



BOROUGH GREEN
Primary School

Our children:

'Learning Together with Kind Hearts and Determined Minds'.

Borough Green Primary School has a century's history of success. We provide a broad, balanced and highly enjoyable education for children aged 4 to 11 years. Our very strong team of staff does all it can to ensure that our children make the most of their innate abilities and potential. We aim for academic excellence but we also recognise the importance of every child's personal development. We want our children to experience a wide range of activities and we have particular strengths in modern foreign languages, music and sport. Our school ethos is warm, welcoming and inclusive with a very strong family atmosphere that provides a great sense of belonging. In addition, our school is very much at the heart of the local community as we have our own "Steps to School" day nursery, pre-school and wrap-around childcare facilities.

Fundamental to our success is the quality, commitment and teamwork of everyone involved with our school. Whatever their role, our staff are fully committed to supporting our children's success; our governors are equally committed and our parents fully support us through, for example, our very successful Parent and Teachers' Association. Everyone has a vested interest in and a positive impact on the education we provide.

"The strong leadership of the headteacher and the governors ensures that staff and pupils work together to raise achievement." (Ofsted, June 2014)

"Teachers have high expectations. Pupils respond enthusiastically and take a pride in their school and their achievements." (Ofsted, June 2014)

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Our School Vision

***Our children:
Learning Together with Kind Hearts and Determined Minds.***

The next page expands on our vision as we believe that our children need to develop the courage and confidence to face any challenges.

Four important components in this development are:

- Belonging
- Independence
- Mastery
- Generosity

School Vision

Children need to be: physically and mentally healthy, able to take decisions and deal with any challenges. To achieve this they will require: a range of skills, courage, adaptability and determination. Each child is at the centre of this “Circle of Courage”, which has four elements:

Belonging

- Children must feel safe, secure and happy, being confident in the adults around them and confident in the consistency of expectations within our school community.
- Our school has a strong and distinctive ethos based on equality of opportunity, inclusivity and respect for each other. The school is a welcoming part of our local community and promotes teamwork.
- We will support individuals and families the best we can.
- Physical, emotional and mental health are recognised as key factors in promoting each child’s sense of belonging and security



Circle
Of
Courage

Mastery

- High quality teaching and learning enable our children to acquire a wide range of academic and personal skills.
- Our children should be self-controlled and should seek to achieve personal goals rather than superiority
- We have a broad curriculum that recognises and promotes skills and achievement in the arts, sport, and technology as well as academic areas.
- We will seek out, recognise and celebrate the success of individuals, teams and our school community.

Independence

- We want our children to take decisions; to be responsible for their own success, and understand that there are consequences for inappropriate actions
- Our children should be able to set themselves challenging targets that extend their personal best in a wide range of areas.
- We will encourage teamwork and mutual support; we help each other to succeed
- We want each child to be self-disciplined and make the best of what they have.

Generosity

- We want our children to contribute to supporting others locally, nationally and internationally
- We want our children to ultimately feel able to give even cherished things to benefit others
- We will promote the concept of “service to others”

1. General Information

1.1 Organisation

Our school caters for children from 4 to 11 years of age with Steps to School, our on-site nursery and pre-school, providing childcare from 3 months and an after school club for our school age children..

School is organised into three well-integrated departments

Early Years Foundation Stage (EYFS) (Reception)

Key Stage 1 (KS1) (Years 1&2) (Infants)

Key Stage 2 (KS2) (Years 3&4, 5&6) (Juniors).

Our Reception children follow the statutory framework for Early Years; our Key Stage 1 and Key Stage 2 children follow the National Curriculum.

Borough Green Primary School is a Foundation School which means that the school's Governing Body has greater powers than in community primary schools. For example, the Governors employ all school staff, they own the school site, can set certain school policies and have the power to determine the timing of the school year. Our school is also part of the Tonbridge, Malling & Maidstone District which includes about 90 primary schools. We work very closely and collaboratively with other District schools and with Kent Local Authority.

We currently have approximately 300 children on roll. The school is organised into two small Reception classes (EYFS) of 22/23 children but thereafter into three mixed classes of about 30 in each of: Years 1&2, Years 3&4 and Years 5&6. This gives 11 classes in all.

1.2 Early Years Foundation Stage

“Children enter the Early Years Foundation Stage with skills and abilities which meet expectations for their age. Good and outstanding teaching ensures that children make outstanding progress and are well cared for.” (Ofsted, June 2014)

We recognise that this is a crucial period of transition from pre-school to school. From the start we want to work in partnership with parents. There is a “new parents” evening in the June before children start. There are also specific introductory school sessions for children to visit prior to starting. Also, and importantly, all parents have individual meetings with our teachers so that any key information can be discussed. Once the year has started parents are then invited to workshops e.g. teaching of phonics, mathematics, writing and also a session about children's behaviour. In addition we invite parents in to the classrooms to see “child initiated learning” in practice. Our teachers and support staff work very hard in keeping on-going records of development for each child, using Tapestry, an online tracking system that ensures parents are regularly updated with their child's progress. Parents are also invited to contribute evidence from activities outside school. It is a joint effort.

1.3 Facilities

Our school has excellent facilities and spacious grounds. The original building, dating from 1911, is well maintained and has:

- a heated swimming pool used by all children in the warmer months;
- a well-equipped library with a computerised loan system ;
- a bank of laptops and ipads that allow flexible usage via a wireless network;
- a small kitchen giving cooking facilities for small groups of children;

Our Reception classes have the benefit of a dedicated outside learning area that allows our youngest children to experience their learning both indoors and out. This is very important in fostering our children's active participation.

Attached to the Key Stage 1 block is a large hall that is used for a variety of activities. Part of this building contains our kitchen where school meals, with that 'homemade' touch, are prepared by our own catering staff

The school's grounds are extensive with:

- playing fields with traversing wall and trim trail
- netball courts, and three playgrounds
- outdoor heated swimming pool
- a pavilion
- a nature area
- an outdoor classroom with stage area
- gardens



“The nursery gives children an excellent start so that they are well-prepared to enter the Early Years Foundation Stage.” (Ofsted, June 2014)

Borough Green also has extended school facilities, offering “wrap around” childcare provided by our Steps to School Day Nursery, Pre-School and Club. As well as providing excellent and flexible childcare for children between the ages of three months to five years, we also offer ‘before and after school’ care for children up to the age of 11. (Steps to School was Ofsted inspected in August 2017 and received a good rating.) During the school holidays childcare is offered for children between the ages of 4 and 11 in the holiday club.

1.4 Computing

Information and Communication Technology is a key tool within the curriculum and there is an entitlement that children should have access to, and learn from and through, computers. Every class is connected to our curriculum network that gives children access to a range of curriculum software. Our school has full specification broadband as required by government and all classrooms have an interactive whiteboard which gives teachers access to almost unlimited teaching resources via the internet. Controlled and supervised access to the internet is also part of the curriculum and complements the traditional paper-based research and information skills taught. As well as networked computers in every classroom and the interactive boards, our children also have access to laptops and ipads that operate flexibly across the school on a wireless system.

2. Admissions to Borough Green Primary School

2.1 General Admissions

Although we would always hope to admit all children who wish to come to this school, whether they live in Borough Green or in the surrounding area, this cannot be guaranteed. Borough Green is a Foundation School and as such our Governors determine the school's Admissions Policy. If we are oversubscribed, priority according to the following criteria will apply:

i) Looked After Children and Adopted Children

Children in Local Authority Care – that is a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 Children Act 1989) or who is the subject of a care order under Part IV of the Act. This applies equally to children who immediately after being looked after by the local authority became subject to an adoption, residence or special guardianship order (As defined by Section 46 of the Adoption and Children Act 2002 or Section 8 or 14A of the Children act 1989).

ii) Current Family Association

This refers to a brother or sister at the school at the time of entry. This includes: natural or adopted siblings; step or foster brothers or sisters; those who live as brothers or sisters in the same house.

iii) Children of Staff Employed by Governors

- a. where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or
- b. the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

iv) Health and Special Access Reasons

Medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians', physical or mental health or social needs means that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

v) Proximity

Nearness of children's homes to school – we use the distance between the child's permanent home address and the school, measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody.

Under Section v) - In a tie breaker situation the nearness of an applicant's home to school will be the decider. If in the event more than one applicant has the same distance from home to school (as measured by the LA) then a random selection will be applied.

Parents should consult the most recent Admissions guidance, published by Kent County Council (KCC), for further information about how home to school distances are measured and defined including details about how blocks of flats will be treated and what constitutes a permanent or main residence.

The cut-off date for applications for admission to the Reception classes is usually in the January before the start of the new academic year. Comprehensive information for parents on the application process is available on the Kent County Council website: www.kent.gov.uk . Application is currently by online submission to www.kent.gov.uk/ola. For those who do not have internet access please contact the School Office for further advice. In May/June further information is sent out by us, including arrangements for a meeting for new parents, and dates for "taster days". When children start in Reception there is a short phased programme. The six eldest children in each class start first followed each day by the next two children in age until all children have started. All children attend for full days.

Please come and visit our school. We hold an Open Evening before October half-term and two Open Mornings before Christmas. In addition, you are also welcome to make individual tour appointments with the Headteacher. You may bring your child if you make an individual visit, or come on your own if you prefer. Of course, you are welcome to make more than one visit if you so wish. Telephone or call in at the office to make an appointment. Should you decide to send your child to Borough Green you will then be required to follow the admissions procedure that applies to all Kent schools. If you have any questions about admissions, please contact the School Office in the first instance.

2.2 Admission for Year Groups Other than Reception

Parents are encouraged to contact the school to arrange a visit and for details of the In Year Casual Admissions procedure.

2.3 Admittance Of Pupils With A Disability

We are a fully inclusive school and welcome applications for admission from all children. Our Admissions Policy contains no criterion that discriminates against any child on the grounds of disability or any special or additional need. We will always work in partnership with parents/guardians and other services to support children with particular needs. We will manage the admissions of such children in consultation with all involved and hope to admit as long as this admission is not detrimental to the education of the child concerned or to the education of other children.

2.4 Current Access Facilities

Wherever possible we will adapt and manage the curriculum, and the school site and accommodation, in order to make provision for a disabled child. For example classrooms in the two storey Key Stage 1 block have been allocated so that ground floor access has been made available to one pupil using a wheelchair. Similarly, we have provided adapted information technology hardware for users with particular physical/co-ordination needs. There are ramps to enable easier access to the main building/hall and the Key Stage 2 building has been painted to give doorways better visibility. In planning the curriculum we assess the needs of all children and will deploy our available resources to match those needs. *The key consideration in admitting any child is whether or not Borough Green can provide the most appropriate education to suit their needs.*

2.5 Accessibility Plan

In line with national requirements we have an Accessibility Plan – a copy is available as an appendix to this prospectus.

2.6 Special Educational Needs and Disability (SEND)

We adhere to national legislation and guidance applicable to special educational needs. Borough Green Primary actively applies to access other agency support available through Tonbridge & Malling District. We have an Inclusion Manager who manages a team of skilled Teaching Assistants (and Higher Level Teaching Assistants) who deliver a range of support programmes, e.g. music therapy, socially speaking, booster groups.

School self-evaluation of SEND is undertaken regularly and an analysis of provision for children on the SEND continuum has focused how we deploy our support staff and resources. We have systems in place to ensure that we track our children's progress from when they start with us, and we seek to identify those children who need extra support as early as possible.

Support groups such as "Circle of Friends" and groups centring around the "Social Use Of Language" (SULP) have been used very successfully and our staff are always seeking professional development with specific SEND training and updates. Whole-school training on speech, language and communication, and Teaching Assistant training on Circle Time and Lego Therapy are examples of how we have increased our understanding to support vulnerable groups of children.

In all we do we wish to work in partnership with parents and we always seek to work to the benefit of all of our children.

2.7 Secondary Education

Children remain at our school until the end of Year 6, when they transfer to a secondary school. Between 40% and 50% of the year group normally take part in the Kent selection procedure to assess their suitability for grammar school. We are proud of our high success rate, which reflects the academic standards of the school and the professional advice given to parents by teaching staff.

We have systems for tracking children's progress and attainment and this information is shared at parent consultations and, if requested, during our informal 'open classroom' sessions. Parents of Year 5 children are invited to individually discuss their child's possible secondary transfer options with the class teachers and a senior member of staff. We aim to give honest and clear information at regular intervals so that parents are well aware of their child's progress.

A meeting is then held for all parents at the start of Year 6 in order that the details of the transfer process can be updated and any questions answered. We will do all we can to support parents in this process but secondary option choices are decisions ultimately made by parents.

A wide range of secondary schools are available to our pupils in Maidstone, Sevenoaks, Tonbridge, Tunbridge Wells and north Kent/Medway. Historically our children have transferred to anything between 12 and 20 secondary schools of all types.

3. Equal Opportunities

The school promotes equality of opportunity for all pupils and takes due regard of the protected characteristics as set out in the Public Sector Equality Duty (2011) and the Equality Act (2010).

4. School Times

School Starts	08:50
Lessons begin	08:55
Morning Break	10:10 to 10:25 for Early Years and Key Stage 1 10:30 to 10:45 for Key Stage 2
Lunchtime	12:00 to 13:10 for Early Years and Key Stage 2 11:50 to 13:00 for Key Stage 2
Afternoon Break	14:10 to 14:25 for Key Stage 1 No break for Early Years or Key Stage 2
School Finishes	15:25 for Early Years 15:30 for Key Stages 1 & 2.

Please ensure that your child arrives in good time for the start of school. However, children should not arrive before 08:40. There is no teacher on duty before this time, and we cannot be responsible for the safety of pupils who arrive early.

From 08:40 children are able to enter the school and settle themselves into their classrooms ready for the school day to begin.

5. Absences

If a child is away from school then their education will be affected, and it is a national requirement that all schools set targets in order to promote the highest possible rates of attendance. In order to support the welfare of our children we expect parents to contact the school by phone as soon as possible on the first day of a child's absence. If we receive no contact we will then phone parents to check. The school can take recorded messages for absence.

Following an absence a short explanatory letter should be sent to school. It is helpful if we are informed in advance of any medical or dental appointments. All absences are electronically recorded on our information management system and parents will receive a record of this information annually. Reasons for absence are coded and absence data is sent to Kent on a regular basis.

Since September 2013 no school is allowed to authorise holiday. Absence will only be authorised in exceptional circumstances.

6. School Lunches and Packed Lunches

Being healthy is an important part of each child's personal development and the food children eat has an important long-term effect upon their health and their ability to learn. Our school meals contribute significantly to our drive to promote healthy lifestyles for our children. There are national nutritional standards that apply to school lunches, which we follow. Our school lunches are cooked in our own school kitchen and are prepared by experienced cooks who provide well prepared food made from fresh ingredients. Compared with contract caterers, a far greater proportion of the cost of our dinners is spent on the ingredients. We aim to make each meal time a pleasant social experience and parents are able to sample the lunches from time to time. Each day there is a choice of hot meal, with at least one vegetarian option. Salad and bread are always available. There is also a choice of sweet – including yoghurt or fresh fruit. Our kitchens consistently receive a 5-star award for food hygiene from the Tonbridge & Malling Borough Council environmental health department.

Parents/Carers of KS2 pupils are able to make payments for school lunches via ParentPay but payments by cash or cheque can also be accepted at the School Office. Parents of children in Early Years, KS1 and KS2 on income support should apply for free school meals. irrespective of the current free school meal provision for Early Years and Key Stage 1. This will provide entitlement to Pupil Premium funding which covers both free school meals and funding for educational support. Application can be made via the Kent County Council website (www.kent.gov.uk). Children receiving free school meals/Pupil Premium funding are treated no differently from the other children.

Children may of course bring a packed lunch (although parents of children in Early Years and Key Stage 1 must notify the school in writing if they are opting out of the free school meal provision or, for KS2 children, if they are changing from paid meals to packed lunches). As with school lunches there are national guidelines as to what should be included in packed lunches and we support this guidance whilst also recognising that some children have very particular dietary needs. Packed lunches should be brought to

school in a named plastic container. Drinks provided with a packed lunch should also be in a plastic container or a carton – no glass bottles, please. Fizzy drinks are not permitted.

7. Teaching and Learning - The Curriculum



“The range of subjects taught is well-planned. Pupils’ writing across a range of subjects is strong. French is taught throughout the school and a wide range of clubs and activities enhances pupils’ experience.”

“Pupils talk enthusiastically about their work and are proud of the progress which they have made. The school makes strong provision for pupils’ spiritual, moral and cultural education. Music is a particular strength and pupils’ singing in the choir is impressive. All pupils have swimming lessons in the school pool.”

(Ofsted, June 2014)

At Borough Green Primary School we deliver the curriculum in a way that ensures the maximum impact on our children. Our lessons evoke emotions and strive to totally immerse the children in an experience that is memorable and enjoyable. This re-designed curriculum teaches the children, through a number of experiences over the year, which develop the children’s natural inquisitiveness. We aim to involve the local community in as many experiences as possible with parents/grandparents etc. involved in tea parties, art exhibitions and documentary presentations.

Through tracking children’s progress and attainment we can differentiate learning and cater for the wide range of children’s needs that exist in every primary school. Parents will be informed whether their child is working below, at or above the required standard.

All of our children benefit from regular teaching of French, they are taught to swim by a trained swimming coach and have specialist teaching in music. From Year 1 through to Year 6 we also provide regular Personal, Social and Health Education which helps to support children’s wider personal and emotional development. Children may be taught as a whole class, in small groups or individually depending on the learning objectives.

A well-qualified and experienced team of Teaching Assistants work alongside class teachers. Parents are regularly invited to discuss the progress of their child and appointments can be made to meet with the Inclusion Manager who is happy to discuss any queries.

7.1 Pupil Voice

We want to give our children opportunities to voice their own opinions about our school and so make a positive contribution to our on-going development. In order to do this we have regular meetings of our School Council and there is a “Have Your Say” box into which children can post written suggestions. School Councillors, House and Sports Captains are voted into office by their peers. Within our Personal, Social and Health Education (PSHE) programme there are also regular circle time opportunities during which a range of issues might be discussed. On the playgrounds a system of mediation and “play leaders” has been put in place whereby a group of trained Year 5 and 6 pupils can help younger pupils to sort out any minor problems.

7.2 Home/School Learning

There are no statutory requirements on school or child regarding homework (home learning), and parent questionnaires have shown a wide range of expectations in this area. Our overall aim is to support independent learning that links to classroom experiences through as consistent an approach as possible. We see a value in children engaging in homework as a means of reinforcing or extending what is learned in school. Types of homework and the amount set will vary according to what the class is doing. However the minimum set each week will be maths or literacy (KS1) or maths and literacy (KS2).

Reading on a daily basis is expected. We encourage reading aloud with an adult throughout the primary years. Even if your child is a fluent reader, having a discussion about the story (for example, the characters’ personalities and actions, the ‘wow words’ used by the author) is a valuable way to develop reading skills.

7.3 Learning outside the Classroom

Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. These are often the most memorable learning experiences, helping us to make sense of the world around us by making links between feelings and learning. They allow us to transfer learning experienced outside the classroom and vice versa.

Learning outside the classroom is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and when we learn allowing our children to develop in all areas of our 'circle of courage' - mastery, belonging, independence and generosity.

Borough Green Primary School has a strong commitment to the added value of learning outside the classroom. Outdoor Learning will take place every week in every class, in addition to outdoor PE. Each year the school will arrange a number of educational visits and activities that take place on and off the school site and/or out of school hours, which support the aims of the school.

8. Out Of School Activities

Each year we offer a different variety but our clubs can include:-

Cricket	Lace Making	Football
Chess	Choir	Crochet & Knitting
Tag Rugby	French	Athletics
Recorders	Netball	Rounders
Quiz Club	Orchestra	Puzzle Club



9. Pupil Welfare

“The school environment is safe and welcoming. Pupils’ behaviour is good and they manage their own behaviour well, helping each other to learn.” (Ofsted, June 2014)

9.1 Emergencies

In the event of an emergency it is vital that school records are accurate. Please let us know immediately of any change of address or any change of telephone numbers on the emergency contact form.

9.2 Medicines In School

Occasionally it is necessary for parents to send prescribed tablets or medicines to school for children to take during school hours. These must be given to the school office with the child’s name and the directions clearly printed on the container. **We can take no responsibility in the event of medicines being incorrectly administered.** There are certain medicines and treatments we are unable to administer, but we are very happy for parents to come to school at lunchtime to give medicines themselves.

Children who suffer from asthma must have their inhalers with them at school, which must also be clearly labelled.

9.3 Medicals

Children normally have a height and weight check at school during their reception year and in Year 6.

9.4 Safeguarding/Child Protection

The welfare and safety of our children is of paramount importance. Our routines and processes are aimed at creating an environment in which our children are safe and feel safe. The appropriate checks are made on staff and volunteers prior to appointment and at least one governor is trained in safeguarding relating to staff appointments. The Headteacher is the Designated Safeguarding Lead (DSL) and the Inclusion Manager is the Deputy Safeguarding Lead. All welfare/safeguarding concerns raised by any member of staff are recorded on Welfare Concern Forms. The DSL then decides what action should be taken. The DSL will involve LA support, or Social Services as appropriate to each case.

10. Behaviour and Discipline

“Teachers have well-established, positive relationships with pupils, so that pupils are calm, settled and ready to learn. Pupils respond well to teachers’ high expectations of behaviour and learning.”
(Ofsted, June 2014)

We expect high standards of behaviour, respect, courtesy and thoughtfulness from everyone on our school site. The children are regularly reminded of our expectations and a Five Step Approach for rewards and sanctions is on display around the school. The school has a Behaviour and Discipline policy and a Behaviour Principles Statement. The policy clearly defines what we understand to be bullying and states that we do not accept bullying and that suspected cases will be dealt with and will not be ignored.

Our aim is to create a stable, ordered, caring community where children are encouraged to be responsible, self-reliant and sensitive to the needs and feelings of others.

10.1 Home-School Agreement

In line with government legislation we have a home-school agreement. Although this is not a legally binding document it does represent the spirit of the partnership we want to develop between home and school. A copy of our agreement is available as an appendix to this prospectus.

11. School Uniform

All our pupils wear school uniform, details of which are as follows:-

Boys – Winter Uniform

Grey trousers
White shirt/polo shirt
Grey socks
School tie (juniors only)
School bottle green round/V-neck sweatshirt

Girls – Winter Uniform

Grey skirt, pinafore dress or tailored trousers
White blouse/polo shirt
White or grey socks
Grey, black, green or white tights
School tie (juniors only)
School bottle green round neck/v-neck sweatshirt or
sweatshirt fabric cardigan

Summer Uniform

Grey trousers or shorts
White short-sleeved shirt/polo shirt

Summer Uniform

Green checked dress

Please ensure that your child wears sensible black shoes or sandals to school, NOT TRAINERS or BOOTS.

Many items are available from the school office. Please use ParentPay to order uniform or download/request an order form from the school office if you wish to purchase uniform. The Parent and Teachers’ Association also runs a second hand uniform shop on site.

12. PE Kit

Plimsolls/trainers
House colour tee-shirt
White shorts
Sweatshirts and jog trousers may be worn for outdoor games in cold weather.
Swimming costumes, hats and towels are needed by all pupils for swimming.

Please Note:

- Long hair should be tied back at all times whilst children are in school.

- **Earrings and studs must be removed or covered for all PE lessons** If you are considering having your child's ears pierced, please wait until the beginning of the summer holiday which will allow sufficient healing time so that earrings can be removed for PE lessons.
- Please ensure that all items of uniform, PE kit and other personal possessions are clearly marked with your child's name, preferably by sewn-in or ironed-on labels.

13. Personal Possessions

Please do not allow your child to bring valuables to school, such as expensive watches, jewellery or more than a small amount of money. The school cannot take responsibility if such items are lost or damaged.

14. Parental Involvement

14.1 The Parent and Teachers' Association (PTA)

The Parent and Teachers' Association extends a warm welcome to parents of new pupils. The aims of the Association are to form bonds between home and the school, and to provide the children with extra facilities. Membership is given to parents of all pupils, past and present. There are regular committee meetings but the PTA always needs parents to help on an ad hoc basis – so any offer of help is always appreciated.

The Association has been most valuable in providing facilities to the School over and above those gained through the school's delegated budget. These have included:

- A refurbishment of our swimming pool
- An assortment of playground equipment
- Construction of the outdoor area for Reception children
- Outdoor Classroom

In support of our "Healthy School" agenda, the Association has also funded water coolers throughout the School so that children have access to fresh, chilled water at all times.

The Association is also a valuable consultative body for the school.

Regular fund raising activities include: Christmas Fair, Pamper Evening, Summer Fair, children's discos, 100 Club. There are additional fund-raising events from time to time, for example, Table Top sales and a fantastic Music on the Meadow event.

The association is self-supporting and benefits every child in the school. The PTA is a registered charity.

Thank you for taking the time to read through our prospectus. Every effort is made to keep this document updated, but any recent changes in policies or practices might not always be recorded until the prospectus is reviewed.

Appendices

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ACCESSIBILITY PLAN

Policy Adopted:

January 2017

Review Date:

February 2020

Signed: _____ Date: _____

Our children: Learning Together with Kind Hearts and Determined Minds

Borough Green is committed to the principle of respecting diversity and fostering equality in everything it does. All policies will be developed and implemented throughout the school based on that principle. This plan forms part of the school's Equality Information Objectives.

Accessibility Plan

1. Background

- 1.1 Schools have a duty under the Equality Act 2010 to produce, implement, review and revise an Accessibility Plan.
- 1.2 The definition of disability under the law is a wide one.
"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."
- 1.3 This definition includes any visible or hidden disability and includes learning difficulties such as autism and dyslexia, and physical conditions such as diabetes.
- 1.4 If a person has been disabled in the past they are still covered by the legislation for the rest of their life.
- 1.5 A pupil with a disability has a special educational need if they need any special educational provision to be made for them to access school education. Pupils may have either a disability or special educational need or both.
- 1.6 Any part of a building open to the public (e.g. all lettings, public performances etc.) had to be fully accessible by October 2003 under Part III of the DDA 1995.

2. Accessibility Plan – Borough Green School Aims:

- 2.1 To increase the extent to which pupils with a disability can participate in the school's curriculum, school clubs and school visits.
- 2.2 To look at the impact on disabled pupils of the way the school is organised, for example, school policies and practices around the administration of medicines, time-tabling, anti-bullying policy, school trips and teaching and learning.
- 2.3 To improve the physical environment of the school so as to increase the extent to which pupils with disabilities are able to access the education provided
- 2.4 To monitor attainment and progress of disabled pupils including end of key stage results.

3. Access in respect of pupils and people with Physical Disabilities and/or Sensory Impairments

- 3.1 The Equality Act requires that where a physical feature makes it impossible or unreasonably difficult for disabled people to make use of the service, reasonable steps must be taken to remove it, alter it, or provide a reasonable means of avoiding the feature.
- 3.2 Physical features include: steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilet and washing facilities, public facilities (such as telephones, counters or service desks). Also included could be seating in a garden, stiles and paths, and fixed signs.

4. Access Audit

Access audits identify the main areas that will impact on access such as:

Car parks and footpaths Doors and door controls Sanitary conveniences Signage and way finding Finishes and decorations Stairs/stairways Medical rooms Communications, alarms and security	Ramps and ramp systems Lifts and lifting devices Handrails and hardware Lighting and acoustics Furniture and equipment Emergency access routes Toileting and changing facilities
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5. Building Access Planning

At Borough Green Primary School:

- all building projects that adapt, replace or add to existing buildings must take account of and improve accessibility;
- the School Plan (where applicable) will take account of the continual need to audit and improve access to the school buildings, the curriculum and information provided by the school

6. Accessibility Planning

6.1 Health and safety monitoring is provided by regular visits of the Governors'. . The findings of monitoring visits will inform governors' accessibility planning. Through the H&S monitoring visits a range of governors gain valuable accumulated knowledge of the school site and curriculum, and are in touch on a day-to-day basis with issues pertaining to access. Via the Headteacher this group will communicate with other governors and from time to time it will call upon the expertise of other individuals or external advisors, e.g. Inclusion Manager), Improvement Advisor.

6.2 Accessibility planning by governors and Headteacher aims to:

- audit school accessibility at least once a year and make recommendations to the Governing Body based on these audits;
- monitor accessibility to the school and curriculum through reporting upon the relevant sections of the SP in which access priorities have been included;
- support the Headteacher and governors in collating information and seeking external advice as appropriate;
- evaluate and review progress, and report the findings to the full governing body;
- ensure that the school's website includes statutory information regarding access.

CONTACT INFORMATION & OUR GOVERNORS

BOROUGH GREEN PRIMARY SCHOOL

School Approach, Borough Green, Sevenoaks, Kent TN15 8JZ

Telephone 01732 883459 Fax 01732 882169

Email: school.office@bgpschool.kent.sch.uk

Website: www.bgpschool.kent.sch.uk

Headteacher: Mrs K Sandberg
Acting Assistant Headteachers: Mrs R Jeffery/ Mrs S Martin

Phase Leaders: Foundation Stage: Mrs R Jeffery
Key Stage 1: Mrs M Brown
Key Stage 2: Mrs S Martin
Inclusion Manager: Mrs N Pilfold

MEMBERS OF THE GOVERNING BODY

Local Authority Governor	VACANCY
Partnership Governors	Caroline Conroy Chris Turner
Co-opted Governors	Emma Burgess Scott Harwood Mark Howard Richard Lucas Stephen Sibbald
Headteacher	Karen Sandberg
Staff Governor	Emma Wood
Parent Governors	Sharon Foster Jenny Hadfield
	Chair
Clerk to the Governing Body (Contact through the school)	Karen Proctor

TEACHING STAFF

Early Years Phase Leader	Mrs R Jeffery	Reception
	Miss C Parsons	Reception
Key Stage 1 Phase Leader	Mrs M Brown	Year 1/2
Key Stage 1 Teachers	Mrs L Austen	Year 1/2
	Mrs A Wibroe	Year 1/2
Key Stage 2 Phase Leader	Mrs S Martin	Year 3/4
Key Stage 2 Teachers	Mrs S Davies	Year 5/6
	Mrs G Hemsley	Year 5/6
	Mrs S Quantick	Year 5/6
	Mrs S Martin	Year 3/4
	Mr S Wellstead	Year 3/4
	Miss E Wood	Year 3/4
Specialist Music Teacher & Instrumental Tuition	Mrs C Johnson	

SUPPORT STAFF

Bursar	Mrs L Isted
Clerical Assistants	Mrs S Collings
	Mrs L Fitchett
	Mrs A Payne
School and Nursery Finance Assistant	Mrs R Radclyffe

Teaching Assistants	Mrs S Allwright
	Mrs S Bibby
	Mrs L Bryce
	Mrs J Bucknall
	Mrs J Cason
	Mrs A Foreman
	Miss S Galloway
	Mrs R Gordon
	Mrs S Haley
	Mrs C Hammal
	Mrs D Harber
	Mrs R Harvey
	Mrs K Jones
	Mrs C Marsh
	Mrs N Watson
	Mr J Wheatley
	Mrs D Wicks
	Mrs N Worf
	Mrs M Wright

Lunchtime Supervisors	Mrs J Haime
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Kitchen Staff	Mrs T Howes (Cook)
	Miss Z Farrant
	Mrs J Haime
	Miss G Johns
	Mrs S Matthews
	Mrs C Walsh

Premises Staff	Mr S Wheeler (Facilities Manager)
	Mrs J Haime (Cleaner)

TERM DATES FOR THE 2017-2018 ACADEMIC YEAR

(all dates are inclusive)

Term 1

Wednesday 6 September 2017 – Friday 20 October 2017

Term 2

Monday 30 October 2017 – Tuesday 20 December 2017

Term 3

Thursday 4 January 2018 – Friday 9 February 2018

Term 4

Monday 19 February 2018– Thursday 29 March 2018

Term 5

Monday 16 April 2018 – Friday 25 May 2018

Monday 7 May 2018 is a Bank Holiday

Term 6

Thursday 7 June 2018 – Tuesday 24 July 2018

INSET/Non-contact days for teachers

Term 1

Monday 4 September 2017

Tuesday 5 September 2017

Term 5

Monday 4 June 2018

Tuesday 5 June 2018

Wednesday 6 June 2018

From 1 September 2013 Headteachers are unable to agree leave of absence during term time unless they are satisfied that there are exceptional circumstances. Please note, where leave of absence has not been agreed and you take your child out of school the leave will be recorded as **unauthorised** and a Penalty Notice may be issued.

BOROUGH GREEN PRIMARY SCHOOL

Home-School Agreement

The School agrees to:

1 Teaching and Learning

- Deliver a broad and balanced curriculum that meets individual needs
- Ensure that homework tasks are appropriate and in accord with school policy
- Provide a range of extra-curricular opportunities

2 Well-being and Safety

- Ensure your child's physical and social well-being and foster in them feelings of confidence, self-worth and belonging
- Expect high standards and set clear guidelines for behaviour
- Not tolerate bullying
- Promote e-safety enabling your child to develop a responsible attitude to safety online, system use and to the content they access or create

3 School- Home Partnership and Communications

- Actively welcome parents/carers into the life of our school and ensure that teachers can discuss with you any concerns you have about your child's progress/welfare at a mutually agreed time
 - Offer regular information about your child's progress and give early warning of any problems with their work, behaviour or well-being
 - Keep you informed about the school's policies, guidelines and expectations
-

Parents and carers agree to:

1. Children's Learning

- Ensure that my child attends school regularly, arrives punctually and properly equipped with personal items clearly labelled
- Ensure that my child gets sufficient sleep and nourishment in order that they can work productively in school
- Support my child in his/her homework and promote opportunities for home learning where possible

2. Well-being and Safety

- Support the school's policies, values and rules regarding behaviour and safety and encourage a positive attitude towards school
- Converse with my child about using the internet safely, responsibly and positively

3. Home - School Partnership and Communications

- Keep the school informed about any factors which might affect my child's work, well-being or behaviour
 - Attend parents' meetings and discussions about my child's progress
-

Children agree to:

1. Learning

- Always do my best in lessons, use my time well and let my teacher teach
- Try hard to solve problems but ask for help if it's needed
- Make sure that I have the right equipment/clothing

2. Well-being and Safety

- Always be polite and thoughtful towards other people
- Behave safely and sensibly at all times
- Respect property that belongs to other people and my school
- Tell an adult if anything is worrying me
- Follow the E-Safety rules

3. Home - School Partnership and Communications

- Make sure letters from school are taken home and delivered

Signed by the Headteacher
Signed by the Parent/Carer
Signed by the Child