

Olveston CEVC Primary School
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Lifelong learning, striving for excellence

Olveston Church of England Voluntary Controlled Primary School is at the heart of the community. We pride ourselves on providing engaging and exciting learning opportunities that enable children to develop a love of lifelong learning. Firm links with the church and the local community together with partnerships with parents/carers make Olveston School a very special place to be.



Our most recent Ofsted Inspection recognised our Christian ethos and caring approach and reported that, 'Smiles and laughter are everywhere in this happy and harmonious community.' There are supportive relationships across the school ensuring that not only academic achievement is high, but personal development and well-being of every pupil is excellent.

The staff and Governors give high priority to our curriculum being creative, stimulating and fun. This is achieved through outdoor learning, interactive teaching methods and a cross curricular approach. Children enjoy being fully involved in their learning journey and work with the teachers to set targets and make the next steps in their learning.

This prospectus will provide an insight into the life of Olveston CEVC Primary School. I invite you to come and meet me and see the school in action. You are assured of a warm welcome.

Miss F. Bertham
Head Teacher

ORGANISATION

STAFF:

Headteacher:	Miss F. Bertham
Deputy Head Teacher:	Mrs A. Luke
Senior Leaders:	Mrs D. King
	Mrs S. Curtis
Teachers:	Mrs. M. Vizard
	Mrs. P. Woodward
	Mrs. E. Edwards
	Mrs A. Morris
	Mr. J. Bonney
	Miss. C. French
	Mrs L. Moore
	Miss E. Plews
Bursar/Secretary:	Mrs. N. Slaytor
Admin Assistant:	Mrs N. Hemming
Teaching Assistants:	Mrs. J. Bendall
	Mrs. J. Dickens
	Mrs J. Pritchard
	Mrs. J. Wood
	Mrs. E. Collins
	Mrs S. Curtis (Higher Level TA)
Kitchen Manageress:	Mrs. D. Heal
Caretaker:	Mr. J. Titterton
Cleaners:	Mrs A. Bishop
	Mrs S. Jordan

THE SCHOOL GOVERNORS:

Chairperson:	Mr M. Anderson	Parent
Vice-chairperson:	Rev. H. Webb	Foundation
	Miss F. Bertham	Head Teacher
	Mrs. A. Luke	Observer (Deputy Head)
	Mr. J. Dee	Parent
	Mrs. P. Elms	Parent
	Mr. S. Evans	Parent
	Mrs. A. Tyrer	Parent
	Mr. F. Walters	Community
	Mrs. J. Winter	Community
	Mrs. J. Gundry	Local Authority
	Mr. A. Hall	Local Authority
	Revd. P. Rowe	Foundation
	Dr. D. Prothero	Foundation
	Miss E. Plews	Teacher Governor
	Mrs. J. Wood	Non Teaching Governor
	Mrs. S. Fletcher	Clerk

OUR SCHOOL VISION

We nurture and develop children's love of learning through an inclusive, innovative and creative school environment. Our distinctive Christian ethos permeates all aspects of school life, developing confident and respectful learners. We value the importance of being at the heart of the local community, linking school, church and families, past, present and future. Our forward looking school aims to be challenging and inspiring, enabling children to develop the independence to guide them through life.

Our Core Values

Our school is filled with smiles and laughter

We Look after each other and our environment

Our Values and beliefs are our strength

Everyone is special

We Succeed because we aim high

We Think about the things we do and learn from them

Our school is at the heart of our community

We Never stop exploring

-oOo-

All staff, both teaching and non-teaching, have a responsibility to care for children and to take appropriate action in cases of suspected or reported child abuse.

"Our first priority is your child's welfare and in most cases we will contact you to discuss this." All staff follow the South Gloucestershire requirements for Safeguarding children. The Head Teacher is responsible for dealing with any cases of Child Protection.

Your Questions Answered...

What happens during the school day?

The school is divided into seven classes and the children are placed in a class appropriate to their age. Each child follows a programme of study relating to his/her ability in accordance with the National Curriculum. The school is organised around two key developmental stages:

Key Stage 1 for children aged 4 – 7 years (formerly called Infants)

Key stage 2 for children aged 7 – 11 years (formerly called Juniors)

SCHOOL TIMES:

Key Stage 1	9.00 - 12.00 noon	1.15 - 3.30 p.m.
Key Stage 2	9.00- 12.15 p.m.	1.30 - 3.30 p.m.
Breaktimes:	Mornings: Key Stage 1 & 2	10.30 - 10.45 p.m.
	Afternoon: Key Stage 1 only	2.15 – 2.30 p.m.

Children are expected to arrive in the playground from 8.45am. A bell sounds at 8.55 am when children line up in their relevant year group. Registration begins promptly at 9am. Our collective worship takes place daily at 10.10am in The Wike Hall.

ALL CHILDREN ARE EXPECTED TO BE ON THE PREMISES FIVE MINUTES BEFORE THE BELL IS RUNG AT 8.55 A.M. PLEASE REMEMBER THAT YOUR CHILD IS YOUR RESPONSIBILITY UNTIL 8.45 A.M. AFTER WHICH TIME A STAFF MEMBER IS AVAILABLE TO SUPERVISE IN THE PLAYGROUND.

Do I need to pay for school trips and other events?

All activities requiring parental financial support are based on voluntary contributions. There is no obligation to contribute and no pupil will be omitted from a proposed activity. However, in order that some activities take place it may be necessary to have substantial contributions from parents.

What is the admissions policy?

The Governors of Olveston C.E.V.C. School in paying due regard to serving the local community, wish, whenever possible to accommodate children from Olveston village and those communities in which the school is the closest Primary School.

Our planned admission level is thirty which will be the legal limit for Key Stage One pupils.

The Governors will consider exceeding the planned admission level at Key Stage Two to a maximum class size of thirty-five for those children for whom Olveston C.E.V.C. School is the nearest Primary School. Admissions applications and appeals are handled through South Gloucestershire Council.

Can I take my child on holiday during term time?

We want to do our best for all our children and believe that regular attendance at school is vital for children as it promotes good learning, positive attitudes and maintains continuity in their education and in their friendships.

Children should be at school, on time, every day the school is open unless the reason is unavoidable. Permitting absence from school without a good reason is an offence by a parent.

When requests for holiday absence are considered the school may decide to authorise up to ten **consecutive** school days holiday being taken during the school year, provided there is no other concern about the pupil's attendance. **Only one request for holiday per year will be authorised.** Where there is concern, a request for holiday absence normally will not be authorised. We hope that parents will request holiday absence during term-time only when it is unavoidable. Holiday requests will need to be made by letter, to the Headteacher at least 2 weeks before the holiday date.

Holiday absence for longer than 10 consecutive school days will not normally be authorised by the school. The Governors' expectation is that only in exceptional circumstances will parents request a longer period and the grounds for the request will be individually considered.

No holidays will be authorised during the assessment period of Term 5 when all children will take part in mid-term assessment in preparation for report writing.

Is there a parents group I can be involved in?

We have an active association named "The Friends of Olveston School" (F.O.O.S). The aim of which is to provide financial and general support through a diversity of social events. The main fund-raising events during the year are the Christmas Bazaar in the Autumn, Adults Quiz Night, Autumn and Spring Bingo and the Summer Fete. All parents are welcome to join the committee or can support in a variety of ways through the numerous events organized by F.O.O.S. The school is very fortunate to have such a dedicated fund raising group. The fund provide excellent additional learning equipment for our children.

How will I know how my child is getting on at school?

There are opportunities during the year to share relevant information. The school has an 'open door' approach to sharing information about your child's progress and answering individual questions. Teachers are available after school, according to their individual commitments. Please speak to your child's teacher to arrange a convenient time to meet or make an appointment at the school office.

AUTUMN TERM: Within the first month of the term, each class teacher holds a 'Year Ahead' meeting for all parents. This is an opportunity to develop home/school links and share expectations for the coming year. Additionally, individual appointments will be made towards the end of the Autumn term to share achievement so far.

SPRING TERM: Individual appointments are made for each child to discuss the mid-year targets.

SUMMER TERM: An Open Afternoon is held to enable you to visit other parts of the school and see an exhibition of children's work. The children enjoy being tour guides. A full school report is sent home at the end of the academic year, in July.

We welcome parent involvement and offer many opportunities for you to utilise your talents. These range from reading, sewing, information communication technology, cooking to science or non-contact activities such as making classroom materials and developing the library. If you feel you would like to help in school, please see the secretary.

Is there a school newsletter?

Newsletters are sent home within the first week of each month. It is through our newsletter that we endeavor to keep parents informed of coming events and of interesting features of school life. Children enjoy contributing to the newsletter. All newsletters and correspondence are published on our school website, listed under 'Documents. Visit: www.olvestonschool.co.uk

What is the Reception Induction process?

We have close links with the local pre-schools and provide a variety of occasions for pre-school children to visit our School. In the Summer Term they are invited to school in small groups and this is followed up with a whole class story session. You will be invited to a New Parents' Reception Induction Evening to share details of the induction process and ask any questions you may have.

In the first few weeks of Primary School there is a lot to learn. Children learn how to navigate around the school and settle into new routines. The School provides a staggered induction programme so that each child has prime time with the class teacher to settle in. This process usually lasts up to the Autumn half term. This is explained on the timetables given to parents at the New Parents' Evening.

What are the school rules and behavior policy?

The governors and staff of Olveston CEVC Primary School seek to create a positive atmosphere in which children feel safe, secure and happy and are given the maximum opportunity to learn, while developing self-discipline, a respect for themselves, for others and for the environment. We expect the fullest co-operation from parents in supporting the School in matters of discipline. We take pride in encouraging good manners, respect, and a caring attitude, which we hope children will retain. We have only a few specific rules, expecting common sense and initiative to prevail.

Key Stage 1 children are provided with free fruit/vegetables during playtime. Children may bring in their own fruit/vegetable mid morning snack. Key Stage 2 children have the opportunity to purchase fruit tuck and milk for 15p each day; small cartons of drink are permissible for consumption during the morning break, but no flasks please. For health and safety reasons we discourage the wearing of jewellery such as necklaces, pendants etc.

Children are not allowed to leave the school premises without permission from a teacher. If your child is absent please telephone the School on the first day of absence and send a note on return.

Please refer to the Attendance Policy in the Appendix.

What do I do if I have a complaint?

If you have a problem concerning a school issue please discuss this with your child's teacher. If the problem persists you may wish to discuss this with the Headteacher. If you feel the complaint has not been resolved, South Gloucestershire Council procedure for making complaints is standard in all schools. Please contact the school office for this information. At times certain problems are best dealt with by the Governing Body in which case a letter must be sent through the Clerk to the Chair Person. All correspondence can be sent through the school office.

What is the school uniform?

We strongly promote our school uniform. Our school sweatshirts, polo shirts and book bags are available for purchase from the school office on a Wednesday.

Girls: Navy blue sweatshirt/jumper/cardigan. Grey skirt or pinafore dress. Yellow blouse/polo shirt. Black or dark shoes.

Boys: Navy blue sweatshirt/jumper. Grey shorts or trousers. Yellow shirt/polo shirt. Black or dark shoes.

P.E. Kit: 1 pair gym shoes/trainers, 1 tee-shirt (white), 1 pair shorts(navy blue) or leotard, 1 draw string bag with child's name on. During the winter, black or navy jogging bottoms may be worn.

We have available in School, for purchase, quality sweatshirts, tee- shirts and book bags with the School logo. We encourage all children to use a book bag to transport homework and reading books.

PLEASE ENSURE ALL ITEMS OF CLOTHING ARE MARKED.



Lifelong learning, striving for excellence

Oveston CEVC Primary School

Positive Behaviour Policy

Rationale:

The governors and staff of Oveston CEVC Primary School seek to create a positive atmosphere in which children feel safe, secure and happy and are given the maximum opportunity to learn, while developing self-discipline, a respect for themselves, for others and for the environment. This policy applies throughout the school day.

Purposes:

- To enable quality learning and teaching opportunities for everyone in school
- To help every child develop a pride in themselves, their class and the school as a whole
- To create a caring environment where there is mutual respect
- To take pride in our school environment and have respect for the property of others
- To reinforce efforts to behave positively and learn well
- To work positively with parents to promote good behaviour
- To ensure consistency of approach and understanding by all adults and children in school

Behaviour for Learning:

By positively reinforcing good behaviour, expectations are modelled across the school day. Every child has good behaviour recognised and begins a fresh every day. All staff recognise good behaviour through praise and rewards. Children are sent to other members of staff to receive praise or reward for good learning behaviour. Each class works with the teacher to create a 'contract' for behaviour that will ensure successful learning.

Our whole school **Golden Rules** are shared during collective worship and are displayed around the school. These are:

We will...

- ✓ Be kind and helpful
- ✓ Always try our best
- ✓ Be honest etc **(To be added)**

All adults endeavour to reinforce this guidance at all times around the school.

At all times the class teacher has responsibility for ensuring a positive learning environment which may result in them using alternative strategies to achieve this.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. When the overall climate is friendly, but firm disruptive behaviour is far less likely to occur. When it does, our experienced teachers use a variety of strategies and skills to curb such behaviour.

Rewards:

Rewards are most effective if they follow immediately upon the desired behaviour, and if the child in question really does find the reward rewarding! Verbal praise and approval are valued rewards, and can be accompanied by an appropriate physical gesture if the child responds well to this. This can be reinforced by other staff (including learning assistants) - children love to receive praise from others as well as their teacher.

Each class teacher establishes a reward system appropriate to the age range of the class.

Particularly good work and/or behaviour by a class, group or individual child is reinforced and rewarded by the Headteacher, who praises the child(ren) verbally and gives a certificate. This is celebrated publicly by the whole school in the Friday assembly. The head Teacher encourages teachers to send children to the office to share outstanding work.

Sanctions

We make every effort to ensure that sanctions are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

The 'tiered' process for sanctions is as follows:

- 1) A verbal warning
- 2) A visual warning (card system/sad face)
- 3) Moved to work on your own
- 4) Speak to child's parents after school
- 5) Sent to the Head Teacher

This five step process is adopted by Key Stage 1 and Key Stage 2. Each key stage uses a technique to enforce this process, suitable to the age of the pupils.

Key Stage 1:

- 1) Verbal warning by the teacher
- 2) Name on the sad face
- 3) Counter by your name on the sad face (moved to work on your own)
- 4) Two counters by your name on the sad face (Speak to the child's parents after school)
- 5) Three counters by your name on the sad face (sent to the Head Teacher)

Key Stage 2:

- 1) Verbal warning by the teacher
- 2) Yellow card issued (To be returned at the end of the session)
- 3) Orange card issued (Moved to work on your own)
- 4) Red card issued (Meeting with parents after school)

5) Sent to the Head Teacher

Each class teacher (KS1 & KS2) will use their discretion according to the individual situation. Teachers may also skip steps for serious misdemeanors in consultation with a member of the Senior Leadership Team.

At step 5, the Head Teacher discusses the incident with the child and a 1 day class exclusion will take place. The child will be expected to work outside the office for the day. On rare occasions, a fixed term exclusion may be necessary. The Head Teacher will follow South Gloucestershire exclusion guidelines.

Playtimes/Lunchtimes

Lunchtimes are a time for promoting social skills in the playground, canteen and classrooms. We have a number of games and planned activities led by the children and Lunchbreak Supervisors. Children go to the canteen in an orderly fashion and say Grace before eating. We encourage good manners in this social situation. The Lunchbreak Supervisors have rewards for good behaviour – stickers, certificates and ‘Golden Placemats’.

Behaviour Strategies at playtime/lunchtime

- Thinking squares are used for immediate incidents of a minor nature for ‘time-out’ (Up to ten minutes)
- Yellow Card issued for repeat or serious behaviour (Return to thinking square and class teacher will notify parents)
- Red card issued for a serious offence (Thinking square time and child must appear in front of the Head Teacher and School Council)

Children follow the Golden Rules for playtimes and lunchtimes. These are displayed around the school and have been developed and agreed by the children.

Children with behavioural/special needs:

Following the laws about SEN and exclusion, we ensure that all children are safe, supported and nurtured in school. Whatever a child’s behaviour, the whole school constantly strives to support them to improve it. With children who have special needs this will often be achieved through small steps. Some children with Special Needs will require an Individual Behaviour Plan which will have different targets, rewards and sanctions. This has to be flexible and therefore may differ from the Behaviour policy.

Date of Policy: January 2008

Ratified by: _____ (Signed)

PRIMARY SCHOOLS



RATIONALE

We want to do our best for all our children and believe that regular attendance at school is vital for children as it promotes good learning, positive attitudes and maintains continuity in their education and in their friendships.

Children should be at school, on time, every day the school is open unless the reason is unavoidable permitting absence from school without a good reason is an offence by a parent.

STATUTORY DUTY OF SCHOOLS

The Education Act requires parents or guardians to ensure their children receive full time education either by regular attendance at school or otherwise. In addition schools have a statutory duty to set an annual attendance target.

Every half day absence from school has to be classified by the school, (not by the parents) as either AUTHORISED OR UNAUTHORISED. This is why information about the cause of the absence is always required preferably in writing.

AUTHORISED ABSENCES

- Such as illness or other unavoidable causes.

UNAUTHORISED ABSENCES

These are morning or afternoons away from school for a reason such as:

- Parents keeping children off school unnecessarily
- Truancy before or during the school day
- Absences which are not properly explained
- Children who arrive at school too late to get a mark

It is not appropriate for the school to authorise absences for shopping, looking after other children, day trips etc. Leave may be granted in an emergency (e.g. bereavement) or for medical appointments which cannot be arranged out of school time.

HOLIDAYS

When requests for holiday absence are considered the school may decide to authorise up to ten **consecutive** school days holiday being taken during the school year, provided there is no other concern about the pupil's attendance. **Only one request for holiday per year will be authorised.** Where there is concern, a request for holiday absence normally will not be authorised. We hope that parents will request holiday absence during term-time only when it is unavoidable.

Holiday absence for longer than 10 consecutive school days will not normally be

authorised by the school. The governors' expectation is that only in exceptional circumstances will parents request a longer period and the grounds for the request will be individually considered.

No holidays will be authorised during the assessment period of Term 5 when all children will take part in mid-term assessment in preparation for report writing.

LATENESS

A pupil arriving late may seriously disrupt not only his or her own continuity of learning but also that of other pupils.

Pupils who arrive late, (after register closure) should 'sign in' to record their presence in school.

The school will investigate persistent lateness and work with the parents to set targets for improvements.

MONITORING REGISTERS

Attendance registers are monitored on a regular basis, where this falls below 90% and is cause for concern, the school will investigate further.

In accordance with local authority guidance, should attendance fall below 85% and is cause for concern, the Education Welfare Service will be contacted to promote attendance in conjunction with the school.

PROCEDURES

- Children and parents/carers may enter the playground from 8.45am.
- At 8.55am a bell will ring and children must line up. Parents/carers then leave the playground.
- Each class register must be marked at 9am and 1.15pm (KS1) 1.30pm (KS2) daily.
- Registers are returned to the school office by 9.15am.
- Registers will close by 9.10am for the morning session and 1.25pm (KS1) 1.40pm (KS2) for the afternoon session.
- Pupils who arrive after 9am, but before the register closes will be marked as late and counted as present.
- Pupils who arrive after the register has closed will be marked as late by the administrative staff and counted as an unauthorised absence.
- Pupils who arrive after the register has closed but have a valid reason for doing so will be marked as late but will have an authorised absence.
- Pupils arriving after 9am will have their name and reason written in the school 'late book.' Accompanying parents will be asked to sign the late book.
- Parents/carers of pupils who arrive late three or more times in any half term (without an accompanying parental signature in the late book) will be informed by letter.
- Only the school can authorise absence and clear direction on the type of absence that may be authorised is clear by the DfES.
- Punctual, regular attendance is celebrated termly in assembly.

MONITORING OF POLICY

The governors will review this policy annually.



Olveston CEVC Primary School Policy for Inclusion

General statement

The staff and governors of the school have approved this inclusion policy. This school believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. In this school inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

Aims

The school aims to:

- * help pupils develop their personalities, skills and abilities
- * provide appropriate teaching which makes learning challenging and enjoyable
- * provide equality of educational opportunity.

Objectives

- * Ensure implementation of government and LEA inclusion recommendations.
- * Ensure the school's inclusion policy is implemented consistently by all staff.
- * Ensure any discrimination or prejudice is eradicated.
- * Identify barriers to learning and participation and provide appropriately to meet a diversity of needs.
- * Ensure all pupils have access to an appropriately differentiated curriculum.,
- * Recognise, value and celebrate pupils' achievements, however small.
- * Work in partnership with parents/carers in supporting their child's education.
- * Guide and support all school staff, governors and parents in inclusion issues.

Definition of inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social background, and the maximizing of resources to reduce these barriers.

Co-ordinating inclusion

The head teacher is the INCO. His role is to monitor the inclusion policy and report annually to the governing body on its effectiveness; monitor and assess inclusive provision; identify barriers to learning and provide staff with appropriate strategies; share inclusive

expertise with and support the professional development of classroom teachers and T.A.s; purchase appropriate resources; monitor pupil progress; liaise with parents; co-ordinate cross-phase/ cross school transition; co-ordinate external specialist provision. The INCO is responsible for keeping the governors regularly informed about inclusive provision in the school. All teachers are also responsible for meeting the needs of all pupils in their class.

Inclusive provision

The school offers a continuum of provision to meet a diversity of pupils' needs. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups, within their class, for literacy and numeracy. Additional in class support is available in all classes, which is provided by T.A.'s. This additional-support is targeted at individual pupils and small groups of pupils who are catching up on their basic literacy, numeracy and communication skills. The T.A.'s support pupils with emotional and behavioural difficulties, as well as working with gifted and talented pupils. Computers are available to support learning , as well as being centrally located in the school's administration and hall centre.

Out-of-class provision is available to pupils with statements of SEN who require specialist literacy, language or behaviour management programmes.

A range of extra-curricular activities are available during lunchtime and after school, for example: art club, drama club, school choir, school orchestra, football and netball teams.

Specialist provision

The school has a specialist resource base, which is located in a small 'elliot' building. The teacher in charge is specially qualified to work with children who require specialist support. She is assisted by four Teacher Assistants, who support these pupils throughout the school, in mixed ability classes.

External support

The school through its service level agreement buys in additional external specialist advice and support from the LEAs Sensory and Learning Support Service, the Speech and Language Service, the EBD Outreach Service, the Ethnic Minority Achievement Service and the Travellers Education Service. The school also has access to an educational welfare officer, the educational psychologist and a link adviser. The latter two people are able to provide advice and guidance on issues related to curriculum provision, gifted and talented pupils, gender issues, early years provision, as well as assisting with the identification and assessment of pupils' individual needs.

Resource allocation

The school allocates 10 per cent of its budget to resourcing educational inclusion. The head teacher with the governing body, approve any necessary curriculum priority spending, that supports moving inclusive practice forward.

The SENCO organises and plans the amount of additional in-class and external specialist support required by pupils at School-Action Plus and with a statement.

The pupils at School Action are covered from within the school's existing budget, and receive in class support from T.A.'s, and / or direct small group teaching from the SENCO. The INCO also submits a resource bid for any LEA projects and initiatives.

Assessment procedures

All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school fully embraces using a consistent nationally recognised assessment system, which relates to the early learning goals, and the National Curriculum levels of attainment, including exceptional performance for gifted and talented pupils. All teachers monitor and review pupil progress using this assessment procedure. In order to ensure accurate assessments are made, teachers annually moderate and standardise samples of pupils' work and achievements across the curriculum.

Underachievement is identified as early as possible through teacher referral and additional assessment using standardised reading and non-verbal reasoning tests. Pupils are set individual challenging targets, which address the area of underachievement. Pupil progress is monitored and reviewed termly.

The school's reward system of points, and certificates of achievement for outstanding work and performance, effort, and improved behaviour, contribute to raising pupil self-esteem and motivation.

Professional development

The deputy head teacher, oversees the professional development of all teaching staff and support assistants. Staff are kept fully informed about LEA, national and regional training courses, seminars and networks which relate to inclusive educational practice. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within school, and also in other schools.

Parent partnership

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the INCO if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. The home-school agreement outlines how parents can support their child's learning at home and in school.

Evaluating the inclusion policy

The inclusion policy is reviewed regularly. Policy evaluation focuses on:

establishing how far the aim and objectives of the policy have been met; how effective the inclusion provision has been in relation to the resources allocated; the attainment of pupils in judging 'value added' factors. In the light of the findings, the policy is revised and amended accordingly.

This policy should be read in conjunction with the Assessment policy, Teaching and Learning policy, Monitoring & Evaluation policy and individual subject policies.

Ratified by: _____

Date: _____

Review Date: _____



Olveston CEVC Primary School Whole School Food & Drink Policy

Introduction

As a Health Promoting school, we believe that that proper nutrition and fluid intake are essential to all members of the school community if they are to fulfil their potential in life.

Proper nutrition is essential for good health and effective teaching and learning.

We believe that all messages about food and drink throughout the school should be consistent.

As a school we want to play our role in establishing and maintaining life-long healthy and environmentally sustainable eating and drinking habits.

Aims

- To develop and maintain an ethos in the school in which a healthy choice is the easy choice
- To provide cross-curricular education that enables pupils to make an informed choice
- To involve the whole school community in developing and maintaining healthy eating and drinking habits
- To have a pleasant and sociable dining experience which enhances the social development of all children. Children will be encouraged to:
 - develop good eating skills and table manners

- enter and leave the dining hall in an orderly way, showing respect for those who are eating
 - say please and thank you to the S.M.S.A.s and cooks
 - ask permission from a S.M.S.A. to 'leave the table'
- To encourage foods that are rich in vitamins, iron, calcium
 - To encourage a balanced diet
 - To offer water to drink
 - To encourage fluid intake with an easily accessible water supply throughout the day
 - To take into account and accommodate dietary requirements
 - To ensure high standards of hygiene amongst the children
 - To develop healthy eating and drinking habits that will last a lifetime

Catering

- Meals are provided by South Gloucestershire catering staff.
- Individual dietary needs are catered for within the framework of nutritional standards
- Theme days are used to mark calendar events or a particular curriculum area
- All children are encouraged to take some fruit or vegetables as part of their meal
- Children are encouraged to drink their drink with their meal
- Portion sizes are according to guidelines laid down by the caterers
- We do not to accept sponsorship from companies who undermine our schools healthy eating policy
- We attempt to integrate healthy eating and drinking habits in all aspects of school life

Breakfast

Recognising parental responsibility and school and parental partnership children are encouraged to have breakfast before leaving home. This will be done through discussion and PSHCE.

Drinks

Like plants people wilt. We recognise that low fluid intake can lead to reduced academic performance through poor concentration and lethargy, reduced physical performance and health problems including headaches and urine infections.

All children and staff have free access to water throughout the day. Drinks will be taken from the water fountains or from their own named water bottles.

Sweets

Parents and children are asked not to bring or send sweets to school.

Lunches

We recognise the recommendations of the COMA Report (1994) and the document “Saving Lives: Our Healthier Nation” from the Department of Health (1998).

These set out broad principles:

1. Enjoy your food
2. Eat a variety of different foods
3. Eat the right amount to be a healthy weight
4. Eat plenty of foods rich in starch and fibre
5. Don't eat too much fat
6. Don't eat sugary foods too often
7. Look after the vitamins and minerals in your food

The Government has produced Nutritional Standards for school meals, Olveston School welcome the Standards and ensure that our menus comply.

Summary of the Government's Nutritional Standards for School Lunches:

The Regulations are based on the first four food groups set out in the “Balance of Good Health”:

- Fruit and vegetables
- Starchy Foods
- Meat, fish, pulses and other non-dairy sources of protein
- Milk and dairy foods
- Foods containing fat and foods containing sugars

The Regulations do not refer to the fifth food group above.

In Primary Schools -

One option must be available from each of the first four food groups and:-

- fruit and a vegetable must be available every day. Fruit based desserts must be available twice a week
- food from the starch group which is cooked in fat or oil must not be on offer on more than three days a week
- red meat must be served at least twice a week and fish at least once a week

Cheese dishes may be included in the meat/fish protein group.

Packed Lunches

The school will provide facilities for pupils bringing in packed lunches and ensure that free, fresh drinking water is readily available at all times.

The school will work with parents to ensure that packed lunches abide by the standards listed below. A guidance leaflet is issued to parents in line with the School Food Trust recommendations (www.schoolfoodtrust.org)

School packed lunches should include:

- at least one portion of fruit and one portion of vegetables every day
- meat, fish or other source of non-dairy protein (e.g. lentils, kidney beans, chickpeas, hummus, peanut butter and falafel) every day
- oily fish, such as salmon, at least once every other week
- a starchy food such as any type of bread, pasta, rice, couscous, noodles, potatoes or other type of cereals every day

Packed lunches should not include:

- snacks such as crisps. Instead include seed, vegetables and fruit. Savoury crackers or breadsticks served with fruit and vegetables or dairy food are also a good food choice
- confectionery such as chocolate bars, chocolate covered-coated biscuits and sweets. Cakes and biscuits are allowed but encourage your child to eat these only as part of a balanced meal
- meat products such as sausage rolls, individual pies, corned meat should only be included occasionally.
- We encourage children not to bring nuts in their lunchboxes, to protect those who suffer with nut allergies.

Teaching and Learning

The Balance of Good Health framework is used across the curriculum and making healthy choices are referred to across the curriculum where food and drink related issues are involved.

Staff will sit with children during meal times to provide a good role model, encourage good manners and lead conversation.

Food and cooking activities are used in a variety of ways to teach children and widen their experience of food.

Children are given the opportunity to touch, taste, smell and feel a variety of foods.

Parental Involvement

A summary of the Healthy Eating Policy is included in the School Prospectus and Parents' Handbook.

Parents or carers will be advised if their child is not eating well.

School Council

The School Council at Olveston C.E.V.C. Primary School involves children

democratically in the life of their school. The School Council listens to the views of the children. It encourages the children to take responsibility for many aspects of school life and make decisions regarding the provision of healthy eating within the school.

Equal Opportunities

The healthy eating and drinking systems and strategies in our school will be accessible to all children and staff regardless of race, gender and SEN.

The school aims to cater for children's dietary needs whenever practicable and appropriate, in conjunction with the parents, health professionals and Client.

All special diet requests are assessed and administered by the school cook, but only those prescribed by a medical doctor can be undertaken by the cook for safety and ethical reasons.

Resources

The school has joined the South Gloucestershire Healthy Schools Programme and is working towards accreditation.