

Our Purpose and Vision

The learning ethos is intrinsic in the school's success. Children are engaged in learning as they are offered rich, exciting and demanding learning environments and lessons.

Children want to learn, they want to achieve and reach their goals, and they do.

The school thrives on rigour, expectation and aspiration.





Prospectus 2014/2015

Comments received from one Family:

Dear Mrs Brindle, staff present and past,

The Brown Family have finally come to the end of their time at The Breck; 13 years in all and I can't remember a day when any of our children have not wanted to go to school, a fantastic testament to the work you have all done. They have had a wonderful time; learning, listening and most of all enjoying.

Thank you all from Tracey and myself for giving our children the best start to their schooling life they could ever have wished for. I hope the great work will continue.

....in a quiet corner of Poulton, down a little dead-end road, there was an enchanted school called Breck. Children entered and were sprinkled with fairy dust. They grew and their wings allowed them to see the world but they never forgot the magical place it all began...

Thank you for allowing us to be a small part of it.

Parent
July 2014



Prospectus 2014/2015

Breck Primary School A WHOLE SCHOOL COMMUNITY TO BE PROUD

2001 – Present - Breck School recognised for its ACTIVEMARK GOLD award

2004 – Present - Breck School recognised for the HEALTHY SCHOOLS Award

November 2008 - Breck School recognised for: THE LEADING PARENT PARTNERSHIP AWARD

November 2009 - Breck School recognised for the ARTSMARK AWARD

2009 – 2010 Breck School awarded a LEARNING EXCELLENCE award for 'INNOVATIVE PRACTICE'

2010 - present - The Breck becomes a LEAD ASSESSMENT SCHOOL in Lancashire

2010 - SPAR Sports School of the Year

2011 – SPAR Sports School of the Year

2011 – Ofsted Inspection – Outstanding

2012 – Eco Schools Silver Award

2012 – Eco Schools Winner Wildlife Warrior Award

2012 – Young Wyre in Bloom – Silver

2012 – Lancashire Physical Education mark – Bronze

2012 – School Kitchen 5* Rating

2013 – Young Wyre in Bloom – Gold

2013 – School Kitchen 5* Rating

2014 – Ofsted Inspection – Outstanding

2014 – Gold Award Sports

2014 – Gold Award Young Wyre in Bloom



COMPARATIVE REPORT KS2 2013/2014

These tables show the percentage of Year 6 pupils achieving each level in 2014, compared to national end of Key Stage 2 Teacher Assessment Levels and Test Results for 2013.

The number of eligible children is: 37

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS

		Percentage at each level									
		W	1	2	3	4	5	6		D	A
English	School	0	0	0	0	43	57	0		0	0
	National	1	1	2	10	48	37	1		0	0
Maths	School	0	0	0	0	43	57	0		0	0
	National	1	0	2	10	45	36	6		0	0
Science	School	0	0	0	0	38	62	0		0	0
	National	1	0	2	10	50	38	0		0	0

TEST RESULTS

		Percentage at each level							
		B	3	4	5	6		N	A
Grammar Punctuation & Spelling*	School	0	0	0	0	0		0	0
	National	3	20	26	46	2		3	0
Reading	School	0	0	0	0	0		0	0
	National	3	8	41	44	0		2	0
Maths	School	0	0	0	0	0		0	0
	National	3	11	44	35	7		1	0

The Governing Body

THE GOVERNING BODY is a group of people who oversee the running of the school. Some of them are parents, others are appointed to us from different parts of the community.

Name	Appointment category	Name	Appointment category
Mr C P Raynor (Chair)	LEA	Mrs C Brindle	Headteacher
Mr P Mattatia (Vice Chair)	Parent	County Councillor Alf Clempson	LEA
Councillor David Henderson	LEA	Mrs D Timmins	Community
Mrs J Jeffery	Parent	Mr G Hathaway	Community
Mrs J Simmons	Parent	Mrs J Mckinnon	Staff
Mr P Sharples	Parent	Mrs K Coates	Teacher
Mr T Kearns (Hodgson Academy)	Community	Mrs M Taylor	Clerk to the Sub Committees



Prospectus 2014/2015

Context of the School

The Breck Primary School is an average size primary school which has grown over the past 5 years as its popularity has increased.

The Breck is a single form entry school, for children between the ages of four and eleven. We welcome all children irrespective of gender, social class, ability, race or culture. The schools admission number is 35, presently the school has 278 children on roll.

It is important to note that government guidelines state that infant registration groups can be no greater than 30 children. As we have a “Pupil Admission Number” of 35, this means that all our infant classes can be arranged with mixed year group children.

The school has developed interesting and active play areas for the children. The external environment stimulates cross-curricular work and includes wildlife areas, hedgerows and quiet, reflective zones. Work developing a school allotment has proved to be extremely successful and rewarding.

The school library offers an ‘old fashioned’ moment in time within a contemporary setting. Families are welcome to use the library out of school hours as is it opened as an extended service. This has developed a culture of peer coaching for both children and parents, developing and enhancing life skills for our families.

The extended services that the school offers are outstanding, they include a Breakfast Club, Afterschool Club and Nursery facility, places are highly sought after, the team works closely with the whole school providing a safe and exciting environment.

Every member of staff gives their time ensuring all problems, issues and upsets are dealt with sensitively, quickly and successfully. Behaviour issues do not spiral out of control; this allows staff to focus on the key priority of learning.

Changes within the leadership of the school have ensured that The Breck continues to flourish and grow and standards have not only been maintained but improved upon

The Headteacher is aspirational for all involved with The Breck community, so too are the Governing body, staff and parents.

ADMISSIONS POLICY:

This school admits pupils without prejudice. We are a Lancashire County School and all prospective pupils are equally welcome. Places are allocated and appeals administered by the Admission team at Lancaster. They can be contacted on: 01524 581163.

All children, including children with disabilities and identified Special Educational Needs achieve well at this school. We have facilities to accommodate pupils and parents with physical disabilities such as accessible toilets, ramping, and doorways. The curriculum is organised in such a way to make it accessible to pupils with disabilities and any further adjustments would be sought to meet individual needs. Please contact the school for more information.

The school has an accessibility plan and has in place measures to ensure that pupils with disabilities are not treated less favourably than other pupils. The Local Offer is published on the school website and can be viewed by visiting www.breckschool.co.uk.

For reception class

Lancashire County Council administers all applications for primary school places for those parents who pay their Council Tax in Wyre or Fylde. If parents/carers pay their Council Tax to Blackpool Council their applications for a school place need to be via that website.

Parental choice means that parents are able to apply for places in Poulton schools through the Blackpool Council Website.

Applications are sorted by "Equal Preference" and parents have a choice of three schools. We strongly recommend that parents use all three choices in the event that their school of preference is oversubscribed. Details for admission criteria and registering online for your child's school place can be found at www.lancashire.gov.uk (Search "School Admissions").

Blackpool Council website is www.blackpool.gov.uk (Search "School Admissions")



Mrs C Brindle	Headteacher	head@breck.lancs.sch.uk	
Ms S Quispe	Deputy Headteacher	Senior Leadership Team	R.E, PSHE
Mrs K Coates	Assistant Headteacher	Senior Leadership Team	Extended services Manager, Schools Direct Lead
Miss J Mckinnon	Assistant Headteacher	Senior Leadership Team	Assessment/Schools Direct Lead, Geography
Mr Hesketh	Standards Lead	Senior Leadership Team	Wyre schools sports partnership, DT, PE/EVC
Miss R Snape	Key Stage Leader	Senior Leadership Team	Year 4/ Music, Student Mentor
Mrs D Fielding	Teacher		Creative Lab/ Art
Miss K Davids	Teacher		Elm class/ French/MFL
Mrs K Churchouse	Teacher - SENCO		Maple Class – M – F mornings
Miss K Moore	Teacher		Year 6/ History, Eco
Mrs M Emery	Teacher		Year 5/ Science
Mr G Halliwell	Teacher		Oak Class (Reception)/ Literacy
Mrs E Bennett	HLTA	Mrs C Spencer	HLTA
Mrs S Murphy	Teaching Assistant	Mrs P Byrne-Fraser	Teaching Assistant
		Mrs J Clarkson	Teaching Assistant
Mrs J Kellett	Teaching Assistant	Mrs C Gladwin	Teaching Assistant
Miss A Hunter	Teaching Assistant	Miss B Byre-Fraser	Teaching Assistant
Miss A Taylor	Teaching Assistant		
Mrs L McCann	Teaching Assistant	Mrs C Hague	Teaching Assistant
Miss L Casson	Teaching Assistant	Miss O Garrett	Teaching Assistant
Mrs G Dixon	Teaching Assistant	Miss S Velez	Teaching Assistant
		Miss L Webster	Teaching Assistant

Who are we?

We have an ever increasing number of staff with an invaluable role in making sure that the children are happy, safe and reaching their potential.

Mrs C Brindle leads her Senior Leadership Team, Ms Quispe, Mrs Coates, Mrs McKinnon, Mr Hesketh, Miss Snape and Mrs Taylor

Mrs M Taylor	Business Manager	bursar@breck.lancs.sch.uk	HR/Finance and Health and Safety
		Senior Leadership Team	
Mr B Brindle	Business Support	kkc@breck.lancs.sch.uk	
Mrs J Partington	Business Support		
Mrs S Robinson	Catering Manager	Mrs D Taylor	Catering Assistant
Miss A Schulz	Catering Assistant	Mrs B Thornton	Welfare
Mrs K Danvers	Welfare	Mrs T Fisher	Welfare
Mrs A Hill	Welfare	Miss N Reilly	Welfare
Mr J Boe	Site Supervisor	Ms C Lord	Cleaner
Mrs M Waddilove	Cleaner	Mrs Y Turner	Cleaner
Miss G Nicholson	Student Teacher		Maple Class
Mr K Clelland	Student Teacher		Year 4

The Children : The school has 278 children on roll in the school and 35 children on roll in the nursery

Beanies – 30; Oak – 37; Beech – 30; Elm – 30; Maple – 35
Year 3 – 37; Year 4 – 35; Year 5 – 37; Year 6 – 37

WHAT WILL IT BE LIKE WHEN MY CHILD STARTS SCHOOL?

Will My Child Be Happy?

We believe that your child's happiness, safety and well-being are as important as their academic achievements.

We believe that happy, confident, independent children are able to make positive social contacts with others are most likely to achieve highly at school.

We believe that children should learn respect by being shown respect.

We believe that children need to be listened to and be treated fairly and consistently

We aim to provide pupils with the knowledge, skills and understanding that your child will need to live confident, healthy, independent and happy lives.

Issues including friendships, bullying, racism, drugs, crime and sex are addressed sensitively at a level appropriate for each age group. Lessons are delivered in different ways; for example through circle time, discussion, role-play and group activities.

The school has 2 members of staff who are trained councillors and all the children can approach and speak to them about anything that may concern or upset them.





Language and communication: with opportunities for all children to talk and communicate in a wide range of situations.

Reading and writing: by allowing children to explore, enjoy, learn about and use words in a wide range of contexts and to experience a rich variety of books.

Mathematics: by encouraging children to develop their understanding of numbers, measurement, pattern, shape and space by providing a broad range of experiences in which they can explore, enjoy, learn, practise and talk about them.

Knowledge and understanding of the world: here children solve problems, make decisions, experiment, predict, plan and question in a variety of situations and explore and find out about the world around them.

Physical development: with opportunities for all children to increase their understanding of how their bodies work and what they need to do to be healthy and safe.

Creative development: here children explore and share their thoughts and feelings through a variety of creative activities.

All staff members are here to help you whenever you may have concerns regarding your child. Parents are encouraged to visit school both formally and informally. The well being of the children is our greatest concern and we will always act quickly should any difficulties arise.

Their earliest days at school

Starting school is very exciting but sometimes a little worrying too. At Breck School we want to make your child's start to school life as happy and reassuring as possible. Before starting school you and your child will be invited to spend a couple of mornings in the Reception Class, meeting the teacher and the other children who will be in the class too. In the Reception Year we want to provide children with secure foundations upon which future learning can build. We will provide relevant learning and development opportunities and set realistic and challenging expectations to meet the diverse needs of the children. The curriculum for this foundation stage will support and develop children's:

Personal, social and emotional well-being: particularly by supporting the transition from pre-school or nursery, providing opportunities for each child to become a valued member of the school.

Positive attitudes towards learning: an enthusiasm for knowledge and learning and a confidence in their own ability to be successful learners.

Social skills: by encouraging children to work harmoniously with one another.



WHAT WILL MY CHILD LEARN AT SCHOOL?

Literacy (English): There is a daily literacy lesson in every class. This lesson lasts about an hour. The very youngest children are taught in frequent small bursts and do lots of practical 'play' activities. As the children get older and their concentration develops the lessons become more structured. They get regular teaching of spellings, grammar, handwriting, reading and writing skills. We encourage the use of joined-up handwriting and this is taught from Reception

Hearing children read is really important – especially until they become independent and confident with it. We use the Oxford Reading Scheme to support children's early reading but we also encourage children to choose books for enjoyment. They may be a bit hard or a bit easy for them and this is one way parents and carers can really help – share books with children and enjoy what they enjoy. It is important that children do not see reading as a competition or a race with other children. We want them to become confident expert readers who choose to read.

When children are learning about sounds we use the THRASS method that teaches children the 44 sounds of the English language. They learn these sounds using a 'Rap Tape' (which is available for parents to buy!). One of the ways they learn to spell is by making spelling choices for each sound they hear. This is a very successful method and your child should enjoy it. Most of them become very confident and independent writers who are able to write down what they want to rather than being constrained by what they can spell.

We spend a lot of time each week encouraging children to become expert writers with a "have a go" attitude. Indeed, they quickly become exciting writers. What is important is that the child has something that they wish to communicate in writing and that they have the confidence to commit these ideas to paper. As long as they can 'read' it and have ownership of it we will celebrate with them. Please help us to help your child to learn to spell the **high frequency words** that they will need in all their writing. A list will come home.

Numeracy: Parents often say "I can't help my child because we didn't do that when I was at school" and this is probably true in that children today, especially those involved in the Numeracy Strategy as we are at The Breck, certainly cover a far wider range of topics and in greater depth.

Don't despair however, because your child is being taught to develop methods for working with numbers that make sense and which they understand. The Numeracy Strategy places a great reliance on mental strategies for solving problems and builds on the firm foundation of previous knowledge. In school we have a sheet for parents to explain the methods of working with the four rules of number – please come in and chat to us if you are unsure. Children should know their multiplication tables by the time they leave Year 4- please practice tables with your child as soon as they are able to 'have a go' at them (most children can do this by Year 2)

Every day, each child will study mathematics for 30 to 60 minutes depending on age. They will learn and practice mental strategies, receive class tuition and carry out related work and will finish off by discussing their findings. They will also be set weekly homework.



Prospectus 2014/2015

Physical Education: Sport and involvement in physical activity is at the heart of what The Breck holds important. We promote team sports and individual endeavour. We are proud of being a competitive school – we believe winning to be important but we also balance this with an emphasis on sportsmanship, fair-play and the need to be a ‘good loser’.

We believe that sport should be for everyone and we try to offer a vast range of opportunities for children to ‘find their talent’.

Team sports, games and other physical activities are alive and well at The Breck. Curriculum time is allocated to addressing the requirements of the National Curriculum in full but opportunities abound for children to take full advantage of the skills and enthusiasm provided by a dedicated and well-qualified staff.

Every opportunity is taken to compete against other schools at both a local and regional level. We are the proud holders of the Activemark Gold award as recognition of our dedication both to our children and the local community.

Swimming This takes place in either Year 4 or Year 5 on a Thursday afternoon. Children require a towel and swimming costume.

All children with long hair should either wear bathing caps or have their hair tied back if the teacher considers the length of the hair constitutes a health hazard.
Jewellery should not be worn in the pool.

Parents who wish their children to wear goggles should inform the school in writing.

In one of our Ofsted inspections the inspection team were very complimentary about our extensive provision for the children outside the normal curriculum.

“The staff at this school all give freely of their time and effort to make a difference to the children. As a result the children are well motivated, respectful and appreciative”

Netball	Hockey
Football	Rounders
Rugby	Basketball
Cricket	Choir
Athletics	Indoor games club
Tennis	Chess
Cross country	Homework Club
Infant activity club	Recorders
Dance Club	Gymnastics

Science: Our aim is to encourage children to wonder about the world they are growing into and to ask questions about why and how things work.

The environment at Breck School provides an exciting opportunity to study the biological aspects of science, with a wide variety of eco-systems available within our own grounds – woods, orchard, meadow, hedgerow, woodpile, rock pile – the list is long!

Other aspects of science and their impact on the environment are not overlooked. An easily available supply of resources linked to National Curriculum is efficiently maintained and managed by the science co-ordinator so that an emphasis can be placed on practical work.

Religious Education: Children learn about Christianity alongside some of the other religions represented in Great Britain: Islam, Buddhism, Sikhism, Hinduism and the Jewish faith. In R.E. lessons they don't just learn about God, they explore moral and social issues. They are given opportunities to express themselves and to appreciate the views of others. We celebrate religious festivals throughout the year with much emphasis being placed on Christmas and Easter.

Each day there is time set aside for thinking about or sharing experiences of religious or moral issues. As parents you do, of course, have the right to withdraw your child from these sessions.

Computing: Will my child be using a computer? Using computers is an integral part of children's education. Becoming a confident user of technology is an essential skill for their future. We aim to ensure that children get first class opportunities using the latest equipment. Every class has an interactive whiteboard that makes teaching and learning a really exciting experience and the school is well equipped with laptops and iPads and touchscreen all in one PC's that the children have access to throughout the day in all subjects. We have two class sets of laptops and one class set of iPads that can be taken to any class so that the whole class can be taught computer skills together. We have recently introduced touch screen "all in one pc's" to the reception classrooms which are proving very popular with the 4 year olds. At school we have a secure wireless network that enables children to make appropriate use of the Internet.



Prospectus 2014/2015

History and Geography: We aim to make history and geography fun and interesting. Children reach their own conclusions after looking at evidence, exploring their environment and listening to facts. We go on lots of exciting trips to support these subjects.

We teach history and geography as subjects in all classes except Reception and children use computers regularly. These subjects promote pupil's spiritual, moral, social and cultural development.

Other opportunities for the children to develop musically include:

Hymn practice and assemblies.

Whole school singing opportunities

Concerts performed in the local community

Infant Christmas performances.

Junior productions and concerts.

Wider opportunities guitar lessons for Year 4

Choir, Recorders,

"Drum and Strum" by outside providers each Tuesday in the morning

Art and Design: Creativity is a real strength of our school. Every child should be excited by opportunities to create and design and be proud to have their work displayed in school or in the local community. Through involvement with creative subjects many children are provided with the chance to really 'shine' and to be a special individual.

Music: Here at The Breck it is accepted that music is for everyone; the enjoyment of this creative and expressive subject is to be shared by every child. The school has recently invested in a class set of Ukuleles and Junior children are taught to play by professionals from neighbouring high schools.

Music is an integral part of the school week. The children learn in class through performing, composing, listening and appraising activities.

Special Educational Needs

Despite the class teacher's support and differentiated planning some children have difficulty in learning or in managing their behaviour. If this happens we will provide additional help and support. We will discuss this with parents and devise an Individual pupil plan IPP for the child. This will be reviewed at Parents' Evenings and once per term by the class teacher with support from SENCO (special educational needs co-ordinator). Parents will be invited to this meeting but if they cannot attend a copy of the reviewed IEP and new IEP will be sent home and any comments will be welcomed. If, despite this help, we are still concerned that a child is not making progress we will increase the help that is given to a child. We will do this if we feel that a child is falling significantly behind the rest of the class or we do feel that we do not have sufficient expertise in school to have appropriate curriculum activities. If this is the case we will ask for advice from professionals not directly employed by the school. We will continue to use IPP's but they will be more detailed.

The school's Policy in relation to children with special educational needs, our Accessibility Plan and a Disability Equality Scheme are freely available on request from the Headteacher or the SENCO and are on display in the main reception area.

Schools local offer can be found at www.breckschool.co.uk

We also have a policy for meeting the special needs of our '**Gifted and Talented**' children. At this school we have many very able children across the whole range of the curriculum. The talents and abilities of all children are recognised and monitored but for our most able children we try to make sure that they are given access to resources and opportunities that address their needs. As a parent we will keep you informed if we have identified your child as being particularly able in one or more areas.

HOMEWORK

At this school we believe that homework and activities completed at home make an important contribution to the child's progress in school. We also believe that parents and carers should be partners in their children's learning and therefore we value their co-operation and support.

Homework will be planned so that it supports the teaching and learning that takes place in school. It will also follow a regular programme to ensure that everyone involved is aware of the expectations.

We urge and encourage children to attempt, and complete if possible, the tasks set for them. The class teacher will keep a record of homework that is not done but children will not be disciplined for not doing homework. It may, however, be necessary to discuss this situation with parents. Of course, homework expectations increase, as the children get older

Year Group and activity timings	Expectation
<u>Reception:</u> At least 15 minutes each night	To read or share a book each night, looking at letters and words whilst enjoying the story. To attempt work that may be occasionally brought home to support what they have been doing in class.
<u>Years 1 and 2:</u> 15-20 minutes for reading At least 30-40 minutes during the week for homework activities	To read or share a book each night, ensuring that they have understood and can talk about what they have read. To attempt the weekly homework activities for maths and literacy to support work done in class.
<u>Years 3, 4, 5 and 6:</u> 20-30 minutes for reading and tables practice and 20-30 minutes for set homework activities	To read each night, becoming increasingly independent and fluent, enjoying and understanding what they read. To practise times tables at least 3 times each week. To practise or investigate spellings as appropriate. Homework will be given at least 3 times a week at a level appropriate to the age and development of the child.

Homework completed satisfactorily will be rewarded with praise, merits and team points. Occasionally there will be project, preparation or research activities that will replace the normal schedule of homework timetabling.

Children will keep a record of homework in a homework diary. Staff may ask children to complete homework either on paper, which may be filed at school or in homework books that should be covered.

Behaviour at school:

We seek to achieve the following goals:

To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.

To create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members and where there is proper concern for the environment.

To establish recognition and respect for the safety, security and well being of all members of the school community.

To have a zero tolerance towards any form of bullying behaviour.

We feel that children should be involved in the process of making rules so that they can feel ownership of their decisions and try to abide by them.



Here is an example of the rules agreed by a previous Year 6 group of pupils

Our happiness will be infectious.
You must smile everyday
We will be helpful, thoughtful and kind
We will be well mannered and polite
We must be respectful
We will make our classroom a 'Happy Land'

If behaviour interferes with the values of the school or the welfare of others then there are clearly recognised consequences. We use a 'time out' system that gives the child a short (no more than 10 minutes) time to reflect. An adult will always discuss the issue with them and will help them to resolve it. We also use a 'red' and 'yellow' card system to clearly signal what is unacceptable behaviour. If more than two incidents happen in one day, parents will be contacted so that we can work together in an attempt to resolve whatever is affecting the child. Following this you will be kept informed of the progress made by your child.

In the event of a major breach of discipline, the ultimate sanction of exclusion, pending action by the School Governors/Headteacher/Chief Education Officer, will be imposed.



DRESS AND APPEARANCE

All children at Breck wear school uniform that is dark green with a white logo. Some items are available from school and are listed below with their cost. Those items without a cost are easily available from retail outlets and supermarkets.

Parents may choose from the following:

- * Dark green sweatshirt (from £10.00)
- * Dark green cardigan (from £10.00)
- * School coat (reversible fleece/waterproof from £20.00)
- * White shirt/polo shirt (from £8 for embroidered Breck polo shirts or you can have plain white polo's from other suppliers)
 - * Grey skirt or pinafore
 - * Grey trousers or shorts
- * White, grey, black or green socks or tights
- * Green gingham dress (summer)
 - * Caps (from £ 3.00)
- * Shoes must be black leather school shoes. Please ensure that shoes have adequate 'grip' and support

Children should come to school with a neat, clean appearance with clothes and hair that are appropriate for school. Long hair should be tied back and French Plaits are ideal to ward off head lice (Unfortunately every school is prone to outbreaks from time to time. We will advise you if there are head lice in school so you can take preventative action however we strongly recommend weekly conditioning and combing of hair to prevent such outbreaks).

Sports and games - For PE children are asked to have 'pumps' for indoor use and trainers for outdoor use. (Trainers are not acceptable for general school wear.)

Each child should have their own pump bag clearly named containing a yellow T-shirt and green shorts - available from school (P.E. t-shirt from £5.50, P.E. shorts from £4.50) a pair of PE pumps or trainers for sports and playground activities, along with a change of sports socks. During cold weather, the wearing of a track-suit and gloves are recommended for the KS2 children.

Children should not share PE kit with brothers /sisters/friends. *If your child's PE kit cannot be 'found' or is being washed please send an alternative into school rather than your child having to miss PE.*

Earrings must be removed or securely taped over during PE - Please make sure that your child is capable of doing this him/herself and has tape and a safe receptacle for the earrings.

PLEASE NAME ALL CLOTHING – THE LOST PROPERTY AREA GETS REALLY FULL OF UNCLAIMED CLOTHES THAT HAVE TO BE SENT FOR RECYCLING.

At school the catering manager provides hot, freshly prepared meals that are nutritious and free from processed products. The school wholly supports the introduction of the Universal Free School meal for all infant children. There will be meals that your child will love and others that they're not so keen on. If your child is regularly not eating their dinner we will let you know.

Children may bring a packed lunch from home if they prefer.

SCHOOL SECURITY

In order to ensure the maximum security for children in the school, the following procedures have been adopted:

Persons wishing to enter school should use the main entrance and sign in with the office staff.

All children should be dropped off at the Hall Door located on the Junior Yard between 8.40 am and 8.45 am each morning, the hall door will close at 8.50 am when school begins, and late arriving children should then arrive via the main school office to be listed in the late book, all attendance is recorded electronically.

Infant children must be collected from their classrooms via their classroom door at the end of the school day. The teacher must ensure that each child is collected or directed to an appropriate after school activity area.



WELFARE AND CHILD PROTECTION:

The social and emotional development of each child is carefully monitored by the class teachers who, together with the headteacher, are responsible for the pastoral care of the children in their class.

Having regard to effective practice in Child Protection, the aims of the school are to:

- maintain an ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and are listened to;
- provide suitable support and guidance so that pupils have a range of appropriate staff, teaching and non-teaching, who they feel confident to approach if they are in difficulties;
- be vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear and effective procedures;
- monitor children who have been identified as at risk;
- provide regular Child Protection training to school staff;
- liaise with other agencies;
- use the curriculum to raise pupil awareness of the important issues.

The law requires regular **attendance** at school. There is no parental right to take children out of school during term time.

An Attendance Consultant appointed by Lancashire County Council is linked to the school and where a pattern of poor attendance is identified they can be called in for an attendance panel hearing. Lancashire County Council may impose penalty notices and fines to those parents taking their children out of school during term time for family holidays (the fine is per child per parent and can be costly if more than one sibling). All attendance is recorded electronically and monitored not only by Lancashire County Council but also by the Department for Education and forms part of the Ofsted Inspection. The Local Authority target is 95%, the whole school target is 95% or above and your child should be aspiring to 100% attendance.

INSURANCE ARRANGEMENTS

The County Council's insurance arrangements in relation to children and parents are as follows:

The County Council's liability insurance arrangements provide protection for the County Council in respect of claims for compensation made by any person suffering bodily injury or damage to property due to some act or error of the County Council.

Where an injury or damage to property arises due to some act or neglect of a third party (i.e. some person or organisation other than the County Council) any resultant claim for compensation would have to be directed towards the Third Party and not the County Council.

If a person suffers a bodily injury where no-one is at fault there would be no legal grounds for pursuing a claim for compensation against either the County Council or a Third Party. However, this is a risk that can be covered by a Personal Accident insurance policy that provides limited benefits in respect of injuries suffered by the insured person, regardless of legal liability. Parents could arrange such cover on a general "all risk" basis applicable throughout the year or specifically for a particular event (e.g. a school visit/holiday). It is understood that the National Confederation of Parent Teacher Associations has such insurance available; in any event, advice could be obtained from an Insurance Broker or Insurance Company.

The information in this document relates to the school year 2014/2015. However, in spite of regular updating, there may be changes to the information it contains. If you're not sure about anything, just ring and ask – we're here for you.

**The Breck is a wonderful school.
If you have any specific queries then please don't hesitate to contact
the school and
Mrs C Brindle Headteacher, or a member of the senior leadership
team will be more than happy to speak with you.**

**www.breckschool.co.uk
bursar@breck.lancs.sch.uk
01253 885319**

