Headteacher at the earliest opportunity. The school follows the LA procedures to implement the Special Needs Code of Practice, and also seeks their guidance with reference to the Disability Discrimination Act. Please refer to the booklet "Primary Education in Stockport – Information for Parents. Individual Target Plans (ITP) are written by the class teacher in consultation with the pupil, parents, and the Inclusion Manager. We welcome you to view our School Offer on our website.

## **PUPILS WITH DISABILITIES**

We are privileged to have been chosen as a 'resourced school' by the Local Authority. This means that from January 1996 we were able to admit some children with severe or profound learning difficulties. We receive substantial, additional funding to ensure the resource school model works to the benefit of all our pupils. All children benefit from the wider friendship groups the 'resourced school' promotes, at the same time as developing mutual care and understanding.

The Local Authority is responsible for the admission of pupils with disabilities. Parents of all prospective pupils are invited to look around the school so that they can indicate their preference to the Authority. Before admission, the Inclusion Manager and, where appropriate, teaching assistant, will visit the child at their current school and the child will be invited to come into school on several occasions.

Under the Disability Discrimination Act 1995, school is required to have an accessibility plan, which covers future policies for increasing access to the school by pupils with disabilities. Various physical adaptations have been made to the school, including ramps, a sensory room, toilets with facilities for the disabled and a resource base has created with specialist equipment and teaching aids.

### **Strategies implemented at Brookside include:**

- To provide disability awareness training for all staff so that members of staff understand the range of disabilities represented in the school.
- To regularly identify barriers to physical access so that appropriate cost effective adjustments are put into place.
- To identify barriers to access the curriculum including materials, resources, approaches and planning. All curriculum materials and information will be accessible. Information will be presented in a variety of user-friendly ways including simple language, symbols and signs, large print, audiotape, Braille.
- We are further committed to challenging attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.



## THE SCHOOL DAY

### Times of the day:

Start of the day	8.55am
Morning Break	10.25am to 10.40am
Lunchtime	12.00 noon to 1.00pm
Afternoon break (Key Stage 1)	2.00pm - 2.15pm
End of school	3.15pm

Children should not be at school in the morning before 8.45am unless attending Breakfast Club.

The total weekly hours spent on teaching, including religious education, but excluding the daily act of worship, registration and breaks are as follows :-

Infants: 22 hours 30 minutes

Juniors: 23 hours 45 minutes

At the start of the day;

We want the children to hang up their own coats and sort out their own lunch boxes and snacks. The focus will be on the children's learning from the very start of each and every day.

Parents should leave their children at the entrance doorway to school, where their teacher will be waiting to receive them.



## **BEFORE AND AFTER SCHOOL CARE**

Many parents enquire about before and after school care for their children. The Club is run by Nina's at Brookside which works closely with the school. The club is registered with Ofsted.

The Club offers excellent childcare, based in our dedicated building on the school premises..

In term-time, it is open between the hours of:

7.30am - 9.00am)

and

3.00pm - 6.00pm

Each session is supervised by reliable staff, well-accustomed to caring for children. All of the Staff are fully trained and have child care qualifications.

A range of activities is available, including games, craft and outside play. A quiet area is set aside for homework and reading. A drink and a light snack are provided.

The service is offered to all pupils and you will be asked to register your child with the Club so this facility is available should the need arise. Requests for occasional use should be made with payment on the previous day, wherever possible.

The Club Organisers wish to assure parents that our aim is to provide a homely atmosphere for the children. Stimulation, together with recreation, should make the time spent there as happy and harmonious as possible for all concerned.

## **PROCEDURES**

### **ENTERING AND LEAVING THE PREMISES**

Children should enter and leave the school premises through the large green gates at the front of the school, not the car park gates. The car park can be a very dangerous area as many vehicles use this entrance and we ask parents to be particularly careful about supervising children near the car park gates.

If for any reason parents are delayed and unable to collect children from school on time, they should, if possible, contact school by telephone. Children are taught not to leave the school premises on their own. If no one arrives to collect them, children are instructed to return to the class so that we can arrange for them to be supervised and contact parents if necessary.

### **BIKE-IT SCHOOL**

We are one of the top schools in the North West for children and parents cycling to school. As a bike-it school, we encourage all children and families to ride their bikes or scoot to school. We have three secure bike weather shelters and have a safety code to ensure children wear helmets and cycle safely.

### **CAR PARKING**

The school car park and approach road is restricted space and not available for parents to use when dropping of or collecting children, please keep clear at ALL times for access of emergency services, delivery vehicles and coaches. Parents are asked to park legally on local roads and drive slowly near school, please keep local residents' driveways clear.

### **PLAYTIME ARRANGEMENTS**

Weather permitting, children go outside to play. One playground is for junior children and the second playground is for infants. There is mixing of ages on the field when it is in use. Members of staff are always outside with the children. Generally if a child is fit to be in school then they are expected to be outside at playtimes and lunch times. There is a high ratio of adults to children at playtimes.

### **LUNCHTIME SUPERVISION**

During the lunch break the children are cared for and supervised by a team of Midday Assistants. They supervise the children washing their hands, take them to the dining room, oversee the meals, and then supervise the children in the playground for the remainder of the lunch period.

## **ARRANGEMENTS FOR SCHOOL MEALS**

Lunch is eaten in the hall between 12.00 and 12.55pm. Children eat together in a cafeteria type system but may either have a meal prepared on the premises or bring a packed lunch from home. Although we try to keep children's lunch boxes cool, we have no facilities for refrigeration so prepared meals should not contain food which will go sour or bad in warm conditions.

School meals are served on 'airline style' trays and there is always a choice of four main courses and desserts. Salad, fresh fruit and jacket potatoes are always available. A 'homemade' meal is prepared daily. The children are encouraged to try new items and to leave clean trays but they are not forced to eat foods they dislike.

The cost of school meals is reviewed annually, any increases taking effect from 1 September. School meals are provided by DOLCE. Dinner money is paid directly to them by Direct Debit, cash or cheque (Payable to DOLCE Ltd) Please ask at the school office for further details.

Currently Children in Infants are entitled to a FREE school meal as party of the National Universal Infant Free School Meals Initiative.

We encourage where appropriate for parents to apply for free school meals and should contact the Education Department at the Town Hall (0161 - 474 - 3878). When children become entitled to free meals the school is informed by letter and this is confidential. At lunchtime no distinction is made between children who have free school meals, a child on free school meals may still prefer a packed lunch.

## **DRINKING WATER**

Children from Year 1 to Year 6 are encouraged to bring a plastic bottle of water to school. It has been proven that if children have regular access to water during the day, they are more able to concentrate and make greater progress at school. Containers are kept in the classroom and children can fill these up from the two water coolers. Children in Reception also have access to chilled drinking water throughout the day.

## **SCHOOL UNIFORM & APPEARANCE**

The school colours are bottle green and grey.

We prefer and encourage children at Brookside to wear school uniform as follows;

Grey/black trousers (Long or short as appropriate)

or Grey Skirt or Pinafore dress

or Green and white dress (Summer)

Bottle green sweater, cardigan or school sweatshirt

White or bottle green polo shirt or white shirt

White or grey socks

Shoes or sandals – please note trainers and many designs of ‘fashion’ shoes are not suitable for day to day wear in school.

School sweatshirts and polo shirts embroidered with the school logo can be purchased from Warrens [www.mwarrens.co.uk](http://www.mwarrens.co.uk) or through the link on the school website [www.brooksideprimary.com](http://www.brooksideprimary.com)

Make up is not allowed - and this includes nail varnish. Jewellery should not to be worn.

No extreme hairstyles or hair colours are permitted. An ‘extreme haircut’ is one that stands out and draws attention to the child (e.g. shaved head, tramlines, patterns shaved into the hair or very high or short ‘back and sides’).

## **CLOTHING FOR P.E. AND GAMES**

All children need a change of clothing and footwear for physical activities. These should be clearly marked with the child's name and kept in a draw string bag and should include:

- White or black shorts and white vest or T-shirt for PE and Games
- A pair of trainers or pumps, although much indoor PE work is done in bare feet.
- A band for long hair so that it can be tied back.

All junior children attend swimming lessons for some part of each year. They need a costume or trunks (not Bermuda style shorts) and a towel. Goggles are not normally acceptable and long hair must be tied back and worn with a cap.

Games lessons for junior children take place outside unless the weather is particularly inclement. Substantial trainers will be needed for these lessons. These should be a separate item as after all games lessons children are expected to change back into their normal school footwear. In winter an old sweater and jogging bottom or an old tracksuit can be worn over games kit and a spare pair of socks is often needed.

## **JEWELLERY**

Jewellery should NOT to be worn in school. The accidental pulling and catching of earrings, rings and necklaces during play can cause severe damage to fingers and ear lobes! Stud earrings, are the only jewellery permitted in school and these must be removed or covered during PE.

It is accepted that many children wear watches to school, but the school does not accept responsibility for loss or damage to these items.

## **LOST PROPERTY**

The children are expected to take responsibility for their own belongings as a great deal of teaching time can be spent looking for lost items. Please help your child by making sure that clothes, pumps, lunch boxes etc. are clearly marked with the owner's name. A strong hanging loop in outdoor coats is a great help in keeping coats on the correct peg. Lost items that are clearly marked can be returned to their owners but unmarked items are put in the lost property boxes in the junior and infant corridors.

We ask parents to ensure that items of value are not brought to school. This includes expensive watches, Hand-held consoles, mobile phones etc.

## **CARE AND CONDUCT**

Brookside is a Restorative School. Within Stockport , Brookside has been chosen as a Restorative Showcase school for Stockport for its outstanding behaviour and restorative work. Restorative practices have already been recognised within Stockport Schools as a fantastic way of teaching the children of both correct behaviour and valuing one another's opinions. Restorative work going on in school includes Circles work, Restorative stars and Restorative Ambassadors.

## **BEHAVIOUR AND DISCIPLINE**

We expect high standards of behaviour from our children and have a clear policy, which is central to the way in which everyone at school is expected to behave. The emphasis in our school is to praise good behaviour, attitude and effort and increase children's awareness of the need to make a positive contribution to their community. When behaviour is inappropriate there are set sanctions for every class. Our Code of Conduct emphasises 'Care, Courtesy and Consideration' and all our guidelines on behaviour, including our Golden Rules, our Anti-bullying Policy and Equal Opportunities Policy, stem from this. We are often complimented on the happy atmosphere in our school and the good behaviour of our children.

School and home are joint partners in developing a sense of responsibility and encouraging community awareness and Brookside is a school where parents and staff work together to maintain a high standard of behaviour, consultation and co-operation with parents will be sought.

Children are awarded team tokens by staff in recognition of good work or good behaviour. Class Owls are given out during Fridays Celebration assembly, awarded by class teachers, for children demonstrating good behaviour.

## **PASTORAL CARE**

Children learn most effectively when they feel safe and secure and we work very hard to ensure that all our pupils are happy in school. Pastoral care is provided, in the first place, by the class teacher who is alert to the needs of individual children, but also by the whole school community. Parents should not hesitate to contact the Headteacher or Inclusion Manager if they are concerned about something or wish to pass on information.

## **EQUAL OPPORTUNITIES**

We wish to promote a positive attitude in children, staff, governors and parents so that everyone can fulfil their potential and make choices, unhampered by expectations based on gender or role stereotyping. We seek to fulfil the aims of the school regardless of age, gender, ability (both academically and physical), ethnic origin or background of the child.

## **CHILD PROTECTION PROCEDURES AND SAFEGUARDING**

Because of day-to-day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour, or failure to develop. Parents should be aware, therefore, that where it appears to a member of the school staff that a child has been abused, the school is required, as part of Stockport Child Protection Procedures, to report their concern to the Safeguarding team immediately.

## **MANAGING MEDICAL CONDITIONS**

### **First Aiders**

Brookside has paediatric first aiders and full first aiders on the premises. All staff have undertaken asthma awareness training and strict guidelines are in place for managing children who are ill. First Aiders care for children suffering minor cuts and grazes or children who may be unwell at school; teachers, the teaching and resource assistants and midday staff also provide such care. If a child suffers any type of head injury that we feel does not require immediate treatment, parents will be contacted by letter so that any ill effects can continue to be monitored.

Certain childhood illnesses such as measles or chicken pox mean that a child must not come to school. School has guidelines on communicable diseases and the length of time children should be kept at home and will be happy to advise parents in these circumstances.

If a child has sickness or diarrhoea, they must be kept at home for 48 hours after all symptoms have ceased. Please note; if a child is too unwell to be in school then they must not attend social events at school either.

When a child is ill and needs to be taken home, parents will be contacted and the child should be collected from school as soon as possible. Emergency contact forms are kept in the school office and in order to keep these up to date, parents are requested to inform school immediately when any details concerning their addresses, employment or telephone numbers are changed.

In their first year at school children will have their sight and hearing tested by the school nurse. Any problems that may need further investigation will be communicated to parents and not to the school.



## **MEDICINE**

Some children have long term daily medical needs and these should be discussed initially with the Headteacher so that arrangements can be made for children on permanent medication to be supervised whilst taking it.

We do not encourage the presence of medicines and tablets on school premises and generally young children taking antibiotics for a short-term illness are not well enough to cope with a school day and should remain at home. For older children at the end of a course of treatment we encourage parents to consider the 'before school, after school and bedtime' routine for administering medicine which has to be taken three times a day.

When medicine has to be given during the school day a Medical Form, available from the school office, should be completed and returned to the office together with the clearly labelled medicine. The medicine will normally be administered during the lunch break. Medicines are kept in a cupboard in the school office or in the refrigerator in the staff room from where they can be collected at the end of the day.

## **EDUCATIONAL VISITS**

As part of the broad curriculum we offer at Brookside, a varied programme of visits to places of interest are arranged, as well as visits from theatre and music groups to school. We understand the value and benefit of Educational Visits, and these form an integral part of our curriculum.

Every class will participate in a visit outside of their classroom environment at some point in the year.

All visits involve costs that we are unable to meet from our school funds and therefore we have to ask for a voluntary contribution from parents. It is school policy that all children are included in our visits and will not be excluded through an inability to pay. We are also firmly committed to the value of Residential visits. All children will have the opportunity to participate in a residential visit in Year Six. Away from home, the children learn more about themselves and enjoy taking personal responsibility

The educational value of all proposed activities and visits, and the health and safety of our children is carefully considered by staff.

## **PARENTS AND SCHOOL**

Parents considering sending their child to Brookside are invited to visit the school and find out about the philosophy, methods and general running of the school. Arrangements for visiting can be made by telephoning the school office.

You are your child's first and most important educator. At Brookside we value and appreciate the important role you have to play in supporting your child in developing a positive attitude to school and learning. Studies have proven that children learn best when home and school work in partnership. At Brookside we offer a wide range of opportunities for parents to actively participate in supporting their child at school.

## **PARENT/TEACHER CONSULTATION**

In the term preceding the start of a child's career at school, parents are invited to a 'new parents' meeting to meet the Headteacher and class teacher for informal discussions. All new children have the opportunity to spend time at the school, meet their new class teacher and familiarise themselves with the school situation.

Early in the autumn term parents will receive information from the class teachers explaining the organisation of their class and their day, the programme of work for the year and the kind of activities the children will do. This is an opportunity for parents to find out about the routines for homework and how they can support their child, and is intended to establish lines of communication that can continue throughout the year.

Class teachers write to parents at the beginning of each term outlining the work and activities planned for the coming term.

Individual parents' consultation evenings are held twice a year. This is an opportunity to discuss in detail each child's achievements and progress and to set targets for the future. At the end of the school year each child receives a written report and there are termly events when children invite their parents to see displays and exhibitions of their work.

We wish to establish close contact with parents who are always welcome in school. Sometimes you may wish to see us on an urgent matter and although making an appointment is helpful, it is not essential. At other times parents are welcome to telephone or come into school and arrange a mutually convenient appointment time so that more lengthy discussions can take place uninterrupted.

## **COMMUNICATION**

Parents are welcome to attend our Friday morning celebration assembly where the children celebrate their achievements.

## **SCHOOL CALENDAR**

On our website [www.brooksideprimary.com](http://www.brooksideprimary.com) all holidays dates for this year and next year are available along with inset days and school activities and this is updated through the year.

## **NEWSLETTER**

Parents receive a monthly school newsletter. If you would prefer a copy as a PDF emailed directly to you, please let the office have your email address for this purpose, the newsletter is also on our website. Copies are also made available in our school entrance.

## **PARENTMAIL**

Parent mail is a SMS service school use to communicate with parents for special events. Please ensure school has a current mobile number and email address for this purpose, especially for urgent notifications e.g. if the school is closed due to heavy snow fall which has happened in the past.

## **SCHOOL AND THE COMMUNITY**

We regard ourselves very much as part of the community and incorporate the physical and social environment of the school into the children's learning. We spend time in the

neighbourhood using the community as part of our learning and look for opportunities to bring members of the community into school to bring an extra interest and dimension to the children's learning.

We contribute to the community by entertaining at various functions, and by inviting members of local groups to functions at school. The school is used for activities after school hours; various clubs use the hall in the evenings, and local football teams use the pitch at weekends. We also have links with the local churches who visit our school to participate or lead our assemblies.

**We hope you find this information useful, an updated copy is always available on our website and we look forward to welcoming you to our school.**

