



KEELBY PRIMARY ACADEMY



PROSPECTUS
updated May 2019



KEELBY PRIMARY ACADEMY

Principal: Ms Annabel Cowling

Manor Street, **KEELBY**, Grimsby. DN41 8EF

Tel: 01469 560366

e.mail: enquiries@keelby.lincs.sch.uk



May 2019

A letter from the Principal

Dear Parent,

We hope you will find our school a place where your child will feel secure, confident and able to meet the challenges of the modern world. We would like you to find us welcoming and easy to contact whenever you feel something is likely to affect your child's happiness and progress. Our staff are experienced, caring professionals who will always value your opinion and support.

We are confident that we offer a very high standard of education and hope that the time your child spends here will be happy and successful.

Yours sincerely,

Ms Annabel Cowling
Principal



www.keelby.lincs.sch.uk



THE ANSWERS TO SOME OF YOUR QUESTIONS

What's the school like?	Page 5
How many members of staff are there?	Page 6
How do I get a place at the School?	Page 6
What happens when my child needs to start school?	Page 7
What happens if my child starts school during the year?	Page 7
Which secondary schools do Keelby children usually go to?	Page 7
Is there after school childcare available?	Page 8
What are the School's aims?	Page 8
How do I know how well my child is doing?	Page 9
How do you reward children who do well/try hard?	Page 9
How can I help in school?	Page 10
Are the children well behaved?	Page 11
Our School Council	Page 11
Do you have school meals?	Page 12
What happens at lunch-times?	Page 12
Are there any after-school clubs?	Page 13
Do you offer music lessons?	Page 13
Do the children go on trips?	Page 13
Is my child covered by insurance during the school day?	Page 14
Is there a school uniform?	Page 14
What sports do you play?	Page 16
How do teachers plan the work?	Page 16
How do you assess how well the children are doing?	Page 17
How do you help children with difficulties?	Page 17
How can I help at home?	Page 18
Do you teach religious education?	Page 18
What is collective worship?	Page 18
Complaints Policy	Page 19
Has the school been inspected?	Page 23

When will my child be seen by the School Nurse?	Page 24
International School Award	Page 24

Other Items

Values, Vision & Aims of the school	Page 25
Parental Code of Conduct	Page 27
A Positive Approach to Good Behaviour	Page 30
Attendance	Page 34
National Curriculum Assessments	Page 35
Diary of main school events during the year	Page 38
Useful Names and Addresses	Page 39
School Staff	Page 40
Terms and Holiday Dates	Page 41
Additional Information for new parents	Page 42

Our policies are available to look at in school or can be found on our website:
www.keelby.lincs.sch.uk

For detailed information about local education in general visit the
Lincolnshire County Council website www.lincolnshire.gov.uk.

or

Enquire Learning Trust
enquirelearningtrust.org

What's the school like?

Keelby Primary Academy is part of the Enquire Learning Multi-Academy Trust and is for boys and girls aged 4 to 11 years. You'll find the school in the middle of the village, next to the village playing field. The majority of children at the school live in the village but we welcome pupils from further afield. The school has close links to the local community.



The school consists of a single storey building with all the equipment and facilities you would expect in a modern primary school. There are seven permanent classrooms, a large hall, a shared Learning Zone for KS1, a KS2 Learning Zone, outdoor play area for Foundation Stage and Y1, library, a kitchen, a 'pod' for music lessons, a hard-surfaced play area and a large grassed games field, part of which has been set aside as a wildlife garden, all set in very pleasant surroundings.

The Parish Council kindly allows us to use the large village playing field.

We have close links with the Ladybirds Pre-School and Rascals Pre-School which both operate in the village.

At the time of printing (May 2019) the school roll is 197.

There are **seven year groups**: Foundation Stage (FS) and Years 1 (Y1) to 6 (Y6).

Year Group sizes (as at May 2019)

Foundation Stage (Reception class): 30

Key Stage 1 (KS1): 28 (Y1) 26 (Y2)

Key Stage 2 (KS2): 28 (Y3) 29 (Y4) 23 (Y5) 33 (Y6)

The school year is from September to July.

The school day: morning 9.00 a.m. to *12 noon morning break 10.45 a.m. - 11.00 a.m.
afternoon 1.00 p.m. to **3.15 p.m. afternoon break 2.00 p.m. - 2.15 p.m.
(*KS2 pupils 12.10 p.m. **F. Stage pupils leave at 3.10 p.m.)

We do ask that children arrive at school at 8.50 a.m. so they are ready to start their learning at 9.00 a.m.. Parents are invited into school from 8.45 - 9.00 a.m. to share some tasks with their children in the classroom. **NB**: we do not supervise children before 8.45 a.m. on the school site.

Terms & holidays

We currently follow the dates of terms and holidays set by North East Lincolnshire although Staff Training Days may differ slightly.

A copy of this year's dates are at the back of this prospectus. Dates of terms and holidays for current and future years are regularly issued to parents and are always available from the Office and on the school website.

How many members of staff are there?

There are

- 6 full-time Class Teachers plus the Principal
- 2 part-time Class Teachers
- 1 Office Manager (available during school hours)
- 1 part-time Finance Manager
- 5 Teaching Assistants
- 1 Teaching Assistant working with children with additional needs
- 5 Mid-day Supervisors, 1 Cook and 1 Kitchen Assistant
- 1 Site Manager and 2 Cleaners

We have four Teaching Assistants who have 'Unqualified Teacher/Instructor' (UQT) status: they cover the teachers' preparation time during the week.

The Principal is responsible for the day-to-day management and administration of the school. The Senior Leadership Team comprises of the Principal, Assistant Principal and SENDCo.

There is a full list of staff and governors at the end of this booklet (NB: These may change in September 2019).

The Principal, Staff and Governors work closely together to make policy decisions.

Please contact us with any queries or concerns, no matter how small. We will be happy to help.

How do I get a place at the School?

The vast majority of children in the school are from Keelby but we are happy to welcome children from surrounding areas into all year groups.

The Board of the Multi-Academy Trust is the Admissions Authority with the Local Governing Body responsible for the administration of the admission arrangements. The Trustees remain responsible for any appeals. Information regarding Admissions is available on our website.

We have an annual admissions policy.

This means that children may be admitted in the September following their 4th birthday *if parents so wish and if a place is available*, i.e. children who are 4 yrs old before 1st September. By law, children must be admitted to a school at the beginning of the term following their **5th** birthday.

If you are thinking of sending your child to this school, you are very welcome to visit. Please contact our Office Manager to arrange an appointment.

Free transport may be available for you if Keelby is your nearest Lincolnshire school and you live two or more miles from the school (e.g. Riby).

What happens when my child needs to start school?

For pupils entering school into the Foundation Stage at the normal admission time of September, there will be an evening meeting for parents in June. This is also an opportunity for parents to ask any questions they may have. As part of the transition process we invite our pre-schools to visit the Foundation Stage class during the year.

A copy of the School Prospectus, and other useful information, will be given out at the Information Evening for new parents in June. The Prospectus is also on our website.



We will do our very best to make your child's first weeks at school as settled as possible.

What happens if my child starts school during the year?

For children entering school during the year (mid-year admission) we generally ask parents and pupils to arrange an appointment to come and look around the school. We can arrange for the child to have an afternoon in school on their own if you feel they will benefit from this. Even though we will normally have places available at Keelby Primary, parents do need to contact School Admissions at Lincolnshire County Council to formally apply for a place - their contact number is 01522 782030 or you can email schooladmissions@lincolnshire.gov.uk. However, if you live in a neighbouring county you must apply for a place via that County's admissions procedure.

Which secondary schools do Keelby children usually go to?

Children from Keelby Primary normally transfer to **Healing School-A Science Academy** or to one of the two Caistor secondary schools - **Caistor Grammar School** or **Caistor Yarborough Academy**. The secondary transfer process starts in Y5 when parents and pupils are invited to look around the local schools. In September/October, when children are in Y6, you will be asked to formally request a place at your child's chosen school. Places are normally made available at Healing and Caistor *if your child resides in Keelby/Riby*. If you live in another county you will be given your nearest secondary school as first choice; please contact us nearer the time if you need further advice on this.

- **A place at Caistor Grammar School** may be offered to those reaching the required score in the School's own entrance test (applications to take the tests are made directly to Caistor Grammar School). The Keelby and Riby area is within the Grammar School's catchment.
 - free transport to all three schools is available for **residents** of Keelby and Riby.
-

Is there after school child care available?

The school works with local registered childminders who offer home-based care to children from birth onwards enabling the children to be cared for together as part of the extension to the school day. If you need child care please visit www.childcare.co.uk. Contact numbers for Ladybirds Pre-School and Rascals Pre-School (both in the village) are available at the end of this booklet.

What are the School's aims?

Our Mission Statement

Keelby Primary Academy provides a stimulating environment where curiosity is welcomed, enquiry encouraged and an excitement of learning is fostered. We are committed to maximising the skills and talents of our learning community and to developing life-long learners. We enable each child to feel pride in their efforts and to have confidence in their own abilities. We promote understanding, tolerance, fairness and respect for self, others and the environment and encourage collaborative learning and independence skills. Together we are striving to achieve a successful school of which staff, children, parents and the community will be proud and where all are welcomed and feel safe, secure and valued.

(There is a detailed list of the School's values, visions and aims at the end of this booklet)

The Governing Body is committed to providing **equal opportunities** for staff, pupils and job applicants regardless of gender, race, ethnic origin, religion or age (separate policy *Equality Policy and Objectives* which is available on the school's website).

As you would expect in a village school, there is a **strong feeling of community** at Keelby. We have a very broad view of the education of children and feel that everyone involved with the school has an important role to play. We strongly believe that a **partnership between you and the school** is essential if your child's time at Keelby is to be happy and successful.



Bikewise for Y5



Children-In-Need



Sponsored Event &
Strawberry Teas

How do I know how well my child is doing?

There are **Parents' Consultations** twice a year (November and July) and an **Open Evening** after the reports have been given out (towards the end of the spring term) when parents are invited to come and see their children's work. These are valuable, but we do hope that, by keeping in regular contact, you will be able to provide support for your child if difficulties arise, and share in successes as they occur.

Annual Reports are given to every parent before the Easter holidays (March/April). The results of national tests (SATs) and teacher assessments are given to parents of individual children at the end of Y2 and Y6 (7yrs, 11yrs). Y1 are tested on Phonics in June. The school's most recent overall results and national comparisons are given at the end of this booklet.

How do you reward children who do well/try hard?

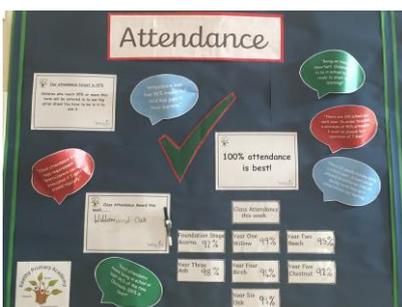
We reward achievement and effort in both work and behaviour and like children to be given opportunities to celebrate their success.

We use Class Dojo to reward children for a variety of reasons, hard work, respect, beautiful work and good reading to name a few. The class Dojo system also allows parents to receive notifications from class teacher when their child has been awarded a Dojo. It also provides a platform for group and private messaging between home and school.



All pupils are assigned to a house - Water (blue)/Fire (red)/Earth (green) and can gain house points when they receive a Dojo. We total Dojo's weekly and celebrate the winning team weekly. Mid-day Supervisors also give out Dojos to pupils who show good manners and behaviour at lunch-time. At the end of each term the Holt Cup is awarded to the winning house team.

Every Friday we have a **Celebration Assembly** in school to which family members are most welcome. Teachers award certificates for excellent work, behaviour and any outstanding achievement during the week. This is shared with the whole school and celebrated by the Principal awarding these pupils their certificates together with a special sticker. Parents are notified beforehand so they can attend assembly.



A certificate is also awarded to the class with the **highest attendance** rate for the previous week and they are rewarded with 5 minutes extra break time; 10 minutes for 100% attendance! We hold a raffle once a term for pupils who have an attendance record of 97% or greater.

continued ...

How do you reward children who do well/try hard? (cont'd.)

Pupils are encouraged to celebrate their successes outside of school too. Any awards or certificates that are brought in from home will be recognised in celebration assembly at the beginning of each month and then displayed on our 'celebration' board in the hall.

We also recognise pupils who consistently learn and behave well. Each half term children are selected as '**Superstars**' and parents are notified by a postcard; children can then bring parents into school to look at the 'Always a Superstar' board and gain a badge from the Principal.



At the end of each half term, one pupil is picked from each class for sustained achievement and progress, excellent behaviour and being a great ambassador for the values we actively promote in school; these children are our 'Cupcake Kids' being presented with a cupcake. The parents of these children are informed in advance so they can be sure to attend the celebration assembly and share their child's success.

How can I help in school?

We have a P.T.F.A. (Parent, Teacher & Friends Association). The group is very active, working together planning fundraising activities e.g. Christmas Market, termly discos, Easter Bingo etc.. We welcome support from all family members.



If you would like to become involved, please contact the School Office who will forward your details onto the PTFA Chairperson.

Parent support of these events has enabled the school to purchase new equipment, staging, outdoor adventure trail, Viking ship, instruments, reading books, cameras, 'Munch' the caterpillar seat, 'Froggo' the litter bin, a double oven and two eight-seater star benches. More recently, the school and PTFA jointly purchased an outdoor classroom and new football goals.

Volunteers in school

Many parents enjoy working alongside teachers, usually with small groups of children, offering support or special skills, and thus enriching the experiences of the children. **Please contact the Principal if you would like to help;** do not feel that you should have any special skills or talents.

Are the children well behaved?

Favourable comments on the behaviour of the children were made in our last inspection report. Visitors to the school and organisers of trips/events out of school have also recognised the excellent manners and good behaviour of our pupils.

"Pupils behaviour is exemplary and pupils were articulate, polite and passionate about their school and their teachers." (quote taken from our Ofsted report, January 2018)

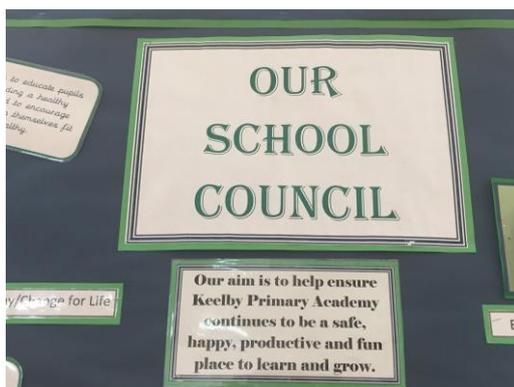
A positive code of caring and sharing is emphasised by all staff in all activities, whether in the classroom or playground. Serious incidents are recorded in the 'Blue Book' and reported to parents. You will be told about very serious or repeated bad behaviour even if they are not entered in the 'Blue Book'. Since your support is very important we will do our best to work with you to help your child with any problems.

We have a whole school policy for behaviour including anti-bullying (available on the website). We take these issues very seriously and expect very high standards. Children and parents are encouraged to tell the school about any bullying they know about. Sanctions normally take the form of withdrawal of privileges, but may involve a pupil writing out an appropriate reminder about specific expectations of improved behaviour, or working away from their class for a short period.

Our School Council – the 'Pupil Voice'

Our School Council comprises of a group of our Y6 pupils. The children are voted onto the Council by the rest of the school.

The pupils have specific roles to play and work closely with the senior leadership team.



They are instrumental in organising and gaining ideas for events in school. They take a weekly assembly when they give out notices and address any worries or concerns with the whole school.

The School Council is responsible for helping and advising other children with any problems they may be having. They are role models for the other pupils to learn from.

Do you have school meals?

School meals are cooked on site. We have a catering company, *Mellors' Catering Services*, who oversee the meals. Orders for the meals are ordered on-line, via ParentPay, on a weekly or termly basis and there is plenty of choice available. Children are encouraged to use this service but they can bring their own packed lunch if preferred.

All children in Foundation Stage, Y1 and Y2 are entitled to a free school meal (Universal Infant Free School Meals).



What happens at lunch-times?

Five supervisors look after the children during the lunch-time period. Staff hold indoor lunch-time activities for KS2 pupils. There is always a senior member of staff available at lunch-times.



Foundation Stage and KS1 classes eat together in the first sitting, followed by KS2.

We discourage children from eating sweets in school (including packed lunches) but encourage them to bring fruit to eat at morning break. Our Foundation Stage and KS1 children take part in the **National Fruit Scheme** which means that a piece of fruit is given to the children at morning break.

We also offer **milk** to Foundation Stage pupils in the classroom environment. Other pupils have access to milk at lunch-times. Our school is a '**nut-free**' environment which includes items in lunch boxes. Our Food Policy is available on the website.

Pupil Premium Funding (Free School Meals entitlement)

Parents who are in receipt of Income Support/Income Based Job Seekers' Allowance/Child Tax Credit (where the annual income figure is not over £16,190 but not in receipt of Working Tax Credit), Universal Credit (with an income of less than £7,400) may be entitled to free school meals for their children.

This is known as Pupil Premium Funding and is in addition to the Universal Free School Meals entitlement. If you are entitled this would also mean you would not be obliged to pay for any school trips or clubs. Further information on this process is available from the School Office. Even if you do not wish to take up the option of a free meal for your child; we would encourage you to apply as the school receives more money to spend on improving children's learning.

Are there any after-school clubs?

We have a wide range of activities which are offered mainly to the children in Y1 - Y6. These clubs generally run before, after school or during lunch-time and can vary each term.

We have sports' coaches coming into school from 'Synergy' during the week and they also run a lunch-time club and an after-school club. Examples of some of the recent/current clubs are gymnastics, football, basketball, athletics. We also have a school choir who perform at school events during the year.

We also have regular external providers providing clubs e.g. Football in the Community (Grimsby Town) and Martial Arts (Samurai Hearts).

Do you offer music lessons?

We have various independent music tutors who come into school. We currently offer tuition for guitars, violin and piano. These lessons are held during the school day.



Do the children go on trips?

Class teachers often include educational visits in their planning because they offer valuable first-hand experiences. The trips cannot go ahead without parental support and we do ask for voluntary contributions towards the costs.



No child will be prevented from going on an educational day visit because of a parent's unwillingness or inability to pay, but some trips may not be possible if the level of support is insufficient.

During their time at Keelby Primary we hope all KS2 children will be given the chance to go on a **five-day residential trip** (PGL). We have been taking the children to a PGL centre at Caythorpe, near Grantham for a number of years now.



Is my child covered by insurance during the school day?

Yes, pupils are covered during the school day by public liability cover. However, if parents did feel the need to claim, the Trust or school would have to be proven to be negligent for a claim to succeed. Parents may investigate taking out further cover if they wish.

We buy into the Enquire Learning Trust's travel insurance to cover school visits should anything happen during the journey and for the PGL residential trip, pupils are covered by PGL's insurance.

Is there a school uniform?

Jewellery/Valuable Items

Jewellery and valuables should not be brought to school. However, if these are brought to school the items must be given to the Class Teacher for safe-keeping during the school day.

Children with pierced ears should wear only plain studs or sleepers which must be removed for all P.E. activities (including extra-curricular clubs). Children should be able to remove the earrings themselves or plasters should be supplied to put on during PE activities until the ears are healed. If children are unable to replace the earrings, they should bring a container to keep them in until the end of the day.

School Policy on Dress

The Governors ask for your help in maintaining our dress code.

All clothing and footwear should be clearly marked with the child's name.

Children are expected to wear school uniform, i.e.

- sweatshirts cardigans - navy with logo
 - blouses/collared shirts (including polo shirts) - white
 - shorts/trousers/skirts/pinafore dresses - grey/navy (not jeans, tracksuits or sports wear)
 - dark leggings/tights may be worn in cold weather - grey/navy
 - blue/white gingham school dresses may be worn in summer
 - shoes (with no heels, not trainers) - dark colours
 - sandals in summer - dark colours
- (children may change into trainers at play-times if they wish)
- school tie for children in Y6



Children with long hair must have their hair tied back at all times.

*Extreme hair-cuts such as shaven, Mohican, coloured styles are not acceptable and contravene our school policy.

*This is an amendment to our School Policy in January 2019.

School Clothing (cont'd).

The uniform is available to buy from Uniform Direct who have a shop in Grimsby (or via their website). The uniform can be viewed at school. Clothing available:- sweatshirts, cardigans, white polo shirts (no logo), showerproof fleece jackets, book bags, PE kit and sun-hats. Most items are embroidered with the school logo. The Governors hope very much that you will find it convenient and economical to buy these.

We have lockers in the KS2 cloakroom. Children need to bring a bag which will fit into the lockers. Children in Foundation Stage and KS1 have pegs in the cloakroom to hang their PE bags.

Clothing for P.E. and Games

Children should have a complete change of clothes including footwear.

Indoors

These clothes should be kept in a **small bag and kept in school for the week so that they are always available.**

- dark shorts/school PE top
- plimsolls (trainers cannot be worn for certain activities)



Outdoors

Games kit for Key Stage 2 pupils

- we hope you will be able to purchase our games kit (tracksuits and sweatshirts may be worn in cold weather)

Book bags, embroidered with the school logo, are also available from Uniform Direct and we encourage all pupils to have these. They are strong and should last for the time your child is at school.

Lost Property

All clothing and footwear should be clearly marked with the child's name.

We have a 'Lost Property' box in KS2 area and the KS1 cloakroom. Anything of value that maybe found will be taken to the school office.

We try and empty the lost property box at the end of each term giving anything left to the local charity shops.

Children are responsible for the security of their possessions. **Any valuable or precious items brought in should be given to class teachers for safe keeping.**

What sports do you play?

We aim to

- introduce the children to a variety of team games and sports
- increase physical skills and fitness
- encourage enjoyment of sport
- build self-confidence and self-control
- develop the ability to be a team player

We have one netball court and a five-a-side pitch on hard surfaces, a large grassed playing field and easy access to the village playing field.



We offer a broad and balanced P.E. curriculum which affords opportunities for the children to engage in a range of physical games and activities.

We use our Sports Premium Funding to enhance the quality of our P.E. provision through using highly skilled P.E. coaches. We have a range of extra-curricular activities.

We offer **swimming** lessons to all our Y5 pupils irrespective of their ability. They currently go to Immingham Swimming Pool on a weekly basis during the summer term.

How do teachers plan the work?

The **Curriculum** is *everything that is taught and learned in the school.*

The Curriculum

Through a purposeful and stimulating learning environment we aim to provide an inspiring and challenging curriculum which stimulates and supports high quality learning and empowers our children to become independent and creative thinkers. We strive to ensure all learners exceed their potential spiritually, academically, socially and emotionally and develop a real love for learning. Termly class newsletters are put onto the website to share curriculum coverage with parents. Class Teachers communicate daily with parents via the Dojo system.



Styles of teaching

We see ourselves as facilitators of learning. Our purpose is to guide our children and support them along their learning journey and not simply to impart our own knowledge and understanding of the world upon them! We allow our children to make choices on what they want to learn and decide on how best they learn. We actively promote self and peer assessment even with our youngest pupils where the children learn from one another and support each other. Raising standards at Keelby Primary Academy must be focused on the classroom. A continued and sustained improvement is dependent upon improving the quality of teaching and learning that takes place on a daily basis. At Keelby Primary Academy the expectation is that all pupils are provided with high quality learning experiences that lead to high levels of pupil achievement.

Styles of teaching (cont'd).



Mobile technology is used during lessons to support learning, aid collaboration between pupils, heighten engagement and speed progress. We have a number of ipads for both KS1 and KS2 children to use. It is a common toll for the 21st Century and the school feels it is imperative that children learn how to harness its power at an early age.

How do you assess how well the children are doing?

Teachers continually assess the children and the children are involved in setting their own individual targets for improving their attainment.

Formal assessments are made at the end of Key Stages, i.e. at 7 yrs and 11 yrs. These include the use of standard assessment tasks and tests (SATs) supplied by the Department of Education.

The results of Key Stage 1 and 2 assessments are sent to the parents and overall results for the School and the County are published at the end of this booklet.

How does the School help children with difficulties?

Mrs Dunks is our Co-ordinator for Special Educational Needs (SENDCo) (sometimes the term 'additional needs' is used.)

These terms are now used to cover a very wide range of needs - physical, emotional, behavioural and educational - which range from the very minor to the more serious. You should not be alarmed if the staff use this terminology when talking about children.

In most cases, the difficulty will be minor and one which the school will deal with in the classroom, but working in partnership with parents and carers is the key to success.

- minor difficulties with particular aspects of work are dealt with by the class teacher
- sometimes the class teacher consults our Special Needs Co-ordinator
- we might also consult outside agencies (e.g. the speech therapist)
- for more serious difficulties, the Local Authority might be asked to make a thorough investigation and consider making a *statement of special needs* in which they will state how they propose to help.

Very few children reach the last stage. Working together with you, we can solve most difficulties long before they become serious ones.

How can I help at home?

Your support is very important and your help at home is often invaluable. Encouragement, support and shared pleasure are key factors in keeping a child interested and making steady progress. Children may bring home books which you can share with them, lists of spellings or



multiplication facts to learn and, especially in KS2, more formal homework or research projects (some of which may involve the internet). **It's important**

to be positive and to keep in regular contact with the teacher who will say if your child is experiencing particular difficulties with which you can help. Please don't feel you have to wait until the termly parents' evenings. Pupils are encouraged to read at home each day and have a 'Reading Book' to record their reads.



Keep in touch regularly and ask the teacher how you can help.

We also direct parents to information on how they can help their children via the website and Dojo.

Do you teach religious education?

This is part of every teacher's planned programme of work and the children learn about many different religions. The programme of work is based on the Lincolnshire Agreed Syllabus (available at the school).

Our aims are

- to explore the nature of religions and the way they are practised
- to help children develop their own beliefs and values
- to encourage respect, understanding and tolerance

What is collective worship?

The law requires that pupils must meet daily for an act of collective worship of a *broadly Christian nature*, often called an *assembly*. This may be the whole school, separate key stages or as a class. Some assembly time is taken up with communicating news or celebrating pupils' achievement; most assemblies will include songs, hymns and stories from world news or raising moral issues. We also have occasional visits from faith leaders to lead an assembly.



The School is not affiliated to any particular religion or church, although we do visit our two local churches occasionally for educational and worship activities.

Parents have the right to withdraw children from religious education and/or collective worship and any parent considering this should contact the Principal or submit a written request.

Complaints Procedure 2018

Introduction

The Enquire Learning Trust Academies are committed to developing a strong partnership with pupils, parents/carers and other stakeholders. This provides a good basis for mutual understanding and for preventing and resolving complaints.

If parents or stakeholders do have a complaint about any aspect of the Trust or one of its academies please refer to this guidance which will help us to respond in an effective and timely way.

We hope that the adoption of a clear complaints procedure will help to ensure that most complaints are resolved quickly and smoothly and as close to the source of the misunderstanding or problem as possible. In this way complainants can feel assured from the outset of a fair hearing, in line with a defined procedure for dealing with issues that have not immediately been resolved. We also hope that a staged framework might prevent an early and unnecessary escalation of the problem.

Scope

A complaint is an expression of dissatisfaction, however made, about the standard of service, actions or lack of actions by the Academy or its staff that affects an individual or a group and requires a response from the Academy. This procedure deals with such complaints if made by a pupil a parent or other external stakeholder. There are separate appeals procedures for a parent dissatisfied with a decision regarding either the admission or the exclusion of their child.

There are also separate procedures to deal with a complaint raised by or on behalf of a member of staff. These include the Grievance Procedure for a complaint by an employee of unfair treatment, the Harassment Procedure for an employee complaining of bullying or intimidation, the Disciplinary Procedure for an employee complaining about the conduct of another member of staff and the Whistle Blowing Procedure for an unresolved allegation of institutional malpractice. Copies of these documents are available from each Academy Principal or directly from the Trust.

Principles

We believe that most complaints can be resolved satisfactorily by informal discussion or through a meeting involving the key people involved. Informal queries and complaints should be taken up directly with the relevant member of staff either verbally or in writing. Formal complaints should be addressed to the Principal of the relevant academy in writing.

All complaints will be dealt with as quickly and efficiently as possible. The length of the period will vary with the gravity and complexity of the complaint and the urgency with which it needs to be settled. However, the intention is that all complaints should be settled within a period which is reasonable in the circumstances.

All formal complaints will be investigated fully, fairly and carefully and complainants will be kept informed of progress. The aim is always to secure the resolution of the complaint to the satisfaction of the complainant if possible.

Representation

The complainant may be accompanied by a friend, colleague or other representative. In this case, the complainant should make their own arrangements for such representation. The representative may ask questions, confer with the complainant and make summary statements but may not answer questions on behalf of the complainant.

Recording

The Trust/

Principal will acknowledge receipt of a formal, written complaint within three working days. The complaint will be recorded, together with the outcome and reasons for the outcome. The complainant will be informed of the outcome in writing, together with their entitlement to appeal the outcome. Copies of the findings and recommendations are available for inspection on the

Academy site by the proprietor and Principal. Where the complaint is upheld, any action to be taken by the Academy in response will also be recorded.

Stages of complaint

Stage one: informal complaint

Informal complaints or concerns should be raised with the relevant member of staff. Where an informal complaint is raised with the Principal, it will normally be passed to the most appropriate member of staff to deal with it informally. If the complainant indicates that they would have difficulty discussing the complaint with this member of staff, the Principal may direct them to another member of staff. Similarly, if the most appropriate member of staff feels they would have difficulty in dealing with the complaint objectively, the Principal may direct the complainant to another member of staff. If the complaint is in relation to the Principal, it must be put in writing to the Chair of the Academy Improvement Committee.

In certain circumstances, the Principal may instead choose to deal with the complaint informally in person, or the relevant member of staff may ask the Principal to deal with it informally in person.

If the complaint has been made in writing, the Principal may choose to treat it as a formal complaint and invoke the formal procedure.

If the complaint has been made to the Chair of the Academy Improvement Committee in the first instance, he or she will refer the complaint to the Principal. However, if the complaint concerns the Principal and has already been taken up with the Principal without being resolved, the complaint must be made in writing to the Chair. The Chair will then invoke the formal procedure.

The member of staff to whom the complainant is referred will carry out an investigation and decide on any appropriate action. The complainant and the Principal will be informed of the conclusions drawn from the investigation and action to be taken, together with details of how to make a formal complaint if they remain dissatisfied.

Every effort will be made to resolve the problem to the satisfaction of the complainant at this informal stage. Possible outcomes include:

- complaint resolved to the satisfaction of the complainant
- complaint not resolved to the satisfaction of the complainant
- complaint dealt with under another procedure

The academy/Trust will use its best endeavours to resolve any informal complaints within ten (10) working days of them being raised, except where they are raised in Trust holidays or within two (2) working days of their commencement, where the Trust will use its reasonable endeavours to resolve them as soon as possible after commencement of the new term (usually within ten (10) working days).

Stage two: formal complaints

If the informal complaint leaves a problem unresolved then the formal process may be used. The Principal will ensure the complaint is investigated fully. The Principal may delegate responsibility for conducting the investigation to another member of staff.

A formal complaint should be made in writing and addressed to the academy Principal. This complaint will be shared with the Trust.

Where the complaint concerns the Principal, the Principal will inform the complainant in writing that they should send a detailed account of the complaint to the Chair of the Academy Improvement Committee, who will then take the place of the Principal throughout the formal procedure. Alternatively the Chair of the Academy Improvement Committee may appoint an impartial third party to act on his/her behalf.

Once the investigation has been completed, the Principal will review all the information and discuss the findings with the complainant with the aim of reaching a resolution.

The Principal will decide on the outcome and inform the complainant in writing of the decision, together with details of how to appeal against the decision if they remain dissatisfied. A meeting may also be arranged to convey the reasons for the decision.

Rarely, the decision may involve taking disciplinary action against an individual, for which there is a separate procedure. In this event, the complainant will be informed that the complaint will be pursued through disciplinary action. The Trust's disciplinary procedures require that all details of proceedings remain confidential, and consequently the complainant will not be informed of the outcome.

Possible outcomes include:

- complaint withdrawn
- complaint dismissed
- complaint dealt with under another procedure
- complaint upheld

We will aim to complete this stage within 20 working days. In the event that we are not able to meet this timescale the Principal will contact the complainant to explain the reason for the delay and establish a revised date for concluding the process.

Stage three: appeals

If the complainant remains dissatisfied, they should write to the Chair of the Academy Improvement Committee setting down the causes of dissatisfaction. The Chair may be able to resolve the complaint informally, with the result that the complainant withdraws their appeal. If this is not possible, the Chair will convene an appeal hearing by an Appeals Committee.

The appeal will be heard by an Appeal Committee comprising of at least three people not directly involved in the matters detailed in the complaint, one of whom must be independent of the management and running of the Academy.

The Appeal Committee will decide whether or not the outcome of the formal procedure was correct. Accordingly, the respondent will be the person who made that decision; that is, either the Principal or the Chair.

The Appeal Committee Chair will ensure that:

- the remit of the Committee is explained to the parties and each party has the opportunity of putting their case without undue interruption;
- members of the Committee are objective and open minded, and act independently;
- the complainant and any others who may not be used to speaking at such a hearing are put at ease;
- the hearing is conducted in an informal though clearly structured manner with each party treating the other with respect and courtesy;
- each side is given the opportunity to state their case and to ask questions;
- any written material is seen by all parties. If a new issue arises all parties should be given the opportunity to consider and comment on it;
- any witnesses are only required to attend for the part of the hearing in which they give their evidence;
- the issues are addressed;
- key findings of fact are made.

The hearing should generally proceed as follows:

- introductions and introductory comments from the Committee Chair;
- the complainant explains the complaint, followed by questions;
- any witnesses to support the complaint give evidence and are questioned;

- the respondent explains the outcome of the formal procedure, and briefly describes the preceding informal procedure if applicable, followed by questions;
- any witnesses to support the respondent give evidence and are questioned;
- the complainant sums up;
- the respondent sums up;
- with the exception of the Committee members and any independent adviser they may have, all persons withdraw while the Committee reviews the evidence and decides the outcome;
- the complainant and the respondent are informed of the decision. Following the hearing the Appeals Committee may:
 - dismiss the complaint in whole or in part;
 - uphold the complaint in whole or in part;
 - decide on any further action to be taken;
- If appropriate, recommend changes to the Academy's systems or procedures to ensure that problems of a similar nature do not recur.

The complainant will be informed in writing within five days of the outcome of the hearing and the reasons for it, and that the decision is final.

Vexatious or Repeated Complaints

There may be occasions when, despite a complaint being considered under all stages in this Complaints Policy, the Complainant persists in making the same complaint to the Academy. There may also be occasions when a Complainant raises unreasonable persistent complaints or raises complaints about matters which do not affect them. There may also be occasions when a complaint is made about a matter which is clearly so trivial that it would be a waste of the Academy's resources to deal with it under the formal stages of the procedure.

In all of these cases, the Academy reserves the right to regard the complaint as vexatious and/or repeated and to refuse to investigate it under the procedure in this Complaints Policy, if it appears reasonable and fair to do so, having regard to the circumstances surrounding the complaint.

Where the Academy decides that a complaint is vexatious and/or repeated and will not be investigated, the Academy will write to the Complainant within 5 working days of the complaint being raised to notify them of the decision.

If the Complainant is unhappy with the decision not to investigate a vexatious and/or repeated complaint, they may write to the Trust to ask for the decision to be reviewed. The Trust will be provided with all documentation relating to the current complaint and any previous complaints which were relevant to the decision, together with the letter from the Academy to the Complainant, and will review the decision not to investigate the complaint. The Trust will not investigate the complaint itself during this review.

The Trust will write to the Complainant with the outcome of the review within 20 working days of the date that the letter from the Complainant seeking the review was received.

If the Trust quashes the decision not to investigate the concern or complaint, it will be referred to the Academy to be dealt with under the procedure in this Complaints Policy in the usual way.

If the Trust upholds the decision not to investigate the concern or complaint, the Complainant may refer the concern or complaint to the Education Funding Agency using the procedure stated towards the end of this Complaints Policy.

In exceptional circumstances, the Trust can delegate the responsibility for the review to the Chair of the Academy Improvement Committee.

Anonymous Complaints

The Trust and its Academies will not investigate anonymous complaints under the procedure in this Complaints Policy. Anonymous complaints will be referred to the Principal or Director of Governance who will decide what, if any, action should be taken

Record Keeping

Accurate records will be maintained throughout the process, including details of any initial informal process, these records will be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.

Please use the attached template to submit any complaints. (appendix 1)

Monitoring, Evaluation and Review

The Trust Board of Trustees will review this procedure within two years and assess its implementation and effectiveness.

Appendix 1 : Complaint Form for the Enquire Learning Trust (this is available from the School Office).

Has the school been inspected?

Every school will be inspected by a team of inspectors from OfSTED (The Office for Standards in Education). **We were inspected in January 2018.** The Governors were very pleased with what was a very favourable report. The school has responded positively immediately putting in strategies to address any issues raised. The report is available in school or on the school website, or on the Ofsted website.

A SELECTION OF QUOTATIONS FROM THE OFSTED REPORT

"Leaders have ensured that pupils' interests are excited by a stimulating environment in which to learn"

"The school is immaculate"

"Pupils are ambitious, enthusiastic and confident learners"

Pupils told the Inspector:-

"They feel really lucky to attend this school"

"They appreciate the efforts of all their teachers and relish the opportunities to share, discuss and confidently ask questions"

"They have someone in school to go to if they need help"

"They value the Student Council and it makes a positive difference to them"

"They appreciate the opportunities to be fully involved in the life of the school"

When will my child be seen by the School Nurse?

The School Nurse is part of a team that includes other professionals with whom he/she has contact e.g. GP, Health Visitor, Speech and Language Therapist, Community Paediatrician, Social Services and Voluntary Agencies.

For most health problems you should consult your family doctor, but the School Nurse is the key person to contact if you are worried your child may have a health problem that affects his/her ability to learn or interferes with his/her education.

The School Nurse for Keelby can be contacted via Louth Health Centre (01522 308800).

The School Nursing Programme in the school provides:

HEARING TESTS are given to Foundation Stage pupils.

MEASUREMENTS OF HEIGHT & WEIGHT are carried out for Foundation Stage and Y6 pupils.

IMMUNISATION PROGRAMMES as directed by the Department of Health.

Parents will not necessarily be informed when the tests are going to be carried out as we are not always given sufficient notice. However, if there are problems the School Nurse will let you know.

INTERNATIONAL SCHOOL AWARD

We have entered the world of international learning!



We are currently in receipt of our second British Council International School Award.

We have embedded international learning into our curriculum giving pupils and teachers a new perspective on the world, and the skills to work in a global economy.



In the academic year 2017/2018 we continued the journey with a Connecting Classrooms Project with student teachers visiting our school from China. Our International Schools' Coordinator, Mrs White, made a return visit to China. In previous years we developed our links with Bangladesh. We have also welcomed Headteachers from Latvia and teachers from Poland.

OTHER ITEMS

VALUES, VISION & AIMS OF THE SCHOOL

Our Values

At Keelby Primary Academy our key values for everyone are:

- Ensuring physical and emotional safety
- Building an effective learning community
- Welcoming partnership and co-operation
- Using external organisations as a resource
- Offering broad, balanced and exciting learning experiences
- Developing a sense of right and wrong
- Fostering a healthy lifestyle
- Behaving with honesty and openness
- Raising self-esteem
- Recognising and respecting the values, talents and gifts of others
- Taking opportunities to have fun
- Looking to the future with hope

Our Vision

We are striving for a school where:

- Everyone feels safe and happy
- People are treated equally regardless of their gender, ability, race or faith
- Everyone is cared for and respected
- Everyone is excited about learning
- Pupils progress according to their abilities and aptitudes
- Individual interests and preferred learning styles are catered for
- Staff work closely with pupils, parents, governors and other appropriate stakeholders to maximise learning
- Teaching and learning are of the highest possible standard
- Effort is rewarded as well as achievement
- All the staff recognise their contribution to high quality education.
- Pupils and staff are prepared for their next step in life
- The best possible value is derived from all resources
- We make time for play
- Spiritual awareness is encouraged

Our Aims

- To ensure that the school site is safe for all and that a sense of well-being is fostered.
- To provide structures and processes which deliver genuinely equal opportunities.
- To maintain systems which provide for the pastoral support of all.
- To encourage everyone to put learning at the centre of school life.
- To provide well-planned and executed differentiation and SEN support.
- To develop independent learning in pupils, including the use of preferred learning styles.
- To maintain systems which maximise communication and partnership between school and community.
- To provide resources and training which continually refine the curriculum and improve the quality of teaching and learning.
- To maintain clearly visible systems which encourage effort and reward success.
- To ensure that all staff derive the maximum satisfaction from their own and others' work.
- To provide effective professional development and transition strategies for all.
- To ensure that the school is well-resourced as efficiently as is possible.
- To provide appropriate opportunities for relaxation, exercise and social interaction for all.
- To allow time for reflection and provide opportunities to contemplate the possibilities of worship.



Parental Code of Conduct

September 2018

The Principal and Governing Body of Keelby Primary Academy take very seriously their responsibilities for positive parental relationships. Together we have agreed the following Parental Code of Conduct Policy.

At Keelby Primary Academy we are very fortunate to have supportive and friendly parents. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and the school community. As a partnership, our parents will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school and their child's education.

The purpose of the Parental Code of Conduct is to provide a reminder to all parents, carers and visitors to our school about the **expected** conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

Expected Parental Behaviour

As well as following guidelines set out in our Home School Contract, we expect parents, carers and visitors to:

- Respect and be respectful to our caring school ethos
- Understand that both teachers and parents need to work together for the benefit of their children
- Demonstrate that **all** members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue
- Correct own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour
- Approach the school to help resolve any issues of concern
- Avoid using staff as threats to admonish children's behaviour

In order to support a peaceful and safe school environment the school cannot and will not tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, office area or any other area of the school grounds including sporting events
- Using loud or offensive language, swearing, cursing, using profane language or displaying temper towards members of school staff, governors, other parents and visitors at any time on the school site
- Threatening to do actual bodily harm to a member of school staff, governors, other parents, visitors or pupils regardless of whether or not the behaviour constitutes a criminal offence
- Damaging or destroying school property
- Abusive or threatening e-mails or texts/voicemail/phone messages or other written communication
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils, parents, staff and governors at the school on Facebook or other social media sites (see Appendix 1). Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher, the Headteacher or the Chair of Governors, so that they can be dealt with fairly, appropriately and effectively for all concerned
- Openly displaying disrespect to any member of school staff or Governing Body
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises
- Use of defamatory, offensive or derogatory comments in communication, either verbal or written to a member of staff or Governing Body
- Threatening a member of staff or Governing Body either verbally or with written comments
- Using equipment to record conversations with member of staff or Governing Body
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences)
- Smoking and the consumption of alcohol or other drugs whilst on school property
- Dogs being brought onto school premises

Should any of the above behaviours occur on school premises the school will take a zero tolerance approach and will feel it is necessary to contact the appropriate authorities and ban the offending person from entering the school grounds.

We trust that parents and carers will assist our school with the implementation of this policy and we thank you for your continuing support of the school.

Date of Review September 2019, reviewed annually

Appendix 1 - Inappropriate use of Social Networking Sites

Social media websites are being used increasingly to fuel campaigns and complaints against schools, Principal, school staff, and in some cases, other parents or pupils. The Governors of Keelby Primary Academy considers the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns that you may have must be made through the appropriate channels by speaking to the class teacher, the Principal or the Chair of Governors, so that they can be dealt with fairly, appropriately and effectively for all concerned.

In the event of any pupil or parent/carer of a child/ren being educated at Keelby Primary Academy found to be posting libellous or defamatory comments on a social networking site, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report content or activity which breaches this. The academy will also expect that any parent/carer or pupil removes such comments immediately.

In serious cases the academy will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly is the issue of cyber bullying and the use by a child or a parent to threaten, offend or humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying. Thankfully, such incidents are extremely rare.

We expect that parents would make all persons responsible for collecting children aware of this policy.

A Positive Approach to Good Behaviour (as shown on the school website)

Children and Good Behaviour

At Keelby Primary Academy we like to work alongside parents to encourage children to develop as fully as possible. We want to help our children to grow socially, personally and academically and this policy is concerned with fostering good behaviour.

We believe that good behaviour needs to be carefully developed. We think that young children learn best when they are clear about what it is that they are supposed to do, and when they are constantly encouraged to do it. This policy is about how we do this at Keelby Primary Academy and sets out:

- What we mean by good behaviour
- What we think are the benefits of good behaviour
- How we encourage good behaviour in school.

What do we mean by good behaviour?

At Keelby Primary Academy we feel that good behaviour means that everyone in school is:

- Caring and kind
- Polite and friendly
- Helpful to each other
- Respectful and considerate
- Quiet and hardworking

We want to encourage this behaviour in every area of school life e.g. entering and leaving the school, in the cloakrooms, at lunchtimes, in the playground, at after school clubs as well as during classroom hours.

Benefits of Good Social Behaviour

By encouraging good behaviour we know we will be supporting the ethos at Keelby Primary Academy, one that aims to foster a very positive attitude to life. We aim to promote self-image and respect for the attitudes and values of others.

As well as developing self-confidence, our children will learn the value of friendship in a safe and happy environment where they can grow and achieve. We encourage children at Keelby Primary Academy to play an active role in their education. An environment in which children can feel confident to contribute as active participants can only help them to achieve their full potential and do as well as possible in their school work. They will have a sense of identity with their school and show a high degree of self-motivation.

As teachers we aim to meet the needs of all pupils and good behaviour helps to facilitate this, enabling us to teach effectively with few behavioural problems. We believe this allows for an uncluttered learning climate in which all children are free to realise their potential.

cont'd.

We welcome supportive contributions from parents/carers as there are several benefits to be gained from viewing the development of good behaviour as a home/school partnership. Parents/carers can feel confident that their children are growing personally, socially and academically. They can be assured that their children will receive support when they need it and, above all, they can feel welcome in the school to discuss their children's progress in a positive atmosphere.

How Do We Encourage Good Behaviour?

At Keelby Primary Academy we want our children to feel that they have a personal investment in the running of the school. This in itself helps to promote good behaviour and we feel that to promote it further children need:

- To know what they are required to do
- To have goals to aim towards
- To be praised, supported and encouraged constantly and effectively
- To have clear expectations about their work and behaviour
- To take responsibility and be involved in decision making

As adults we:

- Recognise and highlight behaviour as it occurs
- Explain and demonstrate the behaviour we wish to see
- Encourage children to be responsible for their own behaviour
- Let parents/carers know about their child's good behaviour

At all times we believe that positive reinforcement is the best way to achieve good behaviour and we have several systems set up in school to accomplish this.

Firstly, we have a clear set of routines around the school so the children know what is expected of them at a given time. We don't have a list of 'school rules' but 'Our School Building Blocks' are what we believe to be important values for our children. They are the firm foundations we build upon at Keelby Primary Academy and are used to reinforce positive behaviours and high expectation across the whole school community. (see appendix 1)

Children are helped to recognise examples of good behaviour at all times and we feel it is important for children to be involved in decision making that is going to affect them. This will help them to become more responsible for their own actions. Classroom 'rules' are always succinct, catchy and positively phrased.

At the beginning of each academic year each class sets their own class rules and expectations for behaviour and learning.

cont'd.

Our Reward Schemes

There are times when we feel it is appropriate to acknowledge good behaviour in a special way. For each key stage and class the teaching staff and pupils follow the school behaviour policy and reward system. Pupils are rewarded with Dojo's, for respect, empowerment, belief, hard work, beautiful work, homework and reading. Dojo's are celebrated in a weekly 'Dojo Assembly' and parents are informed via the class Dojo app. Pupils are also given opportunities to be rewarded with team points for their House. These lead to a celebration at the end of each half term.

House Points

Each child has been placed in one of our three House Teams.

- Fire - Red Water - blue Earth - Green

House points are collected by each child for Dojo's they receive. At the end of the week the house points are totalled and announced in our celebration assembly. They are also added to a running total on the school website. During the last week of the school year the team that has accumulated the most points will be awarded the House cup. Using this whole school approach for reward establishes links between younger and older pupils and team spirit.

Individual certificates are given out for work that is worthy of additional praise. This is also celebrated during Friday assembly.

The Cupcake Kid

At the end of each half term the teachers choose one child from their class who has shown amazing learning and behaviour a certificate and special cupcake is presented to the child.

Always a Super star...

Children who are consistently well behaved and show impeccable learning behaviours can be awarded a 'super star' certificate and these will be celebrated on our 'Always a Super Star' hall of fame.

Dinner Times

Pupil's also have opportunities during lunch times to gain 'Dojo's. These are rewarded by the lunchtime supervisors for the seven main points mentioned earlier in the policy and by making healthy choices.

How We Deal With Poor Behaviour

At Keelby Primary Academy we build positive relationships and through these reinforce examples of good behaviour. As a result pupils behave well in school and show respect for one another and adults. Keelby behaviour expectations are clearly displayed in all classrooms. Every pupil starts each day in the good behaviour zone, (see appendix 3). In the rare case of poor behaviour children are initially reminded to make the appropriate behaviour choices if the behaviour becomes frequent and reminders are not adhered to then they would be moved in to the disappointing behaviour zone and the consequences listed would be applied.

cont'd.

At Keelby Primary Academy we have five types of behaviour that we consider to be unacceptable and these will be reported to the Principal if any child is exhibiting these behaviours. These behaviours are: -

- Bullying
- Swearing
- Violence
- Dissent towards a member of staff or peers
- Racism/Prejudice remarks

How We Deal With Unacceptable Behaviour

Within any one term, if a child is placed into the "Blue Book" the child will be spoken to the any issues will be resolved and consequences will be given for their behaviour. Parents will be informed. If a child goes into the "Blue Book" a second time within a term the parents, child, Headteacher and Class Teacher will meet to draw up targets for the child and an appropriate behaviour plan will be put in place which is tailored to the child's need.

If a child is placed in the "Blue Book" three times within a term a fixed term exclusion will take place. Initially this may be an internal exclusion from peers to work in isolation. Fixed term exclusions are sequenced and increase in the number of days as additional exclusions are issued. The number of days does not include the day the offence took place.

When a pupil is excluded they are not subject to the blue book policy until the Principal believes the initial poor behaviour has been rectified. If the pupil continues to exhibit the poor behaviour they will be excluded immediately and the exclusion number of days will be increased. If the behaviour is not rectified by the fourth exclusion the pupil will be permanently excluded and the pupil will be removed from the schools' roll. However, if the Principal feels the behaviour is extreme, a permanent exclusion can take place at any time.

Behaviour Outside of the School Site

The Department of Education has issued all schools with regulations on managing pupils' behaviour outside of the school site and outside of school hours. All Keelby pupils are subject to the behaviour policy outside of the school site and outside of school hours whilst in school uniform. Any poor or disrespectful behaviour outside of school will have the same consequences as if they were within the school or school hours.

Empowerment

As mentioned earlier, we do want our children to feel that they have an important role to play in the running of their school. To that end we have a 'School Council' which meets every week as a committee and then leads a weekly assembly. Every child is free to raise whatever issue they like at these times and then the council committee endeavours to be the 'problem solver'.

By sharing our policy with you, our community, we believe we can work together to ensure the healthy growth and development of every child at Keelby Primary Academy.

This Behaviour Policy was written by our Senior Leadership Team in consultation with staff.

ATTENDANCE

SCHOOL YEAR

The published rate of absence during the reported period September 2017 - July 2018 was (this is the percentage of sessions (half days) missed).

Authorised absence	3.1%	Unauthorised absence	0.9%
Overall attendance	96.1%		

To comply with government guidelines we recommend that requests for holidays should be discussed with the Principal in advance of the holiday. We only authorise holidays in exceptional circumstances and a Penalty Notice may be issued where appropriate e.g. if the child's attendance drops below 90% due to a holiday being taken.

The school's Attendance Policy is available on the website.

Early Years Foundation Stage Profile 2017

School Report

For each Early Learning Goal, these tables show the percentage of pupils in the school at each level in 2017.

Percentage of all pupils at each level for each Early Learning Goal

	Emerging	Expected	Exceeding	At least expected
Communication and language				
Listening and attention	23.0	69.2	7.69	76.9
Understanding	15.3	80.7	3.85	84.6
Speaking	19.2	80.7	0	80.7
Physical development				
Moving and handling	15.3	57.6	26.9	84.6
Health and self-care	11.5	80.7	7.69	88.4
Personal, social and emotional development				
Self-confidence and self-awareness	15.3	76.9	7.69	84.6
Managing feelings and behaviour	11.5	65.3	23.0	88.4
Making relationships	15.3	76.9	7.69	84.6
Literacy				
Reading	23.0	73.0	3.85	76.9
Writing	26.9	69.2	3.85	73.0
Mathematics				
Numbers	26.9	69.2	3.85	73.0
Shape, space and measures	26.9	73.0	0	73.0
Understanding the World				
People and communities	15.3	84.6	0	84.6
The World	15.3	84.6	0	84.6
Technology	15.3	84.6	0	84.6
Expressive arts, designing and making				
Exploring using media and materials	15.3	84.6	0	84.6
Being imaginative	15.3	84.6	0	84.6
Achieved a Good Level of Development				0

Percentage of pupils not assessed: 0

1. Calculations of percentages are based upon the number of results, not the number of pupils in the group.
2. Percentages may not add up to 100 due to rounding.
3. The 'At Least Expected' column is based upon 'Expected' and 'Exceeding' grades.

KS1 COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2018) and nationally (2017) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 28 Figures may not total 100 per cent because of rounding.

			BLW	PKF	WTS	EXS	GDS	D	A
Reading	Boys	School	0	0	36	36	27	0	0
		National	3	6	20	50	22	0	0
	Girls	School	0	6	0	35	59	0	0
		National	1	3	15	51	29	0	0
	All	School	0	4	14	36	46	0	0
		National	2	4	17	50	25	0	0
Writing	Boys	School	0	0	45	36	18	0	0
		National	3	6	29	50	11	0	0
	Girls	School	0	6	0	53	41	0	0
		National	1	3	20	55	20	0	0
	All	School	0	4	18	46	32	0	0
		National	2	5	24	53	16	0	0
Mathematics	Boys	School	0	0	27	45	27	0	0
		National	3	5	18	52	22	0	0
	Girls	School	0	0	12	53	35	0	0
		National	1	3	19	58	19	0	0
	All	School	0	0	18	50	32	0	0
		National	2	4	19	55	21	0	0
					HNM	EXS		D	A
Science	Boys	School	-	-	0	100	-	0	0
		National	-	-	19	80	-	0	0
	Girls	School	-	-	6	94	-	0	0
		National	-	-	15	85	-	0	0
	All	School	-	-	4	96	-	0	0
		National	-	-	17	83	-	0	0

National figures include all schools with pupils eligible for assessment at key stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.

Key to Teacher Assessment Results:

Note: not all results are valid for all Areas of Learning

GDS is awarded if the pupil is working at greater depth at the expected standard.

EXS is awarded if the pupil is working at the expected standard.

WTS is awarded if the pupil is working towards the expected standard.

HNM is awarded if the pupil has not met the standard (Science only).

PKF is awarded if the pupil is working at foundations for the expected standard.

BLW is awarded if the pupil is below the standard of the tests.*

A is awarded if the pupil was absent.

D is awarded if the pupil is disapplied in Reading, Writing, Mathematics or Science.

KS2 COMPARATIVE REPORT

These tables show the percentage of Year 6 pupils achieving each outcome in 2018, compared to national end of Key Stage 2 Teacher Assessment Levels and Test Results for 2017.

The number of eligible children is: 23

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS											
		Percentage at each level								D	A
		BLW	PKF	PKE	PKG	WTS/ HNM	EXS	GDS			
Reading	School	0	0	0	0	13	87	-		0	0
	National	1	1	1	2	16	79	-		0	0
Writing	School	0	0	0	0	9	70	22		0	0
	National	1	1	1	3	18	58	18		0	0
Maths	School	0	0	0	0	13	87	-		0	0
	National	1	1	1	2	18	77	-		0	0
Science	School	-	-	-	-	13	87	-		0	0
	National	-	-	-	-	18	82	-			

TEST RESULTS										
		Percentage at outcome					U	A		
		B	Not Achieved Standard	Achieved Standard	Exceeded Standard					
Grammar Punctuation & Spelling*	School	0	17	83	61		0	0		
	National	3	20	77	31		0	0		
Reading	School	0	22	78	35		0	0		
	National	3	25	72	25		0	0		
Mathematics	School	0	17	83	26		0	0		
	National	3	22	75	23		0	0		

- BLW Below the standard of the pre-key stage
- PKF Foundations for the expected standard
- PKE Early development of the expected standard
- PKG Growing development of the expected standard
- WTS Working towards the expected standard
- HNM Has not met the standard
- EXS Working at the expected standard
- A represents pupils who were absent.
- B represents pupils who were working below the level of the test.
- D represents pupils who have been disapplied from the national curriculum.
- U represents pupils working at the level of the assessment but unable to access the test.

KS2 Teacher Assessment Report 2017

Reading

%	BLW	PKF	PKE	PKG	HNM	EXS	A	D
ALL	0	0	0	0	13	87	0	0
BOYS	0	0	0	0	17	83	0	0
GIRLS	0	0	0	0	8	92	0	0

Writing

%	BLW	PKF	PKE	PKG	WTS	EXS	GDS	A	D
ALL	0	0	0	0	25	42	33	0	0
BOYS	0	0	0	0	25	42	33	0	0
GIRLS	0	0	0	0	25	42	33	0	0

Maths

%	BLW	PKF	PKE	PKG	HNM	EXS	A	D
ALL	0	0			13	87	0	0
BOYS	0	0			8	92	0	0
GIRLS	0	0			17	83	0	0

Science

%	HNM	EXS	A	D
ALL	8	92	0	0
BOYS	8	92	0	0
GIRLS	8	92	0	0

Key to Teacher Assessment Results:

GDS is awarded if the pupil is working at greater depth at the expected standard

EXS is awarded if the pupil is working at the expected standard

WTS is awarded if the pupil is working towards the expected standard (writing only)

HNM is awarded if the pupil has not met the standard

PKG is awarded if the pupil is working growing development of the expected standard

PKE is awarded if the pupil is working at early development of the expected standard

PKF is awarded if the pupil is working at foundations for the expected standard

BLW is awarded if the pupil is below the standard of the tests

A is awarded if the pupil was absent

D is awarded if the pupil is disapplied in Reading, Writing or Mathematics

What are the main events during the year?

THE SCHOOL YEAR A TYPICAL DIARY OF MAIN EVENTS

Our school diary for the year is available from the school office or from the school website - the events shown below are just a small selection.

AUTUMN TERM

September	New entrants in Foundation Stage Residential trip Y6 (P.G.L. Adventure)
October	Book Fair: new books for sale to parents/children Grandparents' Day for Foundation Stage Photographer: individuals & families
November	Parents' Consultations
December	Christmas performances Christmas parties Carol Service at local Church Christmas Fayre (PTFA)

SPRING TERM

March/April	Annual Pupil Reports issued Open Evening
-------------	---

SUMMER TERM

April	Photographer: classes
May	National Standard Assessment Tasks (SATs) (Y2 & Y6)
June/July	Y6 pupils: visits to new secondary schools School Sports Summer Fayre Parents' Consultations Performance by Y6 children

USEFUL NAMES AND ADDRESSES KEELBY PRIMARY ACADEMY

Address: Manor Street, Keelby, Grimsby. DN41 8EF
Telephone: (01469) 560366
e-mail for general enquiries: enquiries@keelby.lincs.sch.uk

Principal Ms Annabel Cowling
Email for anything confidential: a.cowling@keelby.lincs.sch.uk

Office Manager Mrs E. Foulds
Finance Manager Mrs C. Smith

The School Nurse can be contacted via Louth Health Centre (01522 308800)

Family Information Service (child care): 08001951635 www.childcare.co.uk

Ladybirds Pre-School 01469 561100 **Rascals Pre-School** 07521 733302/733303

Enquire Learning Trust, 18 Appleton Court, Calder Park, Wakefield. WF2 7AR

Lincolnshire County Council - Children's Services
County Offices, Newland, LINCOLN. LN1 1YQ (01522 552222)

School Admissions: 01522 782030 **School Transport:** 01522 782020

For detailed information about local education in general visit www.lincolnshire.gov.uk

SCHOOL STAFF

As at May 2019 for the academic year 2018 - 2019
(NB: This may change for the 2019 - 2020 academic year)

TEACHING

Ms A. Cowling	Principal
Mrs L. Thomas	Class Teacher EYFS
Mrs R. Booth	Class Teacher Y1
Mrs S. Dunks	Part-time Class Teacher (Y2)/SENDCo
Mrs J. Bedwell	Trainee Class Teacher (Y2)
Miss T. Whiting	Class Teacher (Y3)
Miss J. Sibbick	Class Teacher (Y4)
Miss S. Peck	Class Teacher Y5
Mr S. Claybourn	Class Teacher Y6/Assistant Principal

Unqualified teachers

Mrs J. Briggs
Mrs G. Evans
Mrs R. Douglas
Mrs S. Holmes

NON-TEACHING

Office Manager	Mrs E. Foulds
Finance Manager (part-time)	Mrs C. Smith

Teaching Assistants

(supporting children with Special Needs) Mrs J. Barnes

Teaching Assistants

(classroom support) Mrs J. Briggs, Mrs G. Evans, Mrs R. Douglas,
Mrs J. Kirkby, Mrs Holmes, Miss K. Dodsworth,
Mrs D. Cufflin

Midday Meals Staff

Senior Mid-day Meals Supervisors Mrs J. Dannatt & Mrs B. Proctor
Mid-day Meal Supervisors Mrs F. Steele, Mrs A. Ohonowskyj, Mrs S. Chapman

Cook Mrs L. Murphy
Kitchen Support Assistant Mrs S. Toyne

Site Manager: Mr P. White
Acting Caretaker/Cleaner: Mrs A. Thompson-Chapman
Cleaner: Mrs P. Evison



KEELBY PRIMARY ACADEMY
Staff Training Days are taken outside of these dates



SCHOOL TERM DATES 2019 – 2020 (FOR PARENTS)

TERM 1 2019

Open Thursday, 5th September, 2019
Close Friday, 18th October, 2019 at 3.15 p.m.

TERM 2

Open Monday, 28th October, 2019
Close Friday, 20th December, 2019 at 2.30 p.m.

TERM 3 2020

Open Tuesday, 7th January, 2020
Close Friday, 14th February, 2020 at 3.15 p.m.

TERM 4

Open Monday, 24th February, 2020
Close Friday, 3rd April, 2020 at 2.30 p.m.

TERM 5

Open Tuesday, 21st April, 2020
BANK HOLIDAY Monday, 4th May, 2020
Close Thursday, 21st May at 3.15 p.m.

TERM 6

Open Monday, 1st June, 2020
Close Tuesday, 21st July, 2020 at 2.30 p.m.

ADDITIONAL INFORMATION FOR NEW PARENTS

MEDICINE IN SCHOOL

Medicine will *only* be administered in school when it is *impossible* for anyone to come in and give pupils the medicine during the school day. If medicine is to be administered in school parents must complete the relevant form giving instructions etc.. Medication must be left at the School Office.

(Asthma inhalers are kept in the classroom but Epi-pens and prescribed medication are kept in the School Office).

We are a 'nut-free' environment (this includes contents of packed lunches).

ABSENCES FROM SCHOOL

We ask that you ring us (or email) between 8.00 and 9.00 a.m. **each day** to let us know if your child will be absent from school or, show us an appointment card in advance if possible. If we haven't received a reason after the register is taken, a member of the school office will ring you.

The Governors asked us to put this policy into place as a 'safety measure' and this has worked successfully over the last few years.

WATER BOTTLES

We have water coolers in school and pupils are asked to bring a water bottle to school with them each day.

Note: In May 2019, when this document was prepared, all details were correct. Changes may occur before or during the school year. We hope you will find this document useful as an introduction to the school. The School Prospectus is available to view on our website.