



PROSPECTUS

2019 - 2020



Join the Learning Adventure!

Our School Vision

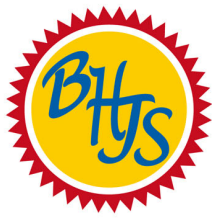
By working together with families, wider communities and children we promote lifelong learning through:

- *Having high expectations for all*
- *Developing the core values (respect, responsibility, courage, kindness, positivity and resilience)*
- *Nurturing the whole child*
- *Providing varied, creative and enriched learning opportunities*

At BHJS we believe that children can achieve personal excellence through the teaching and modelling of values and skills. With children, parents staff and Governors we have developed six core values which drive and shape every aspect of school life.

Our Core Values

Be respectful
Be resilient
Be positive
Be kind
Be courageous
Be responsible



Bromley Heath Junior School

Our Curriculum

The BHJS curriculum provides children with varied, creative and enriched learning experiences. Our values of responsibility, respect, resilience, positivity, kindness and courage are an integral part of our learning. Our bespoke and broad curriculum aims to inspire curiosity and critical thinking through diverse experiences, relevant to the children's local community and their role in a wide and changing

• A Unique Child

Every child is different and we seek to be flexible in our approach to learning and teaching, so that every individual can reach their potential. This is an important aspect of our commitment to personalising learning. We are dedicated to the principle of inclusion, including support for children with special needs and appropriate challenge for our most able children; this is underpinned by a whole school commitment to equality and diversity.

• Positive Relationships

Positive interactions between teacher and child are the basis of successful learning at Bromley Heath Junior School. We foster mutual respect between all the members of our school community; emotional and social development form a key part of our school curriculum. We are committed to effective communication as the key to a successful home-school partnership. Furthermore, we seek to engage all parents as active participants in their children's education.

• Enabling Environments

Successful teaching starts with the individual child; our class teachers are continually assessing and then building upon the children's current level of understanding. They seek to create and maintain a secure, yet stimulating, learning environment in which every child can succeed. Beyond the classroom, we benefit from an inspirational outdoor learning environment.

• Learning and Development

Children develop and learn in different ways and all areas of learning are important and interconnected. We seek to develop the whole child through an integrated curriculum that encompasses a broad range of exciting learning experiences. At the heart of our approach is a belief that learning is a life-long process; we aim to develop every child into independent learners who have the necessary learning skills and interests to be successful in the ever changing world.

Bromley Heath Junior School is a **collaborative learning community** where everyone is encouraged to approach every new day with confidence and enthusiasm.

JOIN THE LEARNING ADVENTURE!

SITE AND LOCATION

The school is situated in the north east of Bristol, at the heart of the Bromley Heath estate, in a triangle formed by the A4174 (Filton), A432 (Yate) and a section of the main Ring Road. Bromley Heath consists mainly of private houses built in the 1950s - the school itself opened in 1959.

The two-storey building has 8 classrooms, a library and interactive learning centre, cloakroom area, two small group rooms and a large hall with dining area. We enjoy a school-wide wireless network, allowing access to our curriculum software and the internet from anywhere in the school, via laptops available for use in every classroom.

We are constantly improving our inspirational outdoor learning environment, which incorporates our school garden and wildlife area. The site is shared with a separate infant school - Bromley Heath Infant School [Headteacher Mrs Tina Long, telephone 01454 866777] and an independent Pre-school (Wriggly Peeps).

Staffing September 2019

Headteacher Deputy Headteacher

Miss Abigail Hodge
Mrs Louisa Davies

Miss Lauren Coyne
Mrs Helen Gabler
Mrs Nicola Gliddon
Miss Emma Pilgrim
Miss Lauren Coyne
Mrs Jane Massey
Miss Chloe Maynard
Mrs Becky Medlicott
Miss Emma Pilgrim
Miss Amy Speirs
Mrs Kim Tulitt

Support Staff

Business Manager

Mrs Leigh Hawkins

Administrative Assistant

Mrs Ann Helliker
Mrs Abigail Hill

Higher Level Teaching Assistant

Mrs Sarah Simons

Teaching Assistants

Miss Jessica Booley
Mrs Lynne Pick
Mrs Jill Riggs
Mrs Helen Westcott
Mrs Rose Carrington (SEN)
Ms Clare Hague (SEN)
Mrs Julia Stiddard-Jenkins (SEN)
Mrs Jane Williams (Interventions)
Miss Jazmin Whale (SEN)

Senior Lunchbreak Supervisor Lunchbreak Supervisors

Mrs Rose Carrington
Mrs Michelle Lacey
Mrs Carina Little
Ms Mary Bowle

Mrs Amber Dawbney
Mrs Jean Ford
Mrs Jacqueline Morris
Mrs Jill Riggs
Mrs Stacey Costi

Breakfast Club Supervisor
Breakfast Club Assistant

Mrs Jill Riggs
Mrs Rose Carrington
Mrs Tracey Lush
Mrs Jayne Tindall

T Club Supervisor (after school club)
T Club Assistant

Mrs Rose Carrington
Mrs Amber Dawbney
Mrs Tracey Lush
Mrs Jayne Tindall

Caretaker

Mr Ian Taylor

The Governing Body

Chair (co-opted Governor)	Mrs Donna Whinham
Vice Chair (Co-opted Governor)	Mr David Lewis
Parent Governor	Mrs Rachel Hall
Co-opted Governor	Ms Claire Bond
Co-opted Governor	Mrs Harriet Williams
Co-opted Governor	Ms Caroline Jankowska
LA Governor	Mr Nadeem Shah
Staff (Headteacher) Governor	Miss Abigail Hodge
Staff Governor	Mrs Lynne Pick
Staff (Deputy Head) Associate	Mrs Louisa Davies

Governors make the key strategic decisions about how the school is run. The full governing body meets six times a year; sub-committees meet as necessary.

Governors are appointed to help:

- Evaluate the effectiveness of the school
- Provide and support the strategic direction of the school
- Agree the curriculum
- Set and support standards of behaviour
- Interview and select staff
- Decide on how the school budget is spent
- Support and judge the performance of the Headteacher

School Governors have legal duties, powers and responsibilities. They must act together; they cannot act individually.

School Governors are:

- Parents
- Teachers at the school
- Local council representatives
- Community representatives

Parent Governors are elected by the parents and serve, as do all Governors, for four years. They bring the views of parents to the Governing Body, but they speak and act as individuals; they should not be thought of as delegates of the parents. They have equal status in the work of the

Governing Body, with full voting rights. The current Chair of Governors is **Mrs Donna Whinham** - she can be contacted via the school office.

HOW WE ORGANISE THE SCHOOL

The School Standard Number is 60, meaning that we have two classes per year group, with a total of approximately 240 Key Stage 2 children. We are a very popular school and class numbers do sometimes exceed 30, when extra pupils are admitted following an appeal to the Local Authority. The school is organised into 8 classes.

Class Teachers

Year 3	Angel Fish	Mrs Amy Speirs
Year 3	Archer Fish	Mrs Tulitt/Mrs Medicott
Year 4	Puffer Fish	Mrs Gabler
Year 4	Orcas	Miss Emma Pilgrim
Year 5	Stingrays	Miss Lauren Coyne
Year 5	Swordfish	Mrs Chloe Maynard
Year 6	Tetras	Mrs Jane Massey
Year 6	Tiger Fish	Mrs Louisa Davies/Mrs Nicola Gliddon

School Leadership Team

Miss Abigail Hodge	Headteacher, Child Protection Lead,
Mrs Louisa Davies	Deputy Headteacher, Assessment & Wider Curriculum Leader
Miss Chloe Maynard	SENCo
Mrs Leigh Hawkins	School Business Manager

The School Day

8.50am	School starts - registration
9.00 – 9.20	Short learning session
9.20 – 10.20	Longer learning session 1
10.20 – 10.35	Break
10.40 – 11.40	Longer learning session 2
11.40 – 12.00	Guided reading or short learning session
12.00 – 1.00	Lunch
1.00 – 2.00	Longer learning session 3
2.00 – 3.00	Longer learning session 4
3.00 – 3.20	Collective Worship and Reflection
3.20pm	School ends

UNIFORM AND DRESS CODE

All children are expected to conform to the school dress code every day. School uniform, which includes the school name and logo, can be purchased from a local company – Initially Yours www.initiallyyours.co.uk

A clear dress code reflects our school vision by promoting social equality, whereby all children can feel confident and secure. The following guidance is intended to ensure that everyone dresses appropriately. Our dress code is fully agreed and supported by the Governing Body.

Boys-Winter

Black or dark grey school trousers
White polo shirt
Navy sweat-shirt or school fleece
Black shoes or **plain black** trainers

Girls-Winter

Black or dark grey trousers or skirt
Black or dark grey tights
White polo shirt
Navy sweat-shirt or school fleece
Black shoes/boots or **plain black trainers** [no heels]

Boys-Summer

As winter but black or dark grey shorts are an acceptable alternative. Sportswear is NOT allowed. Appropriate protection from harmful UV rays should be worn, including sun-hats and sun-screen.

Girls-Summer

As winter but blue gingham dresses are an acceptable alternative.
Both boys and girls can wear sandals as an alternative to black shoes in summer. Appropriate protection from harmful UV rays should be worn, including sun-hats and sun-screen.

Jewellery and fashion accessories

Earrings are allowed, but only small, plain studs. No other jewellery is to be worn in school. Jewellery must be removed for all PE lessons. Make-up and nail varnish are not permitted in school. While watches are permitted, school does not allow the use of smart watches with cellular capability and/or the ability to store downloaded APPs (e.g. calculators/games/social media/photos etc) or music into school

PE Kit

Navy blue or black shorts, a white T-shirt or navy and yellow PE T-shirt (available from Initially Yours, see website above) and trainers (or daps) should be kept in school all week. Dark coloured tracksuits are encouraged for outdoor games and we will endeavor to take children out in all weathers and so encourage warm, dark tracksuit.

Hair

Long hair should be tied back for PE and active learning, for Health and Safety reasons. Hair extensions, shaved designs in hair and brightly dyed hair are strongly discouraged and we ask families to support us in this decision.

BEHAVIOUR

A very high standard of behaviour is expected of all pupils. We have a positive behaviour management policy that regularly rewards good behaviour. Rewards include individual certificates, group points and class credits. Raffle tickets are awarded as an extra incentive from all staff and there is a prize draw in assembly every week.

Our philosophy is that every teacher has the right to teach and every child has the right to enjoy their learning, without interruption. As members of our whole school community, we all have the responsibility to ensure that others are able to learn too. Every member of the school community should be treated with respect at all times. We have a simple set of school rules decided upon by School Leadership Team:

At Bromley Heath Junior School, we are committed to always:

- Be respectful
- Be Responsible
- Be Kind

There are consistent negative consequences for children who do not stick to the agreed rules; these are displayed in every classroom. If any child's behaviour gives serious cause for concern, the class teacher or headteacher will contact parents to discuss any support strategies that may be required. (See our behaviour policy on the school website for further details)

THE CURRICULUM

Our curriculum is designed to provide all the requirements of the National Curriculum and to reflect good practice. English and Maths form the cornerstone of our curriculum and both are taught as discrete subjects for a significant part of each school day. Our Learning and Teaching policy (available on our school website) gives further detail for staff and families.

Our whole curriculum is based on our understanding that children learn best when they are excited and engaged. Science and Foundation subjects are integrated into a thematic approach, enabling connections to be made between subjects - promoting life learning and allowing application of key learning skills through enrichment activities. Enrichment mornings are held termly and are designed to provide greater variety, breadth and challenge for all children, as well as offering opportunities for problem-solving, collaboration and investigative tasks.

Our whole school curriculum is based upon our agreed 6 core values. While delivering the curriculum, we enable children to develop greater independence, become autonomous learners and develop the skills and attitudes necessary for life-long learning.

RE and COLLECTIVE WORSHIP

Religious Education forms an integral part of the school curriculum. Religious Education is taught in accordance with an agreed syllabus, which has been drawn up in consultation with representatives of various faiths and within the terms of the Education Act.

Every day children have the opportunity to take part in an act of Collective Worship or reflection. Assemblies are of a broadly Christian character but are in harmony with the wider spiritual and moral concerns that are shared by the major world religions and belief systems. In our assemblies and daily reflection, we seek to promote our school vision and school/British values, in particular our aspiration to enable all our children to always be role models for others,

have high aspirations for themselves both now and in the future and make a positive contribution to their local and wider community.

Parents may ask to withdraw their children from Religious Education and Collective Worship, and where they do so, pupils will normally be expected to occupy these sessions with private study. Please speak to the headteacher for further guidance.

SEX EDUCATION

The Governors have decided that the school will offer a programme of Sex Education which will be appropriate to the child's age and experience (see Jigsaw Scheme of Work). A policy document is available for your inspection on the website, a summary is included below:

Aims

- *to develop children's communication skills*
- *to develop and maintain children's self-esteem*
- *to prepare children for puberty*
- *to provide children with access to correct information about their bodies and those of the opposite sex*
- *to develop children's correct vocabulary for communication about their bodies*
- *to build positive attitudes*
- *to provide children with knowledge about the process of human reproduction*
- *to enable children to acquire skills and attitudes which prepare pupils to manage relationships in a morally responsible and healthy manner*
- *to provide the opportunity for children to understand and cope with personal safety, helping them to know how to make simple choices and exercise some basic techniques for resisting peer group pressure.*

We believe that a carefully formulated programme for sex education is crucial if we are to prepare children for their lives now and in the future as adults. The school will aim to promote an atmosphere that allows questioning, where any questions raised will be answered with sensitivity and related to family life, loving relationships and respect for others.

ASSESSMENT and REPORTING

Throughout your child's time at our school, teachers will assess their progress against the National Curriculum attainment targets for each subject. Towards the end of Year 6, all pupils will participate in Standardised Assessment Tests (SATs). These written tests focus on English: Reading, Spelling and Grammar, as well as Mathematics. The results of these externally marked tests will be included in the children's Annual Report, together with Teacher assessment for these subjects and for writing outcomes.

Throughout the year, every child's performance in English (Reading, Writing and Spelling) and Mathematics (including Mental Mathematical skills) will be assessed using a range of teacher assessment and testing. This process is conducted formally three times annually; outcomes discussed with the headteacher and used to identify learning gaps in order to ensure strong progress. We are committed to every child and aim for them to reach and exceed the age related expectations. A Teacher Assessment against age related expectations for these subjects will be included in the children's Annual Reports, issued in July.

Parents' Consultations

Three times a year Parents are provided an opportunity for discussion between parent and teacher about children's progress, their strengths and areas for development. We always aim to work in partnership with parents and if you would like to discuss your child's progress at any other time, please contact the school and we will be pleased to make a mutually convenient appointment. We are strongly committed to high levels of communication and partnership.

SATS Results

The following table shows our SATs results for 2018/2019. Expected standard is the expected attainment nationally for all pupils aged 11. The Greater Depth section shows the percentage of pupils who achieved above average for a pupil aged 11.

We value progress and attainment in all areas of school life, but it is simply not possible to show statistical evidence for subjects such as Art or Citizenship. We celebrate the whole range of children's achievements in newsletters, assemblies, school performances and at special events throughout the year.

Year 6 End of Key Stage 2 Results 2018/2019

Subject	Expected Standard	Greater depth
Reading	tbc	tbc
Writing	tbc	tbc
SPAG	tbc	tbc
Maths	tbc	tbc

This information will be validated in due course

HOME LEARNING

We believe that home learning encourages independent enquiry and forms an important link between home and school, therefore it is important that children begin to take responsibility for their learning at home from year 3 onwards. Home Learning can enable children to make use of materials and information sources not available in the classroom. It can also involve parents (and other family members) in the children's learning journey. Learning in school is supported significantly by the regular rehearsal of our key reading, spelling and arithmetic skills which are set and checked each Friday. Wider and creative learning opportunities are offered on a termly basis through our home learning menu of options. We aim to support families with siblings by ensuring the focus for home learning is the same across the school.

For those children and/or families who find it challenging, for whatever reason, to complete their home learning tasks, we run a weekly Learning lunch for learners to attend so that they can rehearse these skills alongside a teacher.

PARTICIPATION and COMMUNICATION

Effective education is based upon a three-way triangular relationship between child, school and parents. We welcome all parents as active participants in the life of the school, holding regular events where you can experience life in school alongside your child. Parent consultations enable real dialogue about children's progress. Class assemblies and school performances offer opportunities for parents to share in their children's success. Consultations are held regularly, to provide an opportunity for parents to meet with the class teacher, head and other members of staff on an informal basis. Once a year we also invite all parents to come into school and enjoy learning and lunch with their children: a very popular event!

Young Leadership Team (YLT)

Children participate in school decision-making through the YLT which meet weekly throughout the year. Each class elects its representatives as part of a democratic system and they report back to the class after each meeting.

School Association

We have a very active and successful School Association which organises fund-raising events throughout the year. Every parent is very welcome to attend any meeting, which will be advertised in the newsletter. At our school, the social aspect of the Association is just as important as the fund-raising! They are an inclusive and popular group - if you would like to be involved, please contact the school office. The money raised really does change life in school for our children - just have a look at the association's achievements on our website!

Parent Leadership Team (PLT)

We ask that one parent representative joins an informal discussion group to represent each class who meet alongside a member of the SLT 6 times per year. The discussions and focus for the group are dynamic and variable dependant on changes and climate.

EVERY CHILD AN INDIVIDUAL – INCLUSION MATTERS

Supporting and challenging children of all abilities

We know that in any school a significant number of children will have some form of additional need – academic, social or behavioural. We have implemented the SEND Code of Practice and support the following fundamental principles:

- A child with Special Educational Needs (SEN) should have their needs met and be offered full access to a broad, balanced and relevant education, including an appropriate National Curriculum.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play supporting their child's education.

We support children with Special Educational Needs through *early identification, regular assessment* and *tailored provision* using Additional Support Plans and through Educational Health and Care Plans where appropriate. Additional Support Plans (ASPs) are drawn up for children identified as having a Special Educational Need or Disability, designed to address specific targets. These plans are compiled and reviewed at least three times a year, taking into account the views/expertise of the Inclusion Leader, class teacher, parents and child. We seek the advice of external services and agencies, for example the Education Psychologist or the Inclusion Support Service, whenever necessary. We also provide social and emotional support for children if needed additionally, and who may or not have any Special Educational Need or Disability. This information can then be shared with all parties working with that child. At times, a team of support is needed around a child and at that point, the school will initiate a Single Assessment for early help (SAFeh) which enables a number of external agencies to collaborate to ensure best outcomes for an individual.

We aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way to enable every child to reach the highest level of personal achievement, regardless of any Special Educational Need or Disability.

We use a range of strategies to identify our Most Able children. The identification process is ongoing and includes discussions with parents and carers that enable us to add further detail to these records. We identify children as Most Able when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects, or display a particular talent for a more creative or sporting discipline. We commit to providing timely More-Able opportunities and challenging daily input for our identified learners, using classroom and enrichment activities to develop their capabilities further.

All children have the opportunity to experience a range of educational visits that further enrich and develop learning. In addition, we signpost external courses and activities specifically for Gifted and Talented children, including inter-school opportunities.

Safeguarding

All staff, whether paid or voluntary, have a crucial role to play in shaping the lives of children and young people. They have a unique opportunity to interact with children in ways that are both affirming and inspiring. All staff are in a position of trust and have a duty to keep children and young people safe and to protect them from neglect and physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff and pupils. All staff are familiar with and trained

in local child protection arrangements and understand their responsibilities in order to safeguard and protect children and young people. All staff will immediately report any concerns regarding child welfare to the Headteacher, the designated Teacher for Child Protection.

In the case of suspected abuse, the school is required under South Gloucestershire Council procedures, to consult the Social Services Department. Parents may seek advice and guidance from the Social Services Department of the Local Authority directly, if necessary.

EXTRA-CURRICULAR ACTIVITIES

Out of School Hours Learning

School clubs provide important opportunities for children to enrich their education and experience outside normal school lessons. Through staff volunteering, parents giving their time and externally engaged agencies, we provide a range of clubs which cater for a variety of interests. These have recently included Art, Sports, Book, Film, Coding, Puzzle and Chess club. We also provide access to a wide range of other sports events through our active participation in a local network of schools. Clubs are extremely popular and whilst many are oversubscribed, we try our very best to ensure that every child can experience the club they wish during their time with us at Bromley Heath. Extra activities are also provided during lunchtimes, when all children can participate in play activities organised by our sports coaches and Lunch Break Supervisors.

Breakfast Club

Our school runs a Breakfast Club every morning from 7.45am to the start of the school day, both for our own children and extended to siblings in our Infant School. The Breakfast Club provides a safe, supportive and encouraging environment where children can be with their friends, and make new ones. It's an opportunity to try out new activities, to relax, have fun and to enjoy themselves! The current cost of each session is £4 for the first child and £3.80 for siblings. Please note that this cost includes a choice of breakfast.

If you would like further information, would like to come along for a visit or would like your child to attend the Breakfast Club, please contact Jill Riggs, Breakfast Club Supervisor, via the School Office.

After School Club

We have been running an After School Club since September 2013. The club runs every day from the end of the school day until 6.00pm (5.30pm on Fridays) for our own children and siblings in our Infant School. The After School Club provides a safe, caring and stimulating environment for the children. The cost of each session is £7 for the first child and £6.50 for siblings. Please note that this cost includes a snack and drinks. If you would like further information, would like to come along for a visit or would like your child to attend the After School Club, please contact Rose Carrington, After School Club Supervisor, via the School Office.

Educational Visits and Visitors

Learning in the classroom can be significantly enhanced through day trips and other enriching experiences and we provide a range of opportunities on a regular basis throughout the year. Safety is always our top priority and Risk Assessments are completed for every trip, in conjunction with the headteacher and school business manager. We usually ask for voluntary donations to cover the cost of trips but try to keep these as low as possible*. The excitement and enjoyment of children on trips adds a whole new dimension to learning!

Year 5 children have the opportunity to attend a 2 day (1 night) residential visit in the autumn term. This short trip away from home paves the way for our 5 day (4 nights) residential in the summer term of Year 6, when children enjoy a week of exciting outdoor activities.

A variety of speakers and performers are invited into school throughout the year. These range from wildlife experts to scientists, authors and theatre groups. These visitors provide a really exciting way to bring the curriculum to life and are hugely enjoyed by the whole school.

*A copy of the full Charging and Remissions Policy is available on the school website.

A HEALTHY SCHOOL

We are proud to promote healthy living as part of our whole school curriculum and are constantly seeking ways to further promote healthy lifestyles. We ask all children to bring only healthy snacks to school for break time and to eat a balanced, healthy lunch. We actively encourage the drinking of water throughout the school day and every child should bring a water bottle to school every day, or drink freely from our water fountain.

Lunch

School meals are provided by Integra Catering Services and we are lucky to have an excellent kitchen on our school site. Parents who wish their children to have school meals are asked to order their meals in advance and pay for these meals via the ParentPay System. The cost of a school meal from September 2019 will be £2.30. Facilities are provided for children to bring packed lunches, if preferred.

Lunch boxes must be clearly marked with the child's name and contain their lunchtime food only. Water may be brought to school in shatterproof containers (hot drinks are not allowed).

Milk (1/3 pint) for consumption at mealtimes may be ordered in advance through School Milk Services Ltd (tel: 01934 510950).

ParentPay®

We are a cashless school and accept payments online for school meals and other items such as school trips, music lessons, before and after school clubs etc. Using a secure website called **ParentPay®** you can now pay online using your credit or debit card.

ParentPay is easy-to-use and you have the freedom to make payments whenever you want, 24 hours a day, 7 days a week. Gone are the days of writing cheques or finding the cash to send into school!

Many parents will welcome the certainty that money paid using ParentPay will reach school quickly and safely. Parents that wish to continue paying cash can do so at their local convenience stores using their PayPoint™ card, but are able to view a history of payments using their account login details.

IMPORTANT PROCEDURES

Transfer from the Infant Phase

We enjoy a close working relationship with our feeder infant school and have strong links between Years 2 and 3. This ensures a smooth transition for every child. All the children will get to know their Year 3 teacher through reciprocal visits and we provide extra support for less confident through individualised transition activities.

South Gloucestershire Council's policy states that there will be automatic transition to the Junior School for children attending our paired Infant School, by completion of a transfer request form. Any remaining places will be offered to children who do not attend our paired infant school. In

the case of over-subscription to any year group, parents will have the right of appeal to South Gloucestershire Education Service. Towards the end of the summer term, before transfer, we hold an induction meeting at which the class teachers are introduced to parents and ample opportunity is provided for looking around the school and asking questions.

Transfer from another Junior/Primary School

Any parent who is considering sending their child to Bromley Heath Junior School is invited to visit the school. The Headteacher is always happy to show prospective parents around the school; please telephone for an appointment.

Secondary Transfer

Parents can apply for their child to be educated at a secondary school of their choice. Information will be provided to parents to help them find the best school for their child.

Medication

Legal responsibility for the administration of medicines rests with the parents. Children in need of short term medication should return to school only when medicine can be given before and after school. Should medication be needed during school time then parents are encouraged to administer medicines themselves.

In the event of children requiring long term prescribed medication, for example, in the treatment of epilepsy or asthma, the school can administer some medications, provided the following is observed:

- The parents sign a form of indemnity (available from the school office)
- The medicine to be administered has been specifically prescribed by the family's medical practitioner
- The bottle or container is safely deposited in the school office and the container clearly displays the child's name and prescribed dosage

NB: Administration of non-prescribed medicines is entirely at the Head's discretion and will only be approved in specific cases after discussion with parents. For the vast majority of ailments/conditions, confirmation of the necessity for medication from the family's GP should be sought.

Absence from School

If your child is absent from school, it is essential that you contact the school by telephone or email by 9.00am every day. At this point, the registers will be checked and any absentees will be telephoned. Unauthorised absences (those absences for which no reasonable explanation has been given) will be recorded on your child's attendance registration record and annual report.

Term Time Absence and Special Occasions

Parents do not have an automatic right to take children out of school in term time. The Government made an amendment to the 2006 regulations on term time absence. Stating that schools are prohibited from authorising any leave in term time; unless there are exceptional circumstances.

Exceptional Leave:

- If you need to apply for exceptional leave you must write and ask for permission from the Headteacher of your child's school. Your letter should include the dates your child will be absent from school and the exceptional circumstances. Requests for exceptional leave will only be considered if submitted at least **2 weeks** before the date of the leave to enable the headteacher to consider the request.

A full copy of our attendance and punctuality policy is available on our website.

Complaints

We always aim to work in partnership with parents and try hard to resolve all problems quickly and amicably; always listening to your concerns. Parents may contact the school office if they wish to receive a copy of our Complaints Policy and Procedures or visit our school website; a brief synopsis follows:

- We expect all our pupils, staff and parents to listen carefully and respectfully to each other
- Minor complaints should be dealt with by the class teacher. If you are not satisfied, please contact the Headteacher
- All serious complaints must be discussed with the Headteacher so that an investigation can take place
- Parents who are unhappy about something should contact us at once. The Headteacher or a respective member of staff will always meet concerned parents in order to resolve difficulties
- A parent who is still not satisfied should contact the Chair of Governors (or another member of the Governing Body)
- For more details, please see the complaints policy on our school website

We're looking forward to meeting you and your family soon!

I hope that you find the information in this Prospectus helpful. Please note that it is regularly updated and new copies are always available from the office or our school website. Please contact me if you have any further questions, or would like to visit the school. I look forward to welcoming your family to Bromley Heath Junior School!

Kind regards

Abigail Hodge
Acting Headteacher

Bromley Heath Junior School – Join the Learning Adventure!

This document relates to the school year commencing September 2019. Although the information and particulars herein are correct for this year at date of publication [July 2019], it should not be assumed that there could be no subsequent changes affecting the relevant arrangements or procedures during the school year in question.