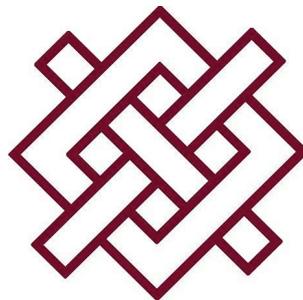

LYTCHETT MATRAVERS PRIMARY SCHOOL

PARENT'S HANDBOOK

2022-23



Strive to achieve, learn to dream, shape tomorrow

Dear Parents, Carers and Guardians,

Welcome to Lytchett Matravers Primary School (LMPS). Starting a new school is always exciting, but can be a little worrying - for parents and children. We hope that this brochure will assist your family in the process of settling in with us.

LMPS is a school that works in close partnership with parents to ensure that we cater for the needs of every child, ensuring that they are all able to thrive in a supportive environment. If your child is about to join Reception (Early Years Foundation Stage), you might like to take a look at our special 'Starting School' booklet (obtainable from the school office). This gives you information about arrangements for beginning school and also contains ideas and suggestions that may assist you with preparing your child for school. Parents with children of any age are welcome to visit if they wish to consider sending a child to our school. Arrangements can be made by contacting the school office and requesting an appointment.

At Lytchett Matravers Primary School (LMPS), we strive to make learning a happy and positive experience for every one of our pupils. We are a school where there are expectations of excellence, where individuals are valued, achievements are celebrated and where children are happy, confident and secure in not only their learning, but in themselves.

We work hard to be a school held in the highest esteem by pupils, staff, parents, governors and the wider community, with tremendously energetic and creative staff that are committed to providing an amazing primary education for all of our children.

We are very proud of our school and the achievements of the pupils in every area of endeavour, whether that is sport or music, environmental work or academic achievement.

Lytchett Matravers Primary School is a place where your child will be able to thrive and enjoy a truly varied and outstanding curriculum, full of possibilities.

This booklet, whilst containing a great deal of information, cannot answer every question for each parent. Please contact us, at any time, if you have queries. We look forward to working with you throughout some of the most important years of your child's education.

Yours sincerely,



Mr Simon France (Headteacher)



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OUR VISION

Lytchett Matravers Primary School is a school where there are high expectations of excellence, where all individuals are valued, achievements celebrated and where children are happy and safe.

This is in accordance with Article 29 of the UN Convention of the Rights of a Child: 'All children have the right to be the best they can be.'

OUR PURPOSE AND VALUES

Our core values for learning, Respect, Honesty and Resilience, promote children that will...

- be respectful, honest and resilient.
- be happy and secure.
- be inspired, enthusiastic and highly motivated to learn.
- demonstrate positive attitudes and behaviours characterised by high self-esteem.
- develop the independence, responsibility and skills to become well-rounded citizens of the 21st Century, preparing young people for life in modern Britain.
- be high achieving learners - making excellent progress in relation to their prior attainment.



WE WILL:

- create an inclusive, vibrant and engaging learning environment.
- have a secure subject knowledge of the curriculum.
- employ inspirational teaching strategies that ensure learning is relevant, creative, challenging, participative and enjoyable for all.
- plan and assess effectively, in a variety of ways to cater for all learning needs.
- set high expectations that challenge every ability and pace lessons appropriately.
- provide a rich, stimulating and balanced curriculum that prepares young people for life in modern Britain.
- encourage children to be independent, solve problems, take risks and be creative.
- employ positive reinforcement and celebrate achievement.
- work closely in partnership with parents in order to move learning forward.
- consistently hold high professional expectations.
- celebrate the achievements of all.

THIS IS A SCHOOL WHERE:

- there is a culture of inclusion, enabling the participation and involvement of all.
- there is an environment of opportunity engendering a sense of pride, ownership, responsibility and identity.
- there are caring relationships where children and adults are valued as individuals.
- diversity is celebrated and respected.
- stereotypes are challenged.
- we value open and effective communication and consultation.
- we value fairness, honesty and integrity.
- we believe practice can always be improved, and maintain an open dialogue about how children learn and what is important for them.
- we value learning and development of pupils, staff, volunteers and our whole school community.
- we learn from each other.
- we continually reflect, evaluate and challenge our existing beliefs.

RIGHTS RESPECTING SCHOOL (RRS)



Lytchett Matravers Primary School is proud to be a Rights Respecting School as recognised by UNICEF. We gained our Recognition of Commitment (ROC) Award in 2015 and are thrilled to announce that we earned our Level 1 Award in March 2017, when assessed by UNICEF.

Our Steering Group, leading the work we do in school is made up of our Student Voice, our Eco Team and Mr France, Mrs Dominey, Mrs Foster and Mrs Blake. They work very hard alongside all of our staff members to ensure the Rights Respecting ethos is embedded throughout our school.

WHAT IS THE RIGHTS RESPECTING SCHOOLS AWARD (RRSA)?

The award recognises achievement in putting the [UN Convention on the Right of the Child](#) (UNCRC) at the heart of a school's practice to improve well-being and help all children and young people realise their potential. The award is based on principles of equality, dignity, respect, non-discrimination and participation. The initiative started in 2006 and schools involved in the Award have reported a positive impact on relationships and well-being, leading to better learning and behaviour, improved academic standards and less bullying.

Being a Rights Respecting School, we believe, helps our pupils become confident, caring and responsible young people both in school and in the wider world. By learning about their rights, our pupils also explore how they need to respect these rights and stand up for the rights of all children in the world as global citizens.

If you would like more information about the RRSA or would like to become involved in our Rights Respecting group, please contact the school office.

OUR WHOLE SCHOOL CHARTER

We have created a Whole-School Charter which is visible in school. Each class has created their own Class Charter, in order to establish the rights each child has in school and the behaviour that is expected of the children.

STUDENT VOICE

As a Rights Respecting School, it is really important to us that the children in our school have a chance to be heard and are listened to.

Article 12 of the CRC: "We have the right to have a say in all matters affecting us, and to have our views taken seriously."

Two children have been voted from each class in Years Reception to 6 to make up our Student Voice. It is a really important job in our school. We meet regularly as a group, to discuss the views of the children, and after each meeting the class representatives report back to their classes to discuss any issues raised. This means every child in our school has the opportunity to have their say and to be heard through the Student Voice. Our Student Voice also lead the Rights Respecting group in our school to make sure that all of our children know their rights and can enjoy them in our fantastic school!

THE SCHOOL BUILDING AND GROUNDS

Lytchett Matravers School was founded in 1874 on a site at the north-west end of the village, in Lime Kiln Road. By the end of 1991 the school had far outgrown its original buildings. At that time, eight out of our ten classes were in temporary accommodation.



In January 1992 we moved into a brand new, purpose built school in Wareham Road, with twelve classroom bases arranged in pairs. Each classroom has an adjacent practical area. We also have separate rooms for Music/Drama, and Cooking. A new purpose designed and spacious Foundation Stage Block was opened in March 2005.

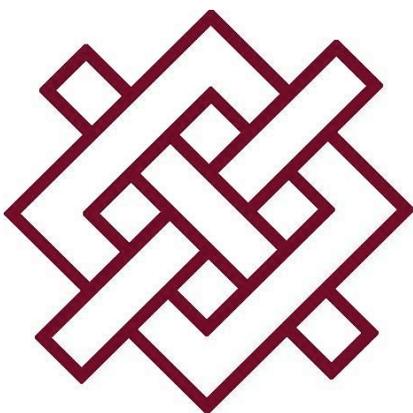
A new hall was completed in January 2011. It provides better P.E. facilities for our pupils and enables us to offer hot school lunches. The new hall also provides a valuable resource for the local community who are able to hire it during out of school hours.

During the summer of 2011 further internal restructuring created two new classrooms so that we could remove our two mobile classrooms and house all classes in the main building. This has enabled us to remove the two 'temporary' classrooms that had been added between 1994 and 1996. The land where they stood has now been developed into an outdoor quiet and performance area.

We are extremely fortunate to have a wide range of facilities within our grounds that are used to enhance children's curriculum experiences. These include a pond area that includes a range of different habitats; an orchard and allotment and an amphitheatre.

ORGANISATION

Our school is two-form entry. This means that we have two classes in each year group. These are mixed sex and mixed ability, but single age. The average size of a class is about 30 children. Throughout the school we ensure that fine tuned differentiation enables us to appropriately meet the needs of all pupils.



Lytchett Matravers Primary School
Lytchett Matravers
Poole
Dorset
BH16 6DY

Telephone: 01202 622378

Email: office@lmpsdorset.co.uk

SECURITY & SAFEGUARDING

All children and staff have the right to feel secure in their working environment. Every effort is made to ensure that this is the case. During the school day, access to the building for parents and other visitors is limited to the main entrance. Every visitor is asked to report to the school office.

All other access points remain locked to external entry, except at break-time and lunchtime, when there is adult supervision of all playgrounds. All staff and governors wear identity badges. Badges are also issued to all visitors, who are asked to sign in and out of the building if they go further than the main entrance.

One of the roles of the school's Governing Body, is to formally review the security of the school twice a year. There are also annual Safeguarding and Health & Safety Audits completed by the Hamwic Education Trust (HET).

If you ever have any concerns about a child in our school, there will always be a Child Protection Officer available to speak to you. These officers are also called 'Designated Senior Leaders for Child Protection' (DSLs). The lead Designated Senior Leader (DSL) for Child Protection is the Deputy Headteacher, Mrs Laura Dominey and she is supported by a team of Deputy Designated Senior Leaders (DDSLs) for Child Protection, please see below. We will always be happy to help and listen to your concerns, no matter how small.



MRS LAURA DOMINEY
Deputy Headteacher & Designated Senior Leader for Child Protection.



MR SIMON FRANCE
Headteacher & Deputy Designated Senior Leader for Child Protection.



MRS AMY FOSTER
Assistant Headteacher & Deputy Designated Senior Leader for Child Protection.



MRS HEATHER HELM
Assistant Headteacher, SENDCO & Deputy Designated Senior Leader for Child Protection.



MRS KATE MCGRAIL
Pastoral Care Worker & Deputy Designated Senior Leader for Child Protection.

OUR AMAZING STAFF



We have an excellent team of experienced and dedicated staff that devote an enormous amount of time to the education and wellbeing of every one of our pupils. Both teaching staff and teaching assistants plan and work together, well beyond the hours of the school day. They make every effort to ensure that they give our children the best education possible. Many of our teaching assistants not only work in the classroom, supporting the work of class teachers, but also provide vital interventions, emotional literacy support and withdraw individuals or small groups.

Senior Leadership Team (SLT)

This team is made up of Mr France (Headteacher), Mrs Dominey (Deputy Headteacher), Mrs Foster (Assistant Headteacher), Mrs Helm (Assistant Headteacher & SENDCO) and Mr Leddin (School Business Manager). The SLT work hard to keep our school moving forwards, ensuring the best for all our pupils. They work closely alongside the Governors and Hamwic Education Trust to drive the visions, values and ethos of our school.



Senior Management Team (SMT):

We meet at least once every half term to discuss leadership and management decisions across the school. We all work very hard to get the very best for the children in our school. The SMT consists of Mr France (Headteacher), Mrs Dominey (Deputy Headteacher), Mrs Foster (Assistant Headteacher, Assessment & EYFS Lead), Mrs Helm (Assistant Headteacher & SENDCO), Mrs Hancock (Year 5/6 Leader), Mrs Shotliff (English & Year 3/4 Leader) and Miss Reid (Year 1/2 Leader).



Assistant Headteacher & EYFS & Assessment Lead



Yr1/2 Leader: Miss Reid



Year 3/4 Leader & English Lead: Mrs Shotliff



Year 5/6 Year Leader: Mrs Hancock

GOVERNORS

We are extremely fortunate to have a very supportive Governing Body that takes an active part in the running of our school. The full Governing Body meets twice each term and the three sub-committees meet 4 times per year. The Governing Body at Lytchett Matravers Primary School is composed of: the Head Teacher, one Staff Governor, three Parent Governors, one Local Authority (LA) Governor and six Co-opted Governors.

Elected Governors are appointed for terms of four years, after which they will either stand down or seek re-election. The parents and guardians of children attending the school have the opportunity to elect the parent Governors when a vacancy occurs. Co-opted Governors are normally appointed for terms of four years and are chosen based on the skills they offer the Governing Body. The main duty of the Governors is to set the strategic direction of the School and to provide the overall governance. They are not responsible for the day-to-day management of the school.

The Governors' Handbook states that the Governing Body needs to have a strong focus on the following three core strategic functions:

- a. Ensuring clarity of vision, ethos and strategic direction;
- b. Holding the headteacher to account for the educational performance of the school and its pupils;
- c. Overseeing the financial performance of the school and making sure its money is well spent.

The whole Governing Body meets six times a year, once each half term. There are also three sub-committees, which meet four times a year. These committees are responsible for the following aspects of the school and report back to the main committee:

- * Curriculum
- * Premises, Finance and Marketing
- * Parents, Personnel and Community

Contacting the Governing Body

We hope you will be very happy with everything at our school and would welcome positive feedback at any time. It is always good to know what you feel we are doing well. Equally, if you ever have a concern about an aspect of our school it is important that you let us know. Your first contact should always be with the Headteacher but if necessary you can contact the Governors. If you wish to contact a member of the Governing Body this can be done via the school office or through the Clerk of Governors. We feel it is important for parents to understand the role of our Governing Body and what we do to support the staff/school. You can keep up to date with our efforts by reading our regular contributions to the school's monthly newsletter, 'Roundabout'.



Suzannah MacKay
Chair of Governors



Alison Clothier
Clerk to Governors



David Newman
Finance Governor



David Dorrell
E-Safety Governor



Simon France
Headteacher



Kris Knudsen
Vice Chair of
Governors



Rachel Thynne
Safeguarding &
SEND Governor



Gregg Hampshire
Communications
Governor



Mrs Stokes
Staff Governor



Michael Tomlinson
Associate Gov.

PARENT & TEACHER EVENTS COMMITTEE (PTEC)

Historically, we have had a very active PTA providing tremendous support to the school throughout the past years. They have organised many fund-raising and social events. Financially, these give us the opportunity to purchase items for the benefit of the children, which cannot be bought from our normal school budget. They also provide many varied opportunities for members of the school community to meet and enjoy themselves, whilst supporting our school.



We are in the process of continuing to build our Parent & Teacher Events Committee (PTEC). Everyone is always welcome to attend our PTEC meetings and find out information about helping out on the committee. Due to varied hours of work and everyone's individual commitments, it was felt that our PTEC could be built with smaller groups of parents and staff, working on separate fund raisers for the school together. That way, you can offer as much or as little help as you wish, without feeling that you will sign up to a lifetime of events across the year! All new faces are welcome on the committee, as many hands make light work! It is not about chaining yourself down and agreeing to countless jobs, but more offering your ideas and opinions to help our forward thinking school to get the best for our children.



If you are interested in finding out more about how you can support our school's PTEC, please contact Simon France, Laura Dominey, Amy Foster or Jaqui Reid (School PTEC Representatives) via email. We hope that the PTEC can continue to be a thriving team of supportive parents, working together with staff to get the best for our children. If you think you would be interested in being a part of a committee, we would love to hear from you.

Please email directly to:



Mr Simon France
Headteacher
sfrance@lmpsdorset.co.uk



Mrs Laura Dominey
Deputy Headteacher
ldominey@lmpsdorset.co.uk



Miss Jaqui Reid
Yr1/2 Leader & PTEC Rep
jreid@lmpsdorset.co.uk



Mrs Amy Foster
Assistant Headteacher
afoster@lmpsdorset.co.uk

COMMUNICATION

We like to make sure we keep you up to date with events in school. For this reason we send home our 'SWAY Roundabout' newsletter on the final day of each half term during term time. A link to our newsletter is sent home to most parents via 'MCAS' (My Child At School).

All newsletters are also published on our school website.

We use the My Child At School (MCAS) parent communication system as a way of sending letters home, you can report your child's absence and make payments for school trips and events. You can monitor your child's attendance record and will also receive your child's school report through MCAS.

My Child At School can be downloaded via your App Store, upon completing your admissions booklet an invitation will be sent to you to register your account. For further information about MCAS, please contact the school office.

Our website is also a significant means of communication. Please visit it regularly to keep up to date with what is happening in school: www.lmps-dorset.org.

ADMISSIONS

Our school is very popular with both children and parents and we often become over-subscribed for places within every year group. By law children must start school at the beginning of the term, following their fifth birthday. It is Dorset's policy, however, that all children, unless they have special educational needs, start school in the September of the academic year in which they are five years old. All children, normally, begin school full time at the start of the Autumn term.

Older children can be admitted at any time by mutual agreement with parents, provided that there is space in the appropriate year group. Parents wishing their children to be admitted to any Dorset school must contact Dorset Council and request school admissions information. This can be found online at: <http://www.dorsetforyou.com/schooladmissions>. For parents without internet access, please write to:

School Admissions Manager,
Children's Services, School Admissions,
County Hall, Colliton Park,
Dorchester,
Dorset
DT1 1XJ

Our office team are more than happy to assist you with any admissions questions. Parents considering applying for places are very welcome to contact the school and arrange a visit, we would be happy to show you around if there is a space available in your child's year group. We should make it clear that no priority is given based on attendance at pre-schools.

ATTENDANCE

Regular attendance is vital for all children. As a parent/carer you want the best for your children. Having a good education is an important factor in opening up more opportunities in adult life.

Did you know that:

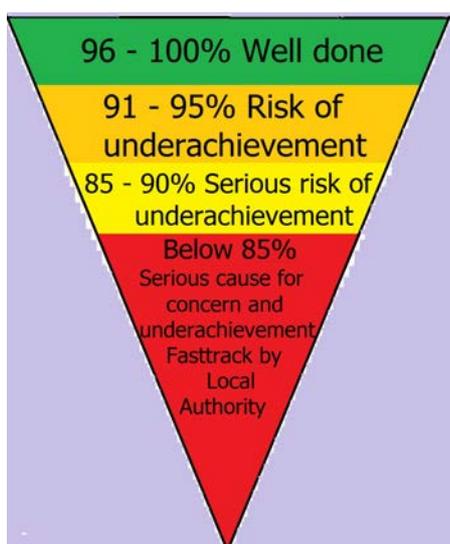
- * a child who is absent a day of school per week misses an equivalent of two years of their school life.
- * 90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all.
- * poor examination results limit young people's options and poor attendance suggests to colleges and employers that these students are unreliable.
- * at least 1 million children take at least one half day off a year without permission.
- * 7.5 million school days are missed each year through unauthorised absence.

GCSEs may seem a long way off for you and your child but all absence at any stage leads to gaps in your child's learning.

This in turn can:

- * mean that they fall behind in work
- * affect their motivation
- * affect their enjoyment of learning
- * lead to poor behaviour
- * affect their desire to attend school regularly
- * affect their confidence in school
- * mean they miss out on the social life of school and extra curricular opportunities and experiences
- * affect their ability to have or keep friendships.

We hope that activities such as family holidays and routine dental visits will be arranged outside school hours or to coincide with school holidays. It is essential that pupils do not miss sections of their National Curriculum studies. For children in the Early Years Foundation Stage (YrR), Years 2 and 6, it is particularly important that pupils do not miss time. In Years 2 and 6, the SATs which usually take place during the first half of May for Year 6, and throughout May for Year 2 pupils is a key time.

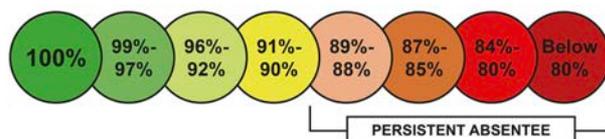


PUPIL ABSENCE

If planned absence is unavoidable, please request and complete an Application For Absence Form. These can be obtained from the school office. If your child is absent due to illness, you can report the absence via MCAS on the first day of absence. Alternatively you can telephone the school office. If no one is available to take your call, please leave a message on our absence line. When (s)he returns, a note of explanation is required. Any absence not reported by 10.00am will be followed-up by the office staff. We are legally required to note reasons for all absences. If no explanation is received from home, the absence is recorded as unauthorised and will appear as a 'truancy' on your child's records. If you have any further questions about attendance, please contact the school office. Please be advised that absences of 5 days or more will be referred to Dorset County Council, who may issue penalty notices.

ATTENDANCE MATTERS

On Time: First Time, Every Time



Which **CIRCLE** are you in?



TRANSFER

If your child is in Year 6 and moving on to their secondary school, you will need to apply for a Secondary School place. You can do this online, through the Dorset Council website. This will also give you deadline dates and further information for applying.

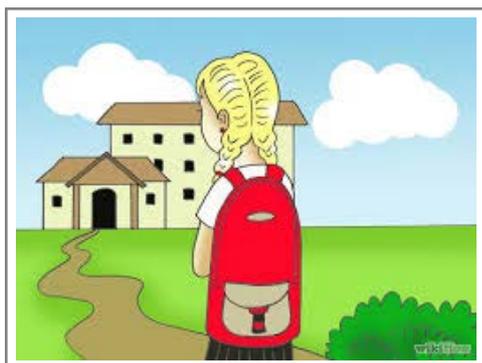


When to apply (Dorset)

You can apply for a secondary or upper place from 1 September 2022. The closing date for applications was 31 October 2022. Any application or change made now will be classed as late. This means we will not consider it until after the on time round. We will let you know your outcome:

- On 1 March 2023 if you applied on time (by 31 October 2022)
- On 31 March 2023 if you apply late (between 1 November 2022 and 28 February 2023)
- From June onwards if you apply after 1 March 2023

For further information, please click on the following link: <https://www.dorsetcouncil.gov.uk/education-and-training/schools-and-learning/apply-for-a-school-place/starting-secondary-or-upper-school.aspx>



Parents can also contact individual schools for details of admissions policies, alongside Bournemouth, Christchurch and Pool Local Authority for full admissions procedures.

EMERGENCY CLOSURES

Very occasionally, due to severely inclement weather, it may be necessary to close the school. If this should happen you will be notified by the school via MCAS Information will be posted on the school website but if in doubt, please telephone the school. We will try to have someone in the school office from 8.00am to answer telephone enquiries. If no one is available, a message giving up to date closure information will be recorded for you to listen to. Whenever possible, we will also send a text to parents who are registered for this service via MCAS.



COMPLAINTS

We would hope that any concerns would first be discussed with the class teacher, Year Leader and then, if necessary a member of the Senior Leadership Team (SLT) or Headteacher. All details of how parents can make complaints to the governing body can be obtained from the school office or found on our school website as part of our school complaints policy.

EQUAL OPPORTUNITIES

All children at this school have equal access to all aspects of the curriculum appropriate to their age, physical ability and academic ability.

There is no discrimination on any grounds including gender, race, disability or religious beliefs. Provision for children with special needs is detailed in the Special Educational Needs section of our school website and in our school's 'Local Offer', which is also available from the school office.



SUBJECT ACCESS REQUESTS

(FREEDOM OF INFORMATION)

We have four classes of information that we undertake to make available to parents/carers: the Parent's Handbook; Governors' Documents; Pupils and Curriculum Related Information; School Policies (and other information related to our school).

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational records, please contact the school's Data Protection Officer, our Business Manager Peter Leddin, via the main school office.

PUPIL PREMIUM

Pupil Premium funding is additional to main school funding. It is seen as a way to address the current underlying inequalities between children eligible for free school meals and their peers, by ensuring that funding to tackle disadvantage, reaches the pupils who need it the most. Simon France, Headteacher is the school's Pupil Premium Lead.

Since being introduced in April 2011, the Pupil Premium is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

We track all children very closely to monitor their progress. To identify the impact this additional funding has, we specifically monitor groups in receipt of extra support this funding helps us to provide. For details of the progress made by these groups please contact the Headteacher. Details of how we spend our Pupil Premium funding can be found in the document entitled 'Disadvantaged Pupil (Pupil Premium) Report' on our school website. A copy can also be collected from the main school office.

THE SCHOOL DAY... ARRIVAL AND DEPARTURE

Car parking is, at times, a major problem for our school. For this reason, the school car park gates are often locked between the hours of 8.40am - 9.10am and 3.00pm - 3.45pm. Please help us to keep your children safe by following these simple guidelines:

1. Do not use your car if you can walk your child to school. Parking away from school (perhaps at the village recreation ground [rec]) and walking part of your journey also reduces the number of cars around school.
2. No parking is available on site, for parents between 8.30-9.15am and 3.00-3.45pm.
3. Please use the pedestrian gates when entering and exiting school, and not the vehicular entrances.
4. Please make sure that, if appropriate, your child crosses the road under supervision.
5. If attending a school event or out of school hours activity, please park carefully in the marked bays.

WALKING TO SCHOOL (WTS) PASSPORTS

Historically we introduced a 'Walk To School' scheme aimed at encouraging more children to arrive at school without the use of a car. Children living within the village are encouraged to walk from home, either with parents or a group of friends (if older). The scheme has been a great success and has been used as a model by many other schools. Each time they complete a Walk to School Passport by gaining 100 points, your child will receive a Walk to School certificate and gain 10x Credits for their school house! As a school we feel it creates a positive start to the day if the children have already had some exercise.

100 Walk to School Points = 1 completed Passport = Walk to school Certificate

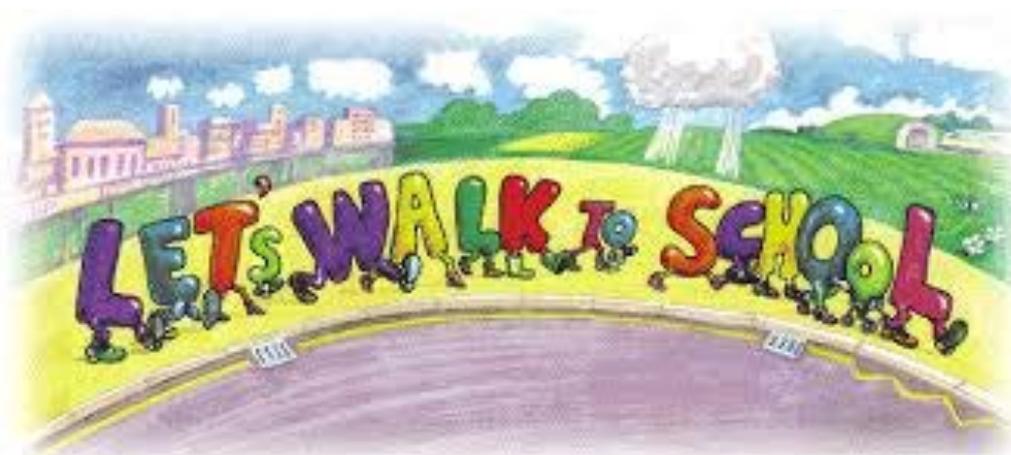
2 Walk to School Certificates = A Non-School Uniform Token!

We know how congested the roads around the school can become, and the potential danger that represents for all of our children. We are happy to be working with the Parish Council to look at various options to try to reduce the traffic around the school and make the route to school safer.

As parents, we would also like to ask that you do your bit as well and PLEASE:

- *Park and Stride* from the Rec. Do you really need to park so close to the school? It takes less than 10 minutes to walk to school from the rec (Scout Hut/Village Hall) and parking there is free!
- *Car Share & School Bus* - car sharing will reduce the traffic near the school. Children who car share can mark that journey on their Passport as a walk too! If your child comes to school on the school bus, they can also have a point for their passport.

We do understand that everyone is busy and it is not always easy to walk, but please try to make a small change, that could have a big impact on our children's wellbeing.



BICYCLES

Any pupil may ride a bicycle to school, but pupils under the age of ten should be accompanied by an adult. Those aged ten and over must have passed a cycling proficiency test (Bikeability Level 2), unless accompanied by an adult. It is expected that all pupils cycling to school will wear a suitable cycle helmet.

On arriving at the school entrance, cyclists must dismount and push their bicycles to the back of the school and place the bicycle in the set area provided. Class teachers will be able to explain where these are for each year group. Tuition in cycling proficiency (Bikeability) is available each year for all pupils in years 5 and 6. Usually, children in Year 5 will complete Bikeability Level 1 and then move on to Level 2 in Year 6.

THE SCHOOL DAY

SESSION TIMES

Morning SODA (Start of Day Activity) sessions begin at 8.45am, with morning lessons beginning at 9.00am and ending at 12.10-20pm (12.10pm for Key Stage 1 and Reception). Assembly or singing practice begins at 10am each day and there is a 15 minute break at 10.15am.

Afternoon sessions begin at 1.15pm and end at 3.30pm. There is an afternoon break at 2.20pm for children in years 1-6, lasting 10 minutes. Children in the EYFS take breaks based around their learning.

PLEASE NOTE: children should not be on the premises before 8.45am as supervision is only available from this time. The exception to this is pupils who arrive daily on the 'school buses' these pupils will be supervised from their arrival.

ASSEMBLIES

Assemblies are held each day and form part of the school's curriculum. Regular assemblies are led by the Headteacher, Deputy Headteacher, Class Teachers or visiting speakers (including local vicars).

Parents may, for religious reasons, wish their children to not attend assemblies. If this is the case please contact the Headteacher. Arrangements are made for supervision of children who have been withdrawn from school assemblies.

There may be a full school assembly, separate Key Stage assemblies or a class led assemblies. Themes of assemblies are varied but include spiritual and moral aspects.

Parents have the right to withdraw their children from any or all of school assemblies and, in such circumstances; children will be supervised in another part of the school. The school has no particular religious affiliation but maintains close links with all local churches.



BREAK TIMES

We are fortunate to have ample playground space.

At least four members of staff are on duty in each playground at break times. We feel that if pupils are well enough to attend school, they should be outside getting some fresh air at break times. Only in exceptional circumstances, e.g. recently broken limbs, may pupils be permitted to remain indoors.



In both playgrounds, pupils play games set up by Bronze Ambassadors for Sport and our school Play Leaders. Our school Play Leaders wear jumpers that are bright blue. They work closely with Mrs Hancock, Mr France and Mrs Dominey to make sure all of our children feel happy in the playgrounds. Games are provided by the school and should not be brought from home for many reasons. Children are permitted to take reading books outside at break and lunchtimes. Outdoor quiet areas have also been created for children who wish to sit and talk or participate in quiet activities during break times. If children bring snacks for morning break we ask that these are limited to fruits or vegetables.

LUNCHTIMES

Lunchtime is from 12.10pm or 12.20pm to 1.15pm. Hot meals are available to all pupils though many children still choose to bring packed lunches. Hot meals are provided by Chartwells catering company. If you would like to arrange hot school meals for your child, please complete an online registration with Chartwells at <https://dorset.mealselector.co.uk>.

All children eat in the new hall, in two sittings. If your child has packed lunches, we ask that you do not include nuts or fizzy drinks as they cause many problems. Full details of our hot meals system are provided for all new parents. All children in Reception, Year 1 and Year 2 are entitled to Free School Meals as part of the government funded scheme. For more information about this, please contact the school office.



FREE SCHOOL MEALS

If you wish to make a claim for free school meals, please telephone 01305 251000. You will be asked to provide your name, date of birth, National Insurance number and your child's name, date of birth and address. If you have any problems or questions about this, please do not hesitate to contact our school office. We are always happy to help!

FREE SCHOOL MILK

All children have the option of a carton of milk in school each day. If you would like your child to have a carton of milk in school, please go to www.coolmilk.com to order the milk. Children who are under the age of 5, and those who receive free school meals via Pupil Premium funding, are entitled to free milk in school. If you wish to arrange free milk for your child, please speak to the school office team.

YOUR CHILD IN SCHOOL

HOME SCHOOL AGREEMENT

Whilst your child is with us they will experience a broad and varied curriculum delivered by a caring, committed and enthusiastic staff. The learning experiences provided will be practical whenever possible and related to the real world. They will, at all times, be matched to your child's age and ability.

Whatever the activity, we expect appropriate high standards of work and behaviour from all pupils. To ensure that we all work together effectively we ask all families to sign our Home-School Agreement.

UNIFORM



Our uniform consists of a traditional white shirt or blouse with either long or short sleeves, or a polo shirt, but not a T-shirt; a school sweatshirt or jumper; grey shorts, trousers or skirts; sensible black shoes (but not trainers or open toed sandals). Red gingham dresses may be worn in summer. Uniform with our school logo can be purchased from local businesses, please contact the school office for more information.

PLEASE ENSURE:

- No earrings other than studs are worn
- No nail varnish
- No jewellery
- No high heeled shoes.

PLEASE ENSURE: All clothing is labelled so that we can return misplaced items!

P.E. KIT

Children will come to school wearing their school PE Kit on designated days that they have PE.

These will be communicated with you ready for September. On these days, your child should wear their PE kit consisting of;

- * Black tracksuit bottoms, leggings or shorts
- * White t-Shirt
- * Maroon hoodie or usual school jumper
- * Trainers



HOUSE SYSTEM

On arrival at our school, all children are placed into one of three 'Houses' - Arundel, Maltravers or Trenchard. Any subsequent children from the same family are automatically placed in the same house. House teams compete in such activities as Sports Day and competitive games. Our reward system links directly to our House System (see below).

BEHAVIOUR

We are a Rights Respecting School and follow our 'Whole School Charter' which can be found in school. We also have class charters that are created at the beginning of the school year with the children. These charters celebrate the children's rights, but also their responsibilities. We do feel that we share with you, the responsibility for developing good behaviour and acceptable social skills for our pupils. Politeness and caring for others is actively encouraged. All cases of dysregulated behaviour are logged in our school Behaviour Logs. These are reviewed half termly by the Deputy Headteacher and Assistant Headteacher & SENCO. All incidents entered into these logs are shared with the parents of all children involved.

If there are consistent or severe behavioural problems, you may be asked to meet with a member of the school staff to discuss this and work with us to improve behaviours. Behaviour Response Plans or Individual Behaviour Plans may be implemented to support children where needed. These will be created alongside you, the parents as a clear and consistent approach is key. On rare occasions, for very serious dysregulated behaviours, a pupil may be excluded from the school for a limited period, or permanently. A full copy of the school's Behaviour Policy and Exclusion Policy can be found on our website or obtained from the school office.

WE ARE AN ANTI-BULLYING SCHOOL

The school does not tolerate bullying in any form. If issues of bullying arise, the Headteacher and senior leaders take immediate steps to deal with the problem. Any continuation of bullying will result in notification of families involved and strong steps are taken to resolve the situation. Anti-bullying week is celebrated annually each November and the school participates in regular E-Safety sessions, having a close relationship with the Dorset Safeguarding Team, tackling cyberbullying head-on.

REWARDS

Credits & Merit Certificates

Positive behaviour, politeness, good work, care, regular home reading, great homework (basically anything positive!) is rewarded in school with 'credits'. Pupils who earn ten credits are then awarded a Certificate of Merit. For outstanding work or effort, a Merit Certificate may be awarded automatically. All 'credits' and merits gained will then add points to children's 'House' totals.



Non-School Uniform Tokens

Once a child has received 2x Merit Certificates, they will be awarded a Non-School Uniform Token! Both Merit certificates should be earned within the same school year to earn a Non-School Uniform Token.

The Headteacher and Deputy Headteacher also award special stickers and each classroom also has individualised ways of praising the children. Each Year, a school trophy is awarded annually to the House with the highest points total and weekly updates are given in Friday assemblies. All children in the winning House receive a 'treat' at the end of the Summer Term.

WHAT IS MY CHILD'S PROGRESS LIKE?

We realise that you like to know how your child is progressing at school. Consultations (Parent's) evenings are therefore, organised each term for you to come and discuss your child's work with his/her class teacher. These are typically booked in October, February and July.

You are asked to book an appointment through 'Lytchett Matravers Parentmail' App. These appointments are, though a necessity, limited to 10 minutes. This is normally sufficient to obtain an update from your child's teacher. If you require a longer discussion or you are concerned at a different point during the school year, please do not hesitate to contact your child's class teacher and arrange a separate appointment.

The 'Lytchett Matravers Parentmail' App, will allow you to book an appointment with your child's class teacher. You will receive reminders for these appointments via the App.

HOMEWORK

It is our policy to set homework learning tasks for all pupils from Year 1. It is seen as an important part of every child's education and helps us to meet the requirements of the National Curriculum. Copies of the complete policy can be obtained from the school office or found on our school website.

EXTRA CURRICULAR ACTIVITIES

Many members of our staff and some parents give up their free time to organise out of school activities for pupils. Some of these take place at lunchtime, others are held after school.

Permission slips are sent home so that you can confirm your agreement to your child's attendance at such clubs.



With all the extra-curricular activities we expect pupils to make a firm commitment to attend regularly. If they do not do so we reserve the right to refuse their participation.

There are also a number of after school activities run by external groups. Full details of extra-curricular activities can be found on our school website, or by contacting our school office.

EDUCATIONAL VISITS

All pupils at our school have the opportunity to participate in at least one educational visit each year. These form an important part of the pupils' studies and are working visits not 'holiday trips'.

Each educational visit is linked closely to the National Curriculum to support, deepen and enhance learning. Pupils within Years 4 and 6 are given the opportunity to take part in residential experiences.



FIRST AID

There will always be a named member of school staff that is first aid trained on duty at lunchtime for children to call upon if they have any concerns. Ms Dee Hammett is on duty in the Medical Room every lunchtime.

The following members of staff are first aid trained:

Mrs Hazel Talbot



Ms Dee Hammett



Mrs Kate McGrail



Mr Kevin Noyce



Mrs Laura Dominey



Mr Simon France



Mrs Kelly Porter



Mrs Tracy Davis



Occasionally, pupils have minor accidents at school. First Aid is usually administered by a member of staff, who is a qualified first-aider. However, any member of staff can administer first aid.

Sticking plasters are occasionally used on minor wounds, so please ensure you let us know if your child is allergic to plasters. For more serious accidents action is taken as necessary and parents are contacted as soon as possible.

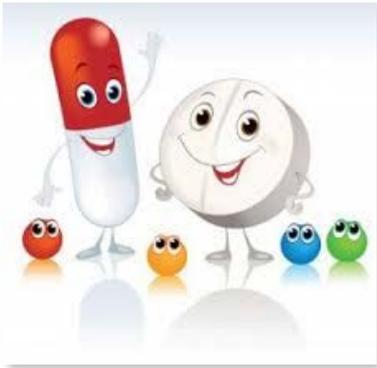
If a child is treated by a first aider, it will be recorded in the accident book and a slip will be sent home. The main first aid station is situated opposite the Headteacher and Deputy Headteacher's office, at the front of the school and most children are taken there to be treated.



IF YOUR CHILD IS ILL

In the interests of the health of all children and staff, please do not send your child to school if (s)he is ill. Please ensure that your child is fully recovered before returning him/her to school. If your child has been sick or had diarrhoea, please do not send them back into school until at least 48 hours after the last bout of illness.

If your child is away ill it is essential to telephone the school office or notify the school using the Parentmail APP on the first day of absence. When (s)he returns a note of explanation is helpful, even if you have telephoned. If the absence is to be prolonged (more than 3 days) please ensure that school is informed.



MEDICINES

Medicines are best administered by parents, at home. We ask parents to arrange dosage routines outside school hours, whenever possible for the benefit of the child. We realise that, in some circumstances, it may be necessary for children to take medication during school hours. In these circumstances we ask parents to hand all medication into the school office and complete a consent form available from the school office.

All medications, especially 'Epi-pens' and Asthma inhalers, should be 'date checked' by the parents on a regular basis.

Any medicines brought into school must be clearly marked with your child's name and details of the dosage. They should be left in the school office. Pupils must not carry medicines in pockets or bags.



ASTHMA

Children with asthma are welcome in our school and are expected to take a full and active part in all school activities. Asthma inhalers used by children are kept in the medical room.

PLEASE NOTE: All inhalers must be clearly labelled with pupils' names and required doses.



EMERGENCY CONTACT DETAILS

If your child is unfortunate enough to have an accident or is taken ill at school, it is important that we can contact you, or another person identified by you.

Please ensure, therefore, that we have emergency contacts names and telephone numbers. These are initially requested on the Admission Form, but please keep us informed of any changes to this information.

LEARNING

THE NATIONAL CURRICULUM

Lytchett Matravers Primary School provides pupils with a curriculum that ensures our children become well-rounded educated citizens. By the time they leave our school, they will have developed a deeper knowledge base, know more, remember more and be able to do more. Please click on the 'LMPS Curriculum Map' PDF file on our school website to take a look at our Curriculum outline for Years R-6. If you have any questions about our curriculum, please speak to your child's class teacher or contact our school office. Progress is closely monitored and there is a great emphasis on ensuring that every child is able to meet his or her potential. If children are found to be under-achieving appropriate support is put in place.

WHAT AND WHEN?

Children in the Early Years Foundation Stage (EYFS or Reception as it is more commonly known), follow the Early Years Foundation Stage Curriculum leading onto Key Stage 1. All other children in Years 1-6 follow the National Curriculum through Key Stage 1 (years 1 & 2), Lower Key Stage 2 (Years 3 & 4) and Upper Key Stage 2 (years 5 & 6).

CURRICULUM STRUCTURE

All classes follow a topic-based approach to the curriculum. Teachers plan flexibly and children's timetables may not contain the same subjects every week to ensure that learning is based on the needs of the children. Some subject time may be 'blocked' so that children may have two or more days focusing on a particular subject. It is impossible to guarantee that all aspects of the curriculum can be covered within our topics. Some teaching, therefore, takes the form of specific subject lessons.

RELIGIOUS EDUCATION

Religious Education, though not a National Curriculum subject, remains compulsory. Parents may, however, request that for religious reasons their child is withdrawn from these lessons.

If you wish to exercise this right please contact the Headteacher.

RELATIONSHIPS AND SEX EDUCATION (RSE)

Relationships and Sex Education is taught in our school throughout all year groups. It is taught by class teachers, almost exclusively in mixed sex groups. The only exception to this occurs in upper key stage 2. At this time girls are given advice and instruction on the management of periods and sanitary protection within school. The bulk of our Relationships and Sex Education programme is set within a programme of Personal, Social and Health Education. It also forms part of the scheme of work for Science, as required by the National Curriculum. There is an annual meeting held for parents to explore all RSE planning and resources.

Videos are often used to stimulate discussion or deliver information as part of carefully planned lessons. Before your child sees these you will be given an opportunity to view and discuss them with the teachers concerned. At the same time, other materials used will be on view for you to see. This is important because we feel that as well as providing information and discussion opportunities in school, we aim to provide the stimulus for discussions at home.

A copy of the school's Relationships and Sex Education Policy can be obtained from the school office or viewed on the school website. Under current legislation you have the right to withdraw your child from Sex & Relationships Education lessons, other than those which form part of National Curriculum Science. If you wish to do so please contact your child's teacher at the earliest opportunity.

SPORT

We aim to encourage all of our children to develop healthy bodies as well as minds. Physical activity is an important part of every child's education. Within the curriculum and beyond, we aim to provide all children with opportunities to participate in a wide variety of physical activities.

At break times and lunchtimes children have access to equipment which enables them to take part in many different physical activities. These activities are led by the Sports Ambassadors and Miss West.

Each child has at least two hours of timetabled Physical Education each week. Within our school hall, lessons may take the form of dance, gymnastics or P.E. Outside we play football, netball, rugby, hockey, rounders, cricket and athletics. In addition there are many adventure activities (including orienteering) which may take place either inside or out of doors.

Extra curricular clubs exist for many activities/sports and a copy of these can be found on our school website or outside the school office.

Our school is equipped, with large and small apparatus and we now have an indoor netball court. Our school field and hard play areas are marked appropriately for seasonal sporting activities (i.e. football and rounders pitches). We have athletics facilities and cricket nets. PE lessons are often taken on the MUGA (Multi-use Games Area) adjacent to our site. International sports stars also visit the school and encourage participation in physical activity. This usually occurs on a bi-annual basis.



PE AND SCHOOL SPORTS FUNDING

The planned use of the PE and school sport funding at Lytchett Matravers Primary School has been extremely effective in improving and sustaining high quality teaching and learning of PE and sports provision.

In September 2014, we used part of our funding to employ a 'Sports Coach' to work alongside teachers half termly, coaching invasion games blocks across the school from Year 1-6. Mr Noyce has become an integral part of our school and the children really enjoy working with him alongside their class teachers. This is further embedding and creating a lasting legacy for PE within our school. For further details of how we are utilising our School Sports Funding, please check out the 'PE and School Sports Funding' documents on the school website, or contact the school office for more information.



Mr Kevin Noyce
LMPs Sports Coach



Miss Samantha West
PE Leader



P.E. KIT

Children will come to school wearing their school PE Kit on designated days that they have PE.

These will be communicated with you ready for September. On these days, your child should wear their PE kit consisting of;

- * Black tracksuit bottoms, leggings or shorts
- * White t-Shirt
- * Maroon hoodie or usual school jumper
- * Trainers



SPECIAL EDUCATIONAL NEEDS AND INCLUSION

At Lytchett Matravers Primary School, we believe that all children are individuals, and as such have their own special needs. Most of these can be met through the wealth of equipment, support, teaching styles and differentiated lessons that we offer to all children. Teachers and Teaching Assistants work hard to ensure these needs are met. However, there are times when some children require further support related to specific Special Educational Needs and Disabilities (SEND). These needs can be emotional, behavioural, physical or academic. We believe that wherever possible, children with SEND should be taught within the normal class structure and with their peer group. They may however, be withdrawn for short periods if appropriate.

We aim to identify children with SEND as early as possible to ensure appropriate educational provision is made for them. Once a concern has been raised and a problem identified a staged approach is used to address your child's needs. Our school policy for Special Educational Needs is based on the S.E.N.D Code of Practice (published by the Department of Education and Skills). It reflects our belief that our aims for the education of all children are the same, irrespective of their needs.

Our SEND and Inclusion Leader, Mrs Heather Helm and her Inclusion Team work in partnership with class teachers and parents to assist children in overcoming difficulties.

If we feel that your child is experiencing barriers to their learning, we will contact you to discuss our concerns and plan a course of action. If a problem is identified, a staged approach is used to address your child's needs. Of course, if you feel there is an issue that you would like to speak to us about, please contact Mrs Helm.

We strive to ensure that communication between parents and school is very open and clear at all times. There is also a dedicated SEN Governor. The Governors' full S.E.N.D and Inclusion Policy can be found on the school's website.

MEET OUR INCLUSION TEAM

Mrs Helm SEND & Inclusion Leader



Mr Spence HLTA & ELSA



Mrs Porter HLTA



Ms Cathy Gowan Inclusion Support Leader



Mrs Farwell TA & ELSA Trained Support Assistant



Mrs Talbot TA & ELSA Trained Support Assistant



Mrs McGrail Pastoral Care Worker



ELSA - EMOTIONAL LITERACY SUPPORT ASSISTANTS

We are very fortunate to be able to offer ELSA help to children within our school.



ELSA stands for Emotional Literacy Support Assistant. Three of our staff have been specially trained to help children to recognise, understand and manage their feelings. This is not available to all children but to those who have a particular need for support. To ensure our ELSAs remain up to date with latest developments in

this field and to further develop their skills they receive ongoing training from Dorset's educational psychologists.

Children who are referred to ELSA attend weekly sessions in the 'Rainbow Room'. This is one of our small teaching rooms that has been specifically organised and resourced for these sessions.

As an additional support, our ELSAs also provide a 'Listening Ear' time during our lunch breaks. This is an opportunity for children to share any concerns or worries they may have.

PASTORAL CARE

At Lytchett Matravers Primary School our aim is to provide the highest quality pastoral care throughout the school. All staff work together to help pupils at LMPS achieve their best, educationally, socially and emotionally. Every member of staff is committed to supporting the emotional health and well-being of all our children and their families. We are happy to speak to pupils and parents/carers about any concerns they may have. However, we also have a dedicated Pastoral Care Worker, Mrs McGrail.

Our children are encouraged to make the most of their time at Lytchett Matravers Primary School, so every effort is made to remove obstacles to successful learning and to equip young people with the confidence and skills to be enthusiastic learners and effective members of the community.

Our aims are:

- To provide an environment which will support the emotional health and well-being of all our pupils.
- To support and empower families who are experiencing challenges.
- To meet the differing needs of all our children so that each unique child is equipped with life-long skills.
- To help our children develop empathy for social, spiritual, emotional and physical needs within the school.
- To maintain an atmosphere in which children feel secure, are encouraged in their learning, growth and social development and know that they are valued within a healthy and safe environment.
- To motivate pupils to recognise and reflect upon our core values.
- To promote positive relationships with parents/carers through good communication and interaction.
- To enhance parental awareness of how children learn and the importance of education.
- To work with a range of stakeholders, parents, support staff, outreach agencies and other schools to ensure the best outcomes for every pupil.

If you have any questions, or would like some further supports/advice, please do not hesitate to get in touch and contact the school office.



INCLUSION - ACCESSIBILITY

Having completed an accessibility audit we are confident that we can meet the needs of all pupils. We provide parking spaces, disabled toilets and easy access to all rooms and facilities. The Governors' Accessibility Policy can be obtained through the school office or read on the school's website and is reviewed annually.



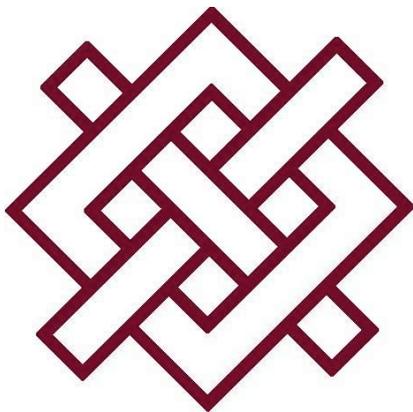
MORE ABLE PUPILS

Provision is made within our normal planning and teaching for more able and gifted pupils and when appropriate additional support is given to exceptional children.

Continual assessment and review of pupils' progress in all aspects of school life enable us to identify talented and gifted pupils. Their support is co-ordinated by our 'Talented and Gifted



Mrs Heather Helm
Assistant Headteacher, SENDCO & Inclusion, including Talented & Gifted Pupil's Lead



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