Prosepectus

Look Smart, Think Smart
Eat Smart, Be Smart

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Handbook

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Eat Smart, Be Smart

Together we achieve

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What do we aim to do?

Develop a sense of self respect, self confidence and self reliance, with the ability to work hard and succeed at tasks

To encourage all members of the school community to participate in, and contribute to group and team activities, to accept responsibilities and to develop self-awareness and self-discipline, leading to independence.

Acknowledge that each member of the school community has equal rights regardless of race, gender, background, religious belief or ability and that these rights are worthy of respect and extend beyond the school.

Enable all members of the school community to appreciate the spiritual and cultural diversity of our society and to treat such issues with due tolerance, interest and respect.

Develop a reasoned set of personal attitudes and beliefs and an understanding of society and the rights and responsibilities that come with being a member of that society.

Develop lively enquiring minds together with a positive wish to learn, to question and to argue rationally and to apply themselves intelligently to tasks.

School Rules created by the Pupils of the School

- Look Smart, Think Smart, Eat Smart, Be Smart
- Respect yourself and the whole school community
- Respect the school building and environment
- Be caring, courteous and considerate at all times
- Listen, speak and take part at the correct times
- Do your best to give 100%

Our School Playground Rules created by the Pupils of the School

- Be a friend not a bully
- Care for other people, yourself, the playground and equipment
- At playtimes and lunchtimes put the equipment away appropriately
- Listen for the whistle. When it blows, stand still and follow instructions
- Do not go inside school unless you have permission to do so
- Treat each other and adults with respect
School Uniform

Children who attend the school are expected to wear school uniform. The governors, staff, parents and children have been consulted and have created the school’s Uniform Policy. Consequently, all children are encouraged to wear it at all times. To obtain a copy of the school Uniform Policy visit the school website or request a copy from the school office.

Girls:
Grey pinafore dresses or skirts, or trousers with white shirt and school tie, dark green cardigan or pullover (with LVPS logo), white socks, black shoes (not trainers). A green and white (check or stripe) dress is useful for summer wear.

Boys:
Grey trousers, grey or white shirt and school tie. Dark green pullover (with LVPS logo). Grey socks, black shoes (not trainers). Grey shorts may be worn in the summer.

Early Years:
Pupils in the Early Years classes (Foundation) are encouraged to wear dark green polo shirts. No ties are required.

The main supplier for Lipson Vale Primary uniform is the School wear Shop, 105 Mayflower Street, Plymouth.

All children are encouraged to wear caps or hats (with the LVPS logo) on sunny days.

Sports Gear:
We aim to get children involved in P.E. as much as possible therefore it is extremely important that all children have a full P.E. kit in school all week. This comprises of:
Plimsolls (black) or trainers in KS2, navy blue/black shorts and white tee-shirts. They may also wear tracksuit tops/bottoms in colder weather.
All children attending soccer clubs require football boots (for outdoor use), shin pads, socks and a shirt. All children should be provided with a draw-string bag - clearly named – in which they must keep all their PE kit.

visit www.lvps.org.uk for more information
School Hours

Teaching Time

During each school day, KS1 children receive 5 hours and 15 minutes session time (including 15 minutes break) and KS2 children 5 hours and 20 minutes session time (including 15 minutes break).

Actual teaching time is:  
KS1 22.5 hours per week;  
KS2 23.5 hours per week.

We operate a ‘Soft Start’ approach to the beginning of the school day. Doors open at 8.45 and children may come into school at any point between 8.45 and 8.55am. After 8.55 children are classed as ‘late’ and must enter via the school reception.

Morning session:  
8.55 am - 12.15 pm

For the autumn/spring terms parents of the Foundation children (only) are invited to come into school, with their child between 8.45 - 8.55. This helps them to settle into the school day in a relaxed and informal way.

Afternoon session:  
1.15 pm - 3.15 pm (KS1),  
1.15 pm - 3.20 pm (KS2)

Parents are requested to ensure their children arrive punctually but not before 8.45 am.

Please note, although children have access to the playgrounds before 8.45 a.m. they are not supervised by staff, the school cannot be responsible therefore for their safety.

Whatever the circumstances, your child will not be allowed to leave school before the home time noted above unless you or some other authorised adult collects them - please see the note on ‘Attendance’ below.

If your child is ill or has to go home for some other reason, you will be contacted.

Attendance

Please make sure that your children attend regularly and punctually.

Late arrival affects not only your own child but the remainder of the class as well, so please make every effort to ensure your child arrives on time. All late arrivals must call at the school office to register and explain their lateness. Repeated lateness will lead to a visit from the Educational Welfare Officer. If your child is absent from school, you should adopt the following procedure:

1. Telephone or e-mail the school on the first day of absence
2. Keep the school informed of progress if the absence is longer than three days;
3. Send a letter to school giving brief details on his/her return if the illness is 3 days or more.

If a child has to leave the school during school time to attend the dentist, doctor, etc, please give your child’s teacher prior notice of this in writing and arrange for the child to be collected from school by a responsible adult, who is named on your S11 form. This arrangement also applies to the lunch period if your child stays to school dinners or takes packed lunches.

visit www.lvps.org.uk for more information
School Meals

School Meals are cooked on site and eaten in the hall. We operate the following system to ensure the cook can cater efficiently! Currently all Foundation and KS1 children are entitled to a free school dinner should they wish to have it. These can be ordered on a daily basis as and when your child wishes to have them.

For KS2 (Y3-Y6) all school dinners for the week must be paid for (online at School Money or at a Pay Point) by 9.30a.m on a Monday. Currently this is at a cost of £2.00 per day. If your child is ill on a Monday, payment can be made on the day they return to school. Children then make their choice from the menu daily at registration time. Menus are available from the school office or online at www.plymouth.gov.uk/standard_menu.pdf. Please discuss this in advance with your child.

To ease congestion in the hall a number of classes have their packed lunch in their own classroom, or outside in good weather. In all cases, the children are supervised by the school staff.

No child is permitted (unless arrangements have been made with school staff) to leave the premises during the mid-day break.

Cashless Payments

We operate a ‘cashless system’ for all payments into school including lunches, trips, book bags, and water bottles, music lessons etc. This involves parents ‘logging on’ to ‘School Money’ a secure website to make payments due using a debit/credit card. Parents who prefer to use Pay Point facilities in local shops may also choose this form of payment. Parents are sent a text to alert them when payments are due. Consequently it is extremely important that school has the most up to date mobile number and e-mail address for each family/parent.

visit www.lvps.org.uk for more information
Health & Wellbeing

Safeguarding Children

Our school community has a duty to safeguard and promote the welfare of children who are pupils. This means that we have a Child Protection Policy, a Safeguarding Policy, and procedures in place to safeguard the welfare and promote the well-being of all children.

Sometimes we need to share information and work in partnership with other agencies when there are concerns about a child’s welfare. We will endeavour to ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child’s best interest. As a parent/carer you should be aware that when we need to gather information we need to use effective questioning which is open and responsive so that we can make sure that appropriate action is taken for the child. Further information or copies of the related Policies can be obtained from the school office.

The Child Protection Officers are: Mr Vowles (Headteacher), Mrs Bromhead (PSA), Mrs Marsh (Deputy Head) and Mrs Timony (SENCo)

The SEND Code of Practice:

As an inclusive school we aim to welcome each child as an individual. We put children at the centre of the learning experience and work hard to understand and meet their needs, provide opportunities and challenges and help them to meet their potential in all areas.

We work closely with children, parents and a range of support agencies to identify areas of difficulty children may experience and carefully plan our provision to support them.

We follow the SEN Code of Practice which has recently been revised. This provides guidance and practical advice on how to carry out our statutory duties to identify, assess and make provision for children and young people with special educational needs.

Clear guidance about the SEN provision we are able to offer for pupils with additional needs and their families are published on the school website.

Inclusion

We believe Lipson Vale Primary School to be fully inclusive and have worked hard to promote inclusive practices within our school. The school has been awarded the City of Plymouth Inclusion Kite Mark in recognition of its excellent provision in this area of work. We have a School Inclusion Policy which outlines our commitment, identifies the management and organisation of those principles and gives clear and unambiguous information about the steps being taken to create an environment related to the physical and social setting, teaching and learning styles, the assessment, and review procedures that contribute to inclusion. Parents are kept fully informed about our inclusion practices and are entitled to contribute to the decision making process.

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Equality and Diversity
At Lipson Vale Primary School, we are committed to promoting equality of opportunity for all our school community and for tackling any discrimination in all its forms. We have in place an Equality & Diversity Policy that demonstrates our commitment and which ensures compliance with legal requirements.

PSA
The school employs a Parent Support Advisor – Mrs Elaine Bromhead, who is available to give advice and support to all parents. It has proved to be an extremely successful service and we would encourage all parents/carers to use it if appropriate. Initial contact can be made through the school office.

Community Action Group
Representatives from all classes in KS2 meet regularly to discuss ways to look after our local environment and work with the Council, Police and other outside agencies.

Eco Warriors – Representatives from KS2 classes meet regularly to work towards making the school a greener, more environmentally friendly, place.

Chicken Team – We have a small flock of school chickens who are cared for by a different class each week. They are overseen by the ‘Chicken Team’ from Y5 or Y6 who also raise money to support them.

Travel Team – Representatives from across KS2 meet regularly to support the ‘Walk to School Passport Scheme’ and also work with the Police to monitor traffic and parking outside school.

CITIZENSHIP
We actively encourage children to take an interest in, and proactively work towards, improving their school and local community. A number of groups with pupil representatives from across the school meet regularly including the following:-

School Council
The Governors and staff value the views of everyone at the school. The School Council is the voice of the pupils. They meet regularly holding full committee meetings with representatives from Y1 upwards acting as a valuable channel of communication with the rest of the school.
The School Curriculum
From September 2014 the school has been following the New National Curriculum which includes:
• The core subjects of English and Mathematics
• The foundation subjects of Science, Computing, History, Geography, Physical Education, Music, Art, Modern Foreign Languages, Technology and RE
• In addition there is a daily act of worship, either as a whole school, department or within class which is 'broadly Christian in nature'
• Computing– Increasingly the curriculum is delivered incorporating ICT. We have a set of portable notebooks available for class use as well as computers and laptops in each class base and an increasing stock of ipads. Every classroom has an interactive whiteboard which is a teaching aid. All classes are networked and have internet access. Children are encouraged to use a wide range of ICT in all aspects of their learning. E-safety is an issue that the school takes very seriously and we incorporate this into our teaching throughout the school. Our aim is to create responsible digital experts who are able to access and use all technologies safely

Creative Curriculum
The school recognises the importance of learning directly from hands on experience. In its attempt to broaden the curriculum and make it more creative there is an expectation that all classes either go on a class visit or have a class visitor each term.
In addition, year groups are encouraged to link areas of the curriculum including literacy to termly project themes.

Curriculum For The Under Fives
The age group 0-5 years is called the Foundation Stage and our 4-5 year olds access the Early Years Foundation Stage (2) Curriculum, known as EYFS. This is based around the characteristics of Effective Learning, which move through all areas of learning: –
• Playing and Exploring
• Active Learning and
• Creating and Thinking Critically, which underpin learning and development across all areas
The ‘Areas of Learning and Development’ are broken down into three ‘Prime areas’–
• Personal, Social and Emotional Development
• Communication of Language
• Physical Development
Specific Areas: Literacy, Mathematics, Understanding of the World and Expressive Arts and Design then provide essential skills and knowledge for children to participate successfully in society.
We try to use the curriculum so that the tasks are constantly matched to each child’s individual needs throughout the year. We like to develop the children’s independent skills as much as possible and we really appreciate the help parents give us in their preparation of the skills each child needs when they begin school. This then gives the children a head start as they have the ability to organise themselves and not have to continually rely on adults. We like to work with our parents and welcome your help in building up a complete picture of each child so we can cater for their individual needs appropriately.

visit www.lvps.org.uk for more information
Learning to learn

Accelerated Learning
The school embraces the practices essential to ‘Accelerated Learning’ including mind-mapping, brain gym and ‘sipping’. All children are encouraged to have with them a 500ml water battle (sports top type) for use during the school day. Research has shown that dehydration is common amongst children at school, and this measure is very effective in reversing that trend, and keeping the children alert and on task – and feeling better too!

BLP (Building Learning Power)
For the last few years the school have been using a learning model called Building Learning Power which develops and encourages lifelong learning skills. The theory is that the brain can develop its capacity to learn, like a muscle, providing it receives the correct amount and correct type of exercise. The brain’s muscles are called the four R’s, Resilience, Resourcefulness, Reciprocity and Reflectiveness. Children at the school are introduced to different ways of learning following this model. More detailed information is available at school or on the website.

Home Learning
We believe that there is a benefit to children from working in partnership with parents and carers at home on learning initiated in school. We operate a home learning policy which outlines current practice and expectations for all children, including Foundation (when they are ready to do so). Reading forms an essential part of home learning, the school uses a termly “Home/School Reading Record” booklet to monitor and record progress. This has proved very successful, and is designed to complement reading skills taught in school. Children are given fiction and non-fiction books to take home to read with their parents.

The school hopes that all parents encourage their children to take good care of school property, both in and out of school. Book folders are available on sale at school, which are waterproof and (almost) childproof! Water bottles should NOT be kept inside these please!

In Foundation and KS1 this is done at the direction of the teacher, especially in the early stages, where the help parents are able to offer their children with this important skill is recognised to be of great value. Additionally, phonics knowledge may be practiced in order to help with decoding of text.

In addition to reading, all children at Key Stage 1 and into KS2 have Maths Facts / Times Tables to learn which are tested and rewarded in school. This work develops and increases during the KS1 years and in the junior classes includes elements of the core subjects as well as project work and reading. The school also operates a system called ‘Talk Homework’. At times this literacy based home learning is set by the class teacher alongside usual activities for KS1 and KS2. Your child will be asked to talk with family members about a topic in preparation for writing on Big Write day in class. For more details see ‘Parents Guide to Big Writing’, available on the school website.

The expectation is that Home Learning is valued and that it should be done regularly. At the beginning of the year parents are given specific details of homework times, content and variety for the ensuing year. Details of weekly set activities are also published on the school website. In this way, we hope to strengthen home-school ties, and make working at home an even more valuable part of children’s learning.

visit www.lvps.org.uk for more information
Extra Curricular Activities

These provide an extra source of interest for the children and help them to gain confidence. The sense of achievement gained from doing something well has a beneficial effect on their school work and personality. These are partly provided by staff on a voluntary basis and partly by buying in expertise, therefore some clubs have a small charge attached to them. Some are in school time and others either before or after school. Over the course of the year the range available will include Music Clubs such as choir, orchestra and recorders, Sports clubs such as football, tag rugby and athletics and a variety of others such as cookery and art which depend on what volunteer adults are able to offer at different points in the year.

The Pastoral Curriculum

In addition to the academic curriculum, all schools have a Pastoral Curriculum, which seeks to encourage children to behave well, to accept the fair discipline that society requires, and to generally act in a caring and responsible manner; it is a preparation for Citizenship, another element of the full Curriculum.

Some children find social/behavioural development easier than others, and to help in this process, we have adopted a system called ‘Assertive Discipline’. This system works on a clear set of guidelines and rules, which are administered in a consistent and calm manner.

Sanctions vary from a word of disapproval at one extreme to permanent exclusion at the other. However, the essential element of this system is positive reinforcement by means of rewards. This varies from individual rewards (e.g. stickers, certificates home to parents, etc) to those ‘earned’ by a group or class (e.g. extra playtime, choice of activity, etc). We are also always very pleased to present awards in assembly (whether earned in or out of school) and to encourage care, courtesy and consideration. Our lunchtime staff also operate a reward system where children can earn certificates for behaviour over and above the expected norm.

When moving around school and particularly at break time and lunch time we ask that all children keep to these simple rules and parents’ co-operation in helping their child to remember - and observe - them is appreciated.

They are as follows:
1. Walk everywhere in the building
2. At playtime and lunchtime, go to the toilet before going out – do not re-enter the building before the end of the break period
3. At the end of break time, stand still and listen when the bell rings. Wait for the duty teacher to tell each class to go into school
4. Litter is placed in the bin, not on the floor; if you see any lying about, pick it up and put it in a bin even if it’s not yours
5. Take care of and provide respect for each other and your school. Look smart, eat smart, think smart, behave smart!

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Discipline

As suggested above, we expect the normal standards of good behaviour in our school and, therefore, punishment is not normally necessary. However, if a more serious or persistent breach of school discipline occurs it will be dealt with appropriately and in accordance with the guidelines laid down in the school’s Behaviour Policy.

The Director of Education has advised that the following statement regarding “Health and Safety and Pupil Behaviour” is included in all school prospectuses:

“It is vital that parents and pupils are aware that certain codes of behaviour are required to be followed, particularly in specialist areas such as laboratories and workshops where more hazards are present. Under the Health and Safety at Work Act, the City Council has responsibility to provide instruction, information, training and supervision for its staff, ie teacher, etc, and they in turn pass on their knowledge and expertise in the course of their teaching.

However, if a pupil consistently flouts the procedures laid down and explained by staff, and another person is injured or suffers damage to property as a result of such behaviour, the pupils and not the LA may be held personally liable in any future claim for compensation. I feel it is only fair to bring this to your attention since the staff are not always able to impress the need for safe working procedures and behaviour on all pupils.”

On rare occasions pupils exhibit challenging behaviour that requires intervention and physical restraint. For such instances some staff at Lipson Vale have been fully trained in Passive Intervention and Prevention Strategies (PIPS). The principles underpinning PIPS are that safety is paramount and is equal for both children and staff and that the skills of guiding, safe touch, holding and restraint are acts of care which combine with calming, diffusing and problem solving.

Under Part 7 of the Education and Inspections Act (2006), staff may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from committing an offence, causing personal injury to, or damage to the property of, any person (including the pupil themselves), or prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school.

Parents in Partnership with the school

Over the past few years, the number of parents working on all sorts of activities has been increasing. The school welcomes the involvement of parents in its day-to-day life and if any parent wishes to offer his/her services on a regular basis, contact should first be made with Mrs Caves. Legislation requires that all ‘new’ parents volunteering to work in school must go through the ‘DBS’ police check. This is a relatively painless procedure, and is conducted in an appropriately sensitive manner. The governors are sure that parents will understand the need for these precautionary measures. Activities currently undertaken by parents include:-

- Parent Partners - reading development*
- Helping in Class
- Improvement of school site
- Helping in the Library
- Cookery
- Duplicating/Photocopying
- Helping with sporting activities
- Educational visits
- Helping children with Special Needs
- Helping with clubs

*Training is available for this vital and highly valued service. Please contact Mrs Bromhead for more information.

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Parents’ Voice

The Governors and staff also recognise the importance of listening to all members of the Lipson Community. Parents’ Voice is a group of parents who meet every term to discuss, informally, the ideas, concerns and views of the parents. Everyone is welcome.

There is a suggestion box in reception for parents who are unable to attend plus an email contact at parentsvoice@lipsonvale.plymouth.sch.uk for those who would like their opinions considered.

Lipson Vale PTFA

All parents of children in the school are automatically members of our PTFA, and non-parents (the ‘Friends’ part) are welcome to join. Meetings are held in the evening at school usually twice a term.

Each year the PTFA raises money for the school. A target amount of money is set for projects to which money is allocated and we are very grateful for the range of support provided over the years. This includes refurbishing our First Aid room, setting up the new kitchen for children’s use, providing outside equipment, subsidising school trips, buying a variety of IT equipment for classrooms and improving a number of areas within school.

The aims of the PTFA include:

• to improve the educational and social opportunities of the children at the school (those not normally provided by the Local Authority)
• to foster good relationships between staff, parents, and others associated with the school
• to improve the facilities within the school
• to engage in activities which support the school
• to provide a Christmas and Summer Fair each year
• New committee members always welcome or volunteer to help with different events as they happen.

Please support the PTFA in its important work on behalf of the children in our school.

Visit www.lvps.org.uk for more information

Giant’s Garden – Story Chair provided by PTFA