

VICTORIA DOCK PRIMARY SCHOOL

**SCHOOL PROSPECTUS
2010/2011**

Issue 14



Working together for your children



**South Bridge Road,
Kingston Upon Hull,
East Yorkshire.
HU9 1TL**

**Tel. No. 01482 331998
Fax. No. 01482 331998**

A CHARTER OF EXPECTATIONS

You have the right to expect the highest standard of education and care for your child, and for your family to be respected as valuable members of the Victoria Dock community.

Having chosen Victoria Dock Primary School for your child to receive his/her primary education, we will do everything in our power to meet that expectation.

The education of your child is seen as a partnership between home and school. Given that we all want the very best for your child, it is very important that expectations and support are consistent. This is vital for your child's progress and development.

Expectations the school has of parents/carers:

- ❖ To uphold all school policies.
- ❖ To attend parents' evenings and meetings.
- ❖ To support children's learning at home.
- ❖ To speak positively about school at all times within children's hearing.
- ❖ To come to school immediately to discuss any matter which concerns your child, either at the school's request or your own.
- ❖ To respect the highly trained professionals responsible for your child's education and well-being at school.
- ❖ When conflict of opinion occurs, not be judgmental until all facts have been made known and have been discussed.
- ❖ To fully support any action plan which may be necessary to specifically support your child.
- ❖ To know the value of 'family time' at home, e.g. family meals at a table, sharing stories, going for walks, playing board games.
- ❖ Not to take holidays in school time unless circumstances are exceptional.

We believe that we can work together, both at school and home, in support of our children.

If you feel you cannot agree with this charter then you should seriously consider whether Victoria Dock Primary School is the right choice for your child.

SCHOOL ETHOS

Working together for your children

Through working together, the thoughts that guide our lives and that we share with our children are:

- ❖ We believe in you
- ❖ You are going to be the best that you can be
- ❖ If you never give up you can never fail
- ❖ We think you are great
- ❖ Don't be a dull person
- ❖ Go make some mistakes – they are the best learning opportunities

And above all

- ❖ Don't accept mediocrity – strive for excellence

These words will guide our daily life in school and will be constantly reinforced during each working day by direct and indirect teaching and through good example.

All our children and staff are highly valued members of our community.

The wishes of parents and those who support our school are taken very seriously and inform our continuous development and future planning.

STATEMENT OF AIMS

Working together for your children

1. The school aims to provide the best possible education to suit the needs of each child, both to provide children with a greater understanding of the world in which they live, and to prepare each child for the next phase of his/her education.
2. The school aims to help each child to acquire a set of values to help him/her become a valuable member of the wider community and ultimately a good citizen.
3. The school aims to help each child to acquire the skills and attitudes necessary to gain the most from the opportunities which life presents.
4. Through high expectation, the school aims to help all children to be the best that they can be.
5. Through high quality teaching and learning based on an enriched, exciting curriculum, we are committed to raising standards in basic skills.

Specifically the school aims:-

- ❖ to foster self belief and high expectation
- ❖ to work towards self discipline
- ❖ to help children become independent learners
- ❖ to achieve high standards of behaviour and positive attitudes
- ❖ to raise standards of achievement and attainment
- ❖ to ensure that each child receives his/her curriculum entitlement
- ❖ to maintain close community, parental and governor links
- ❖ to maintain links with the business community

PERSONNEL AT VICTORIA DOCK PRIMARY SCHOOL

Working together for your children

Head Teacher	- Mr. D. Kite
Deputy Head Teacher	- Mr. J. Raw
Chair of Governors	- Mr. C. McNicol
Teaching Staff	- Ms. K. Dawson (0.6) - Mrs. A. Derrick - Miss C. Kilkenny - Mr. J. McDougall - Mrs. K. Merckel (0.4) - Mrs. J. Palin - Miss G. Reed - Miss L. Sainty - Miss G. Yates
Teaching Assistants	- Mrs. J. Nelson - Mrs. P. Berryman (0.6) - Mrs. L. Winfield - Miss S. Atkin - Miss E. Bray - Mrs. M. Kelly (0.7) - Miss. M. Paige (0.2) - Miss D. Richardson - Mr. D. Walster (0.5) - Mr. J. Stothard - Mr. D. Walster (0.5) - Miss P. Whittaker
Behaviour Support Worker	- Mr. R. Brown
Office Manager	- Mrs. K. English
Administrative Assistant	- Mrs. E. Njie
ICT Technician	- Mr. M. Lawson (0.4)
Senior Midday Supervisor	- Miss J. Galloway (+ Breakfast Club)
Assistant Midday Supervisors	- Mrs. A. Durda - Miss H. Freeman - Mrs. A. Gryskowska - Mrs. W. Hall (+Breakfast Club) - Mrs. S. Sparks (+Breakfast Club) - Miss E. Welford - Mrs. G. Zia
Facilities Manager	- Mr. P. Beulah
Bilingual Support	- Mrs. R. Creasey (Consultant)

GOVERNING BODY

Mr. C. McNicol	(Chair – L.E.A.)
Mr. D. Kite	(Headteacher – Voting)
Mrs. J. Palin	(Teacher Governor)
Mrs K. English	(Non Teacher Governor)
Mrs. C. Walster	(Parent Governor – Vice-Chair)
Mr. A. Comfort	(Parent Governor)
Mrs. J. Hepi	(Parent Governor)
Mrs. K. Dean	(Parent Governor)
Mrs. M. Dickens	(Parent Governor)
Mr. A. Corbett	(L.E.A.)
Mr. M. Lonsdale	(Community Officer)
Mr. R. English	(Co-opted)
Mr. C. Baron	(Co-opted)
Mr. G. Atkins	(Co-opted – The Sewell Group)
Mr. T. Davison	(Co-opted – I.T. @ Spectrum)

SCHOOL ORGANISATION

Working together for your children

Age Range

The school caters for children from 3 to 11 years.

Number on Roll (as at Summer Term 2010)

282 consisting of 230 mainstream and 52 Foundation One children (part-time).

School Classification - Community Primary
Co-Educational Day School

Catchment Area

Victoria Dock Village.

Admissions Policy

Foundation 1:

Children may be admitted to Foundation One at the start of the term following their third birthday, providing there are free spaces. The older children will be offered a morning place first. In this way the curriculum can be tailored to meet the needs of the children at particular stages of development. Entry for the new children in Foundation One may be staggered at the start of the term. Should spaces be available, flexible provision for the equivalent of two full-time places will be on offer.

Priority for admissions into Foundation One at Victoria Dock Primary School will be given to children:

- living in the school's catchment area.
- who are four years old.

Victoria Dock Primary School supports families with particular needs, so full time places will be offered wherever possible to children of such families and each case will be assessed individually.

Parents who have requested a place in Foundation One will be notified the term before the child is due to commence if they have been successful. Places will be offered to children according to the criteria above. It should be made clear whether a flexible place is preferred, should they be available. Requests made after each half-term for a place in Foundation One will be granted should spaces be available.

Session Times: Morning session 9.00 - 11.30 a.m.
Afternoon session 12.40 - 3.10 p.m.

Main stream:

Children are admitted into Foundation 2 at the beginning of the academic year (September) in which they have their fifth birthday. Admissions are in line with L.A. policy.

The School's Admission limit is 35. If the number of places exceeds 35 then all applications are submitted to the Local Authority who will allocate places. Children who do not gain places have the right of appeal.

Session Times: Morning session 08.50 to 12.00
Afternoon session 13.00 to 15.10

Breaks: Morning Break 10.45 to 11.00 - (Year 1 to 6)
Afternoon Break 14.00 to 14.10 - (Year 1 and Year 2)

N.B. The above break times are subject to seasonal change.

Visiting Arrangements

Visits to school can be arranged at any time of mutual agreement. Please contact the school office to make arrangements.

School Term Dates 2010/2011

Autumn Term – 7th September 2010 to 21st December 2010
Half Term: School closes Friday 22nd October
and re-opens Monday 1st November

Spring Term – 6th January 2011 to 15th April 2011
Half Term: School closes Friday 18th February
and re-opens Monday 28th February

Summer Term – 4th May 2011 to 22nd July 2011
Half Term: School closes Friday 27th May
and re-opens Monday 6th June

Extra curricular activities

The following activities are enjoyed by our children either before school, at lunchtime or after school:

KS2 Athletics	Year 1-3 Boxing	Year 4-6 Boxing
Music Composition	KS2 Basketball	KS1 Computer Club
KS2 Tennis	KS1 Football	KS2 Board Games
KS1 French Club	KS2 Gymnastics	KS1/KS2 Judo (charged)
KS2 Netball	KS2 Hockey	KS2 Badminton
KS2 Rounders/Cricket	KS2 Recorders	Dance
KS2 Art Club	KS2 Gymnastics	KS2 Computer Club
KS2 Sewing Club	KS2 Football	KS1 Puzzle Club
KS2 Girls Football	KS2 Cross Country	KS2 Choir
KS2 Duathlon	KS2 Chess	Year 5/6 Cooking
KS2 Cycling	Camera Club	

Please note that seasonal changes do take place.

Club timetables are set each term and distributed to children and parents.

CURRICULUM PROVISION

Working together for your children

The curriculum at Victoria Dock Primary School is designed to be creative, rich and exciting. It is topic based, allowing children and families to fully engage with the learning process.

Through this thematic approach, the subjects of the national curriculum are woven.

Some additional discrete teaching of Science occurs in Key Stage Two.

Visitors in and visits out form an essential part of our work.

At Victoria Dock Primary School learning is exciting as attitudes, values and school ethos form the foundations for life-long learning.

1. ENGLISH

Work is based on the Primary National Strategy, enriched with opportunities for speech, language and drama. Emphasis is put on the use of ICT to develop work.

2. MATHEMATICS

Children are taught the requirements of the National Curriculum for Mathematics and in accordance with the Primary National Strategy using various supporting materials. Opportunities for using and applying mathematical knowledge is considered of prime importance. Emphasis is placed on mental calculation and systematic approaches to the different forms of problem solving.

3. SCIENCE

Children are taught Science through topic based planning, ensuring National Curriculum coverage and progression is addressed. They are encouraged to be curious about things they observe and to explore the world about them. They are helped to develop skills of predicting, asking questions, concluding and evaluating their work, and have opportunities to test their knowledge and understanding through the use and application of science.

4. SEX EDUCATION

The school believes that sex education is an important part of a child's physical emotional and social development. Sex education is seen in the context of the school's policy on moral, spiritual and social education and the school's policies for Science and P.H.S.C.E.

The children in Year Six will be taught as a mixed sex group with the exception of aspects of menstrual hygiene where the girls will be instructed separately. Teaching will be conducted, wherever possible, by the teachers who usually work with those children. The school nurse will assist with the programme of study.

Parents will be invited to view the video materials to be used before they are shown to the children. A full copy of the Sex Education Policy is available in school.

5. INFORMATION AND COMMUNICATION TECHNOLOGY

Children are taught in accordance with the National Curriculum for ICT. ICT is taught through cross-curricular links with Literacy, Numeracy, Science and the Foundation subjects. Children are taught to use appropriate hardware and software through this thematic approach. Skills lessons take place in the ICT Suite where there are fifteen computers. There are Smartboards (Interactive Whiteboards) in each Foundation Stage area, the Community Room and the library; and Interactive Whiteboards in Years 1 to 6 and the ICT suite. Children access a 'filtered' Internet service which is monitored. The school has an Internet Policy.

6. HISTORY

Children are taught using a thematic approach, which brings strands of the National Curriculum to life and makes History relevant and gripping. In addition to mainly history-based themes, links are made wherever possible across topics, and a wide variety of teaching methods and resources are used to ensure children catch the 'History Bug'! Through stories, poetry, drama, first hand accounts, maps, visits, music and other primary and secondary sources, children are taught how our present is shaped by our past; they are encouraged to appreciate their own and others' cultural heritage and how this impacts on their own lives; they develop the ability to detect bias, and to distinguish fact and opinion.

7. GEOGRAPHY

The Geography curriculum is presented in a new and dynamic thematic approach in all Key Stages. The national curriculum is integrated into topic work, which is taught in conjunction with history and design and technology. This approach motivates and maintains pupils excitement to learn more about the world in which we live and gives teaching staff opportunities to implement well planned lessons with infectious enthusiasm.

8. MUSIC

The children at Victoria Dock are encouraged through performance, listening and composition to be creative and experimental in their music. The children experience work as whole classes, groups and as Key Stages as well as individually. The music in our curriculum has a cross curricular theme and promotes imaginative work and a clear understanding of the key skills.

9. PHYSICAL EDUCATION

Children are taught in accordance with the National Curriculum for P.E. They are given opportunities to choose, select and use apparatus and are encouraged to experience success through a high level of expectation. Children are expected to consolidate and practise fundamental skills and routines. Through working with others, children are encouraged to celebrate success both for themselves and others. They are taught to accept defeat graciously. All children from F2 to Y6 have a weekly fitness session.

10. ART

Children are taught alongside the National Curriculum. At Victoria Dock Primary School we view Art as an important part of a child's education, allowing children to develop creative skills, original thought and personal expression. They are encouraged to explore their inner world of thoughts and feelings by observing and interpreting their environment.

Through a varied array of art activities and imaginative use of displays throughout the school, children have the opportunity to achieve success and therefore to increase their self esteem.

11. DESIGN TECHNOLOGY

Children are taught using a thematic approach to D.T. The school aims to enable children to develop their design and make skills and techniques through imagination, experimentation and inspiration. They are encouraged to enjoy, value, talk about and evaluate their own and others work.

12. P.S.H.C.E.

P.S.H.C.E. is taught throughout the school using the Health for Life Scheme. Our children are taught to respect themselves and each other. The areas of learning cover Healthy lifestyles, Keeping Safe (including drug awareness and bullying), Healthy Eating and Relationships.

P.S.H.C.E. is seen as a cross-curricular subject with particular links to aspects of Science and R.E.

13. FRENCH

French is taught to all children including those in The Foundation Stage. The emphasis is put upon the spoken language taught through conversation and songs. Foundation children learn French informally through registration and some instructions and songs.

PARENT HELPERS

Working together for your children

At Victoria Dock Primary School we actively encourage parents and friends to become involved in classroom activities and to assist with school visits.

If you would like to find out more about helping in school, please talk to your child's class teacher or the Head Teacher.

N.B. All volunteers in school must undergo a CRB clearance. Details can be obtained from the school office.

Volunteer helpers with children in school are asked to abide by the following code:

- You should talk with your child and explain that in respect of grievances etc. that they must do the same as all the other children, i.e. speak with the appropriate adult, not seek out 'Mum' or 'Dad'.
- It is not appropriate for you to intervene where it is the role of the teacher to discipline your child. Like all other parents you will be involved as necessary in line with school policy.
- You must not divulge confidential information to other parents.
- You may hear incidental comments which when taken out of context would not be appropriate to share with other parents.
- You are expected to follow all school policies agreed by the governing body (this can be difficult, if for example, your child has been badly behaved).
- You have a responsibility to support the school at all times, both as a volunteer and an exemplary parent.
- You must adhere to the school dress code as detailed in the Staff Handbook.

If you are an employee of Victoria Dock Primary School, and your child attends Victoria Dock Primary School, it can be a very positive experience. However, there are certain responsibilities and procedures which are necessary to avoid misunderstandings and to ensure your children's safety. The following guidelines should be noted and followed in addition to those detailed above.

- If you arrive for work before 8.40 a.m. then your children may accompany you to school, but should be in your care, unless you have made a specific arrangement with another member of staff.
- Your children (main school) should go out onto the playground at 8.40 a.m. where a member of staff will be on duty.

The school is proud of its active P.T.F.A. committee, which you are welcome to join.

THE ARTS

Working together for your children

The school believes that appreciation of the 'Arts' is of great importance to pupils development. Every opportunity will be taken to provide our children with 'Arts' related activities and experiences to enrich their lives and foster an appreciation of music, literature, drama and art.

The school has worked hard to achieve the 'Arts Mark' Gold Award.

Creativity pervades our whole school approach to the curriculum.

RELIGIOUS EDUCATION

RE is taught in accordance with the Agreed Syllabus of Religious Education.

Religious Education is an important means by which children are helped to develop morally and spiritually. It plays a significant part in promoting in each child the ability to understand, analyse and discuss information and concepts which are special to religion. It is taught as a separate lesson but cannot be separated from the life of the school and the conduct of the people in it.

COLLECTIVE WORSHIP

Year 1 to Year 6:

The school aims to provide an experience which is broadly comparable with a short non denominational religious service. School worship will usually include an appropriate hymn or song. This will usually be followed by a reading or short address related to a theme for that week or period. The act of worship will include a brief period of meditation or prayer.

Foundation 2:

Children in the Foundation Stage will listen to a story and think about the underlying moral.

The school holds that collective worship can be conducted in an atmosphere of peaceful reflection and when appropriate, good humour, without the need for a strained or unduly normative sombreness.

Withdrawal

The school does not encourage parents to withdraw children from collective worship, but parents do have this right under the Education Act. This should be discussed with the Head Teacher.

Pupils who are withdrawn from collective worship will be supervised by a member of staff and will be given appropriate work to complete.

REPORTING TO PARENTS

Working together for your children

Foundation 2 - Year 6

Autumn Term

Parents will be invited to school early in the term to discuss how well the child has settled and targets for the forthcoming year, with the class teacher.

Spring Term

Parents will be invited into school mid-term to discuss children's progress towards targets and any difficulties/problems which may have arisen.

Summer Term

A written report will be sent to parents towards the end of the term. There will be an opportunity for parents to discuss this report with the appropriate member of staff.

Special Educational Needs

Parents of children with Special Educational Needs will be invited to school twice per year to discuss progress and the formulation of their child's Individual Education Plan.

Day to Day Concerns

An appointment can be made at any time with class teachers or the Head Teacher to discuss current issues.

As far as possible you will be seen immediately if that is your wish.

Foundation 1

Parents will be invited into school to discuss children's progress before entry into Foundation 2.

Open evenings are arranged termly for all other Foundation children.

Parents' Days

The school holds a Parents' Day each term where parents are invited in to see how the school day works and also to work alongside the children. All parents are very welcome.

SPECIAL EDUCATIONAL NEEDS

Working together for your children

The school's policy is in line with the Revised Code of Practice.

Every child is valued and deserves success. The school will ensure that this is the case for all our children.

Able Children

Able children will be identified and the curriculum modified to suit their needs through differentiated planning.

A Register of Able, Gifted and Talented children is kept in school.

A named Co-ordinator for Able, Gifted and Talented children ensures that their needs are met.

Specific projects support Able, Gifted and Talented children e.g. The Primary Enterprise Group who produce a monthly newspaper, competitive sports evening, plays and productions.

SEN Code of Practice

Here at Victoria Dock Primary School, we are determined that **all** children are able to achieve their full potential, and that they receive appropriate help in order to do this. Some children need more, or specialist help, in order for this to happen. Children have Special Educational Needs (SEN), if they have a difficulty with learning which calls for special educational provision to be made, over and above normal classroom differentiation. The Special Educational Needs Co-ordinator (SENCO) oversees arrangements for children with SEN.

A register is kept of all children at the school who have SEN. This is formally updated twice a year, but the progress of all children on it is closely monitored constantly by class teachers and teaching assistants, and targets are reviewed when necessary. There are three 'stages' of SEN. The first stage is 'School Action'. At this point, children will have an Individual Education Plan (IEP), formulated by the class teacher and shared with the SENCo, with input from the children and their parents. They will then receive help, usually in a small, Teaching Assistant-run group, to work towards achievement of the targets set on the IEP. At the next stage, School Action Plus, children will be deemed to need further help, including one-to-one support, and the school will seek further advice from outside agencies, such as specialist teachers, speech therapists, educational psychologists, etc... Again, the children at this stage have an IEP. The third stage is Statutory Assessment, which may lead to the Local Authority issuing a Statement of Special Educational Need.

We are committed to providing the best help possible for our children with SEN, and to fully informing and involving parents and children, as a matter of course, taking account of their knowledge, views and wishes.

Personnel

The name of the senior member of staff having responsibility for the school's arrangements for identifying and meeting the special needs of pupils is

Mrs. K. Merckel.

There is a named governor who is designated to have oversight of this aspect of the school's work.

S.E.N. Governor	- Mrs. C. Walster
Bilingual Support	- Mrs. R. Creasey (Consultant)
Educational Psychologist	- Mr. J. McDonough
Able, Gifted and Talented Co-ordinator	- Mrs. C. Juggins

The SEN policy is available to parents on request.

PUPILS WITH DISABILITIES

Working together for your children

Victoria Dock Primary School is committed to inclusivity and all children, whatever their disability, are welcome.

At the point of application, an analysis of needs will form the basis of plans to provide any adaptation to the building or facility deemed necessary. Any proposed adaptations will involve the Private Provider and Local Authority.

All pupils are supported by the following:

- Equal Opportunities Policy
- Anti discrimination Policy
- Disabilities Equality Scheme
- Accessibility Plan

Our Accessibility Plan itemises current provision and points for future consideration.

ACCESSIBILITY PLAN

Working together for your children

Vision:

Victoria Dock Primary School is a place of inclusivity and mutual respect, where all are welcomed and valued. It is a place, which celebrates diversity, ensuring that all are catered for according to need, in order that equality of access to all services prevails at all times.

All children are welcome at Victoria Dock Primary School and their individual needs will be provided for, prior to joining.

The Curriculum:

Equality of access to the curriculum will be delivered through the following strategies:

- Classroom management.
- Differentiation within all curriculum areas.
- Staffing Levels, including statement funded post.
- Adapted resources, according to need.
- Additional resources, according to need.
- Support from outside agencies, multi agency working and common assessment framework.
- Use of I.C.T.
- S.E.N. framework.
- Value and celebration of diversity and achievement.
- Resources e.g. books, jigsaws, role play that include pictures and references to disabled pupils and adults.
- Invitation to disabled visitors to talk with pupils.

The Physical Environment:

Our building can be accessed by adults and pupils, regardless of disability. It is a single storey, having wide doors, access to all parts of the buildings and grounds, disabled toilets (adult and child), shower and sluicing facilities.

- There are two designated disabled parking bays.
- There are lowered kerbs from the road to the school.

The Local Authority

The school will liaise with the L.A. when alterations or new build takes place to consider aids to physical accessibility such as ramps, handrails or décor schemes. Negotiations will necessarily include the Private Provider - The Sewell Group.

Action to be considered:

- The school/ Private Provider will respond immediately to individual needs of parents, pupils or visitors, as they arise.

Pupil data:

Since the school opened in January 1999 we have admitted one child with hemiplegia in his left side, who was able to access the curriculum, buildings and wider life of the school completely as any other child. He has now left our school to return to Saudi Arabia.

Action to be considered:

- Monitoring of disabled parking bays to ensure they are not abused.

This plan will be amended to reflect the needs of any new disabled pupil.

MEDICAL ARRANGEMENTS

Medical examinations are arranged by the School Medical Officer at least twice during a child's primary school career, usually during the first and final years. Notification is sent by letter and this also includes an invitation for parents to attend the examination. Please contact the school if you suspect your child may suffer from any impairment of vision or hearing and tests can be arranged. Hearing loss often occurs in younger pupils. This can have a dramatic effect on a child's ability to benefit from his/her schooling. If you suspect your child may be suffering from temporary hearing loss please seek help.

Apart from asthmatics, diabetics etc. (i.e. children requiring constant medication), members of staff are not allowed to administer drugs or medicines. If your child requires medication during the day, parents must arrange to come to school to administer it.

Asthma inhalers can be kept with the child's class teacher (KS1) or by individual children (KS2).

If, during any part of the school day, a child is taken ill or has an accident, parents will be contacted and, whenever possible, will be invited to collect him/her and take him/her home for treatment, if it is required. If your child sustains a minor injury a note of explanation will be sent home. Parents will always be informed of injuries to the head, however minor.

Should a child require immediate hospital care, a member of staff will accompany the child and parents will be informed in order that they may make their way to the hospital.

Designated first-aiders in school are:

Mrs. J. Nelson
Mr. L. Winfield
Mr. J. Raw

The majority of staff of Victoria Dock Primary School have received training in First Aid.

VISITS, SPORT AND EXTRA CURRICULAR ACTIVITIES

Working together for your children

In addition to provision for sport in the National Curriculum we run a variety of extra curricular clubs and arrange matches and competitions with other local schools.

School visits are valuable educational experiences and will be arranged wherever appropriate to enhance learning.

It is school policy to organise visits and visiting speakers/experts to help deliver the curriculum to the children in an enriching and exciting way. For many of these activities it is necessary to ask for voluntary contributions from parents to cover costs. No child will be excluded from activities in school time because of an inability to pay.

A residential visit is organised for Year 5 children on an annual basis.

The highest standards of behaviour are expected from the children when they are out of school. Children must behave to standards which ensure that:

- They do not put themselves in danger.
- They do not put other people in danger.
- They respect the property of their hosts.
- They show mutual respect in all their words and actions.

The children will be supervised to the statutory pupil/teacher ratio. The children will have expectations explained to them before the visit. Children will be praised for excellent behaviour and given recognition in school assemblies. If children misbehave then they may not be allowed to take part in the next outing planned for that class.

Remissions

The school will follow L.A. policy.

Remission of costs will be considered by the school on an individual basis.

YEAR 6 TRANSFERS TO SECONDARY SCHOOL

In the Academic Year 2009/2010 pupils from Year 6 transferred to the following schools:

- David Lister Secondary School
- Hull Trinity House School
- Newland School for Girls
- St. Mary's College
- South Hunsley Secondary School
- South Holderness Technology College

Transition programmes for Year 6 children are undertaken towards the end of the Summer Term in which they transfer.

DRESS CODE

Working together for your children

We ask for your support in dressing your child in official school uniform or school colours. Samples of school uniform are available for parents to look at. Our colours are:

Royal Blue	sweatshirts) *prices range from £6.50 to £7.50
Royal Blue	cardigans) *prices start at £9.50
Yellow/Royal Blue	polo shirts) *prices range from £6.00 to £7.00 *correct at time of print
Royal Blue	baseball caps) £2.50 each

The above items are embroidered with the school logo and are available to buy from school

Grey trousers, skirts, pinafore dresses, socks, tights

Blue/white or yellow/white check gingham dress and white socks for girls in summer if preferred. Grey tailored shorts are also suitable for summer wear.

No sportswear is to be worn as daily uniform.

Footwear

Sensible black shoes, not trainers. Indoor shoes are needed to change into. Trainers are needed for outdoor P.E. and games. During fine weather, sandals may be worn in either black, blue or white.

We believe that adherence to school uniform contributes to the positive ethos of our school.

PE

All children require a plain white Tee-shirt and plain black shorts for P.E. (these are available from school). Appropriate kit is needed for outside games according to the season. In cold weather a thick track suit or warm jumper is required. Kit will get very dirty and therefore expensive items are undesirable.

Jewellery/Body Adornments

Jewellery should not be worn in school. If recent ear piercing should result in the necessity for wearing plain studs, these must be removed for P.E. and games. Nail varnish and transfer type tattoos should not be worn. 'Designer' haircuts, hair colours, dangling braids and false pieces of hair are to be avoided.

Nail varnish remover and cotton wool is kept in the school office. Children wearing nail varnish will be asked to remove it, under supervision, and wash their hands.

Should individual standards fall below our acceptable level, a gentle written reminder will be sent home.

COMPLAINTS PROCEDURE

Working together for your children

In the first instance all complaints should be addressed to the Head Teacher. An appointment should be made to discuss the matter.

If no agreement is reached, the matter should be brought to the attention of the Chair of Governors.

RATES OF AUTHORISED AND UNAUTHORISED ABSENCES

Attendance statistics for the academic year 2009/2010 to as of 27/05/10 were as follows:

Attendances	95.6%
Authorised Absence	3.3%
Unauthorised Absence	1.1%

ABSENCE FROM SCHOOL

The following absences may be authorised in one school year i.e. from September to July.

- A pupil attending another institution under a formalised dual registration arrangement.
- Other circumstances (bereavement, agreed special occasions, performances, other approved absences).
- Excluded
- Medical and dental appointments, confirmed illness.
- Day of religious observance for the religious body to which the parents belong.
- A traveller child travelling.

A written note must be sent to school or a telephone message left with the school office, to explain the absence.

Any other absence e.g. to go shopping, visit a relative etc. is **unauthorised**.

The school will be informing the Educational Welfare Officer of regular unauthorised absences and any regular pattern of authorised absences e.g. feeling unwell every Friday or Monday or regular incidence of feeling unwell in school and wanting to go home. The Education Welfare Officer may then request to meet with you to discuss any difficulties. The Education Welfare Officer will also make contact with families where children are persistently 'late' for school.

The L.A. may impose a fixed penalty notice if absence is regular and persistent.

HOLIDAYS IN TERM TIME POLICY

Working together for your children

To clarify the position, Parents are not allowed to authorise absence and therefore booking a holiday and then coming to ask for a holiday form is not the way it should be done. Schools may if they feel it appropriate, authorise up to ten days absence, but they do not have to. Parents do not have a right to ten days.

At Victoria Dock Primary School the Staff and Governors are concerned at the high level of requests for absence during term time for ‘holidays’, and are bound to address this issue. It is extremely detrimental to your child’s education to remove him/her from school during term time and holding this belief means that we are unable to justify such absence as it would not be in your child’s best interests. Governors also have a responsibility to work towards and maintain high levels of attendance. Therefore, if parents choose to take children out of school they must take responsibility knowing that the absence may be unauthorised.

Each case is considered on its merits and a set of criteria, which the Governors agree, will be sent to you. Any unauthorised absence may be taken into account if legal action is considered necessary.

SCHOOL BEHAVIOUR POLICY

Working together for your children

Every child has a right to feel safe, secure and respected in a positive learning environment. Our policy is to recognise every child as an individual and to value the positive contribution she/he makes to school as a whole.

We believe that:

- Your child has a right to a quality education and responsibility to learn effectively.
- Your child has a right to a full and equal share in school activities, and a responsibility to do his/her best and support others.
- Your child has a right to privacy and a responsibility to respect the privacy of others.
- Your child has a right to work unhindered and a responsibility not to hinder others.
- Your child has a right to expect others to share with him/her and a responsibility to share with others.
- Your child has a right to trust and honesty and a responsibility to be honest and trustworthy.
- Your child has a right to voice his/her concerns and a responsibility to listen to the concerns of others and respond.
- Your child has a right to be treated with respect and a responsibility to respect others.
- Your child has a right to expect appropriate behaviour from others and a responsibility to behave appropriately.
- Your child has a right to his/her own belongings and a responsibility to safeguard and respect property.

BEHAVIOUR MANAGEMENT IN THE FOUNDATION STAGE

Behaviour in the Foundation Stage leads into the whole school behaviour policy.

In Foundation 1 good behaviour is highlighted and rewarded with stickers. Unwanted behaviour is highlighted by rewarding positive examples of behaviour and good role models. If the child persists they will be given a short period of quiet time.

In Foundation 2 this is developed further through the rainbow reward system. Positive behaviour is rewarded with stickers and small prizes from a treasure chest. If a child displays unwanted behaviour, their name will be placed on the 'thinking cloud'. If a child's name appears on the 'thinking cloud' twice in one day, their name will be written in the 'think again' book. After three entries in the book (per half term) the child will be sent to Mr. Brown for discussion. After six entries in the book (per half term) the parents will be invited into school to discuss ways forward with Mr. Kite and Mr. Brown.

BEHAVIOUR MANAGEMENT IN THE MAIN SCHOOL

1. Primary Aim

Our Primary aim is the safety and well being of EVERY INDIVIDUAL CHILD. We value the principles of fairness and equality of opportunity for every member of the school community.

2. Our Vision

We are constantly working towards self discipline and mutual respect.

3. Strategies

All teaching staff, support staff and students must follow the policy.

1. Acceptance of agreed rules and sanctions in order to work towards self discipline (see class rules).
2. Shared responsibility with the family through consultation, meetings, workshops and home/school agreement.
3. Sharing of information through the school prospectus, the staff handbook and staffroom and classroom displays.
4. Reinforcement throughout each day and the focus of Monday assembly.
5. Rewards in the form of stickers, certificates, letters home, responsibility, small rewards and class 'treats'.
6. Recognition of positive behaviour in 'Good Work' assembly.

7. Use of Time Out room to support children in need of a quiet haven, and to help children take responsibility for their own behaviour. Supervised by Behaviour Support Worker (see Time Out Policy).
8. Buddy Scheme operates at playtime and lunchtime, whereby designated children from Years 5/6 look after children who are lonely and integrate them into playground games (re. Buddy Policy). Behaviour Support Worker organises sporting activities at lunchtime.
9. Personal Support Plans.

4. Sanctions

1. Initials on board as a warning – no action taken.
 2. Circle around initials – miss playtime*. Name entered in class book with date. Initials underlined in one day – child removed from teaching group. Sent to Behaviour Support Worker with work.
- * If children are to miss a playtime, they should go outside with their class, but stand on the designated line. They should wear appropriate clothing for the weather and be supervised by a member of staff on duty. This ensures access to fresh air and time to reflect.
3. After three missed playtimes (per half term) Referral Form to be completed by Behaviour Support Worker. Sent to Head of Department for discussion.
 4. After six missed playtimes (per half term) parents to be invited to school for discussion. Extra curricular activities may be removed at the discretion of the club leader, or other such privileges removed as deemed appropriate.
 5. Any serious incident to be reported to parents the same day and an appropriate meeting arranged for discussion if necessary. Extra curricular activities may be removed at the discretion of the club leader, or other such privileges removed as deemed appropriate.
 6. Exclusions may be used, following LA and DCSF Guidelines for the following offences:
 - a) Causing serious injury to another child.
 - b) Repeatedly placing him/herself in a position of danger.
 - c) Abusive language used towards any member of the school community including staff, pupils, volunteer helpers and visitors.
 - d) Violence towards any member of the school community.
 - e) Repeated bullying of another child.
 7. LA and Chair of Governors will be notified.

5. Lunch Time

Entries into the lunch time book will be made for the following incidents:

1. Positive contribution to a good lunch time.
2. Foul language used against other children or members of staff.
3. Violent behaviour.
4. Running away out of sight of lunch time supervisors.
5. Verbal or physical bullying.

Children causing problems at lunch time may be placed on the designated line for short periods of time, to reflect upon their behaviour or taken to the Behaviour Support Worker to discuss the incident and ways forward.

All children entered for positive contributions will be mentioned in school assembly on Mondays.

A polite and positive child of the week will be chosen by the lunchtime supervisors to receive a certificate in Monday assembly.

A polite and positive child will be chosen by the Buddy Team for the 'good friend award'.

Sanctions

- Referral form to be completed by Behaviour Support Worker after each incident.
- Miss morning playtime.
- After three entries in the book, for negative behaviour, parents will be invited to school to discuss the matter, identify targets and be aware of sanctions. Reference will be made to the home/school agreement.
- If targets are not met then the child will be debarred from school at lunch time for one week. A letter will be sent home and parents will be informed by telephone.
- Children in receipt of free school meals will be provided with a packed lunch to take home.

6. Attendance

Regular attendance is vital for all children in order to ensure continuity and to establish positive codes of behaviour and self discipline.

100% attendance certificates will be awarded weekly to classes achieving perfect attendance.

100% attendance certificates will be awarded to children at the end of each term. Special awards will be given to children who achieve a year's perfect attendance.

7. Exclusions

If there are indications that any child at Victoria Dock Primary School may be at risk of exclusion, then a programme of pastoral support will be drawn up with the child and his/her family to address particular, individual needs. This will form part of the child's Individual Support Plan where appropriate.

Any child excluded from school will be given work to complete at home, in accordance with the National Curriculum. This will be regularly marked and updated.

A child returning to school after exclusion will receive support within school according to his/her needs. Support will also be offered to the child's family to try to ensure that the pattern of negative behaviour which led to exclusion is not repeated.

OUR SCHOOL

Working together for your children

Our school is an important part of the local community. We value it and all who work within it.

It is our hope that through working together we can achieve our aims for the benefit of all your children.

Copies of our home/school agreement will be supplied with this prospectus. We would like you to discuss it carefully with your child and return one signed copy to school.

SCHOOL POLICIES

Working together for your children

The following list details the numerous policies in place at Victoria Dock Primary School. Should you require a copy, please see the office staff who will arrange for a copy to be made available for you.

Act of Worship	Home/School Agreement
Attendance	Homework
Assessment	ICT
Anti-Bullying	Internet
Art	Literacy
Arts in School	Minibus
Admission	Music
Behaviour	Medicine
Cycle to School	Multi-Cultural and Anti-Racism
Dogs in School	Numeracy
Design Technology	Physical Education
Equal Opportunities	P.S.H.C.E.
Educational Visits	Religious Education
French	S.E.N.
Foundation Stage	Statement of Curriculum Aims
Guidelines for Parent Employee and Helpers	Sex Education
Geography	Science
Gifted and Talented	Teaching and Learning
Holidays in Term Time	Visitors in School
History	

SAT RESULTS 2009

KEY STAGE ONE

	Reading	Writing	Maths	Science
L2+	93.1	79.3	96.6	100
L2b+	75.9	65.5	75.9	
L3	31	24.1	34.5	27.6

KEY STAGE TWO

	Reading	Writing	Maths	Science
Level 4	100	100	97	93
Level 5	83	59	72	55

I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.

One was a teacher;
The tools she used were books and music and art;
One was a parent
With a guiding hand and a gentle loving heart.

And when at last their work was done
They were proud of what they had wrought
For the things they had worked into the child
Could never be sold or bought.

And each agreed she would have failed
If she had worked alone;
For behind the parents stood the school,
And behind the teacher stood the home.

Ray A. Lingenfelter

Anticipated changes in arrangements:

There are no anticipated changes in arrangements.

Disclaimer:

The information given in this booklet was valid in May, 2010. It is possible that there could be changes affecting either the arrangements generally described in this booklet or in any particular part of them before the start of the school year 2010/2011 or in the subsequent years. Parents wishing to contact the individual members of staff or Governors named in this leaflet are advised to check the details with the school for any changes beforehand.

Date of issue: Autumn Term, 2010

Victoria Dock Primary School
South Bridge Road
Victoria Dock
Kingston upon Hull
HU9 1TL

Tel: 01482 331998
Fax: 01482 331998

e-mail: admin@victoriadock.hull.sch.uk
www.victoriadockschool.co.uk