

Brontë House School Handbook

Years 1 - 6

2023/2024



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Introduction

The transition from Ashdown Lodge to Year 1 is an important time. Moving 'up the hill' to a slightly more formal setting, the children will find much that is familiar in what they do day to day, but there are exciting new experiences and lessons for them to enjoy. They will learn quickly to become more independent and to organise themselves and their possessions more effectively.

As the children progress through the school, more is expected of them in terms of independence and taking responsibility for their own learning and behaviour. There is a greater emphasis on subject teaching and the use of specialist teachers. Opportunities, both in the curriculum and outside, become wider as the children become older. Of course, this does not happen all at once; during the four years of Key Stage Two, we see a gradual maturing and broadening of outlook. By Years Five and Six, children are taking on more responsibility and preparing themselves for the challenges of secondary education.

This handbook is designed to help and guide parents through some of the policies and procedures that particularly affect children in these important years. It provides parents and children with a single point of reference in understanding how we do what we do to ensure that every child's years at Brontë are both enjoyable and successful. Please do not hesitate to contact us with any queries arising.

Mrs S Chatterton
Head of Brontë House

Occasionally there will be amendments or additions to the handbook. Revisions are available to download from the handbook section on the school website.

Contact Details:

Tel No: 0113 250 2811
E-mail: enquiries@brontehouse.co.uk
Website: woodhousegrove.co.uk

Organisation and Timings

Staff

Head: Mrs Sarah Chatterton: chatterton.se@bronte-house.co.uk

Head of Early Years: Mrs Hannah Foster: foster.ha@bronte-house.co.uk

Deputy Head (Academic): Mrs Helen Simpson: simpson.h@bronte-house.co.uk

Deputy Head (Pastoral): Miss F Pearson: pearson.f@bronte-house.co.uk

Assistant Head (Operations) Mr Joe Gallucci: gallucci.j@bronte-house.co.uk

Director of Performing Arts: Mr Paul Phenny

Director of Sport: Mr Dominic Bradburne

Special Educational Needs Dept: Miss Susan Bell & Mrs Caroline Bolton

Form Teachers to be allocated from:

Mrs A Ainscoe	Mr M Marshall
Mrs C Abbott	Mrs N McElhone
Miss S Bell	Mrs F Pearson
Mrs C Bolton	Mrs N Rayner
Miss Z Campbell	Mrs H Simpson
Mrs H Defurey	Mrs V Small
Mrs H Ellershaw	Mrs S Sugden

Sport Department:

Mr Toby Waterhouse Sports Coach
Mrs Cath Couzens Sports Teacher
Mrs Olivia Aspley Sports Teacher

Teaching Assistants:	Mrs P O'Grady	Mrs R Malir
	Mrs A O'Hare	Mrs S Sugden
	Mrs S Bader	Miss L Broscombe
	Mrs D Riley	Miss A Whitby-Eccles
	Mrs D Downes	Mrs J Lawrance
	Miss E Amato	

Office Manager and PA to Senior Management Team: Mrs K Bedford

Site Manager: Mr A Perfitt

Receptionist: Mrs L Sykes

Catering Team Manager: Mrs S Howcroft

School Hours

The School opens at 7.30 am to welcome children.

All children should arrive at school by 8.25 am and registration will be taken at this time in classrooms. Lessons will commence for all Year groups at 8.30am and are each an hour in length. Mid-morning there is a break time and lunch is served to all children during the hour long lunch break.

After school care is available up to 6pm and children may have tea at 4.30pm (Years 1-2) or 5pm (Years 3-6).

All visitors and parents collecting children during the course of the school day must report to the school office. A security device is attached to the main door and the bell should be rung to gain admission.

In the event of bad weather parents may wish to collect their children earlier, although please note the school will remain open until 6pm.

Daily Routines and Timings

0745	Breakfast (Key Stage One and Two)
0815	All pupils to classrooms
0825	All pupils to arrive in school
0830	Lesson One begins

Please see the Daily Schedule for the details of each year's Group's timetable.

Daily Schedule – September 2023

[illegible]

		07:30	08:15	08:30	09:00	10:00	10:30	11:00	11:30	12:00	12:30	13:00	13:30	13:45	14:15	14:30	14:45	15:30	15:45	16:00	16:30	16:50	17:15	18:00
Friday	Year 1&2	Breakfast	Form	Awards Assembly	Period 1	Break	Period 2	Period 2	Lunch	Break	Period 3	Period 3	Period 4	Break	Period 5	Club / Early Prep	Break	Tea	Story	Late Prep				
	Year 3&4	Breakfast	Form	(KS1 & KS2 alternate weeks)	Period 1	Break	Period 2	Period 2	Period 3	Lunch	Break	Form	Period 4	Period 5	Club / Early Prep	Break	Tea	Break	Late Prep					
	Year 5&6	Breakfast	Form		Period 1	Period 2	Break	Period 3	Period 3	Break	Lunch	Form	Period 4	Period 5	Club / Early Prep	Break	Tea	Late Prep						

Assembly Routines	
Monday	Whole School Assembly (SMT / Reverend)
Tuesday	Reading Group Session
Wednesday	Reading Group Session
Thursday	Hymn Practice
Friday	Awards Assembly (Lower & Upper School alternate weekly)

Breakfast Lunch and Tea

Breakfast

Breakfast is served in the Dining Hall at 7.45am for all children. All children who are in school by this time may have breakfast, if desired. Breakfast consists of a choice of cereals, toast and fruit juice.

Lunch

Lunch consists of a choice of hot meals, including a daily option of jacket potatoes or pasta. A vegetarian option is available each day. There is also a selection of desserts including fresh fruit and yoghurts. Water is freely available for the children within the Dining Hall and we ask that all children bring a water bottle with them each day. Packed lunches are not permitted; we are happy to discuss individual needs as required.

Tea

Tea is available every day for all children. Parents of children in Key Stage One should request tea on the weekly tea form. Children in Key Stage Two should request tea during morning registration on a daily basis. Tea is served in the Dining Hall at 4.30pm (Years 1-2) and 5pm (Years 3-6) and usually consists of a range of snacks including toasted sandwiches, soup and pasta.

N.B.

Provision is made for those children with specific dietary requirements, wherever possible. It is essential that these are detailed on your child's medical information form and that a care plan is completed and held in school. For those children with more complex dietary needs, a meeting may be necessary to discuss this further with the relevant staff and catering manager.

	Start Time	Finish Time
Nursery/Reception	9.00 am	3.30 pm
Key Stage 1 (Y1 & Y2)	8.25 am	3.30 pm
Key Stage 2 (Y3 to Y6)	8.25 am	3.45 pm

Term dates 2023-2024

Term dates can be found through the link below

<https://www.woodhousegrove.co.uk/school-info/term-dates/>

Safeguarding and Care Before and After School Care

Children should enter school each morning using the following entrance points:

Years 1-3: Red front door (Children should be supervised from the car park to the door)

Year 5: Library Door

Year 4 & 6: Greenwood Doors

Before School (Years 1 & 2)

Before school children are registered and supervised by members of staff in the Dining Hall and Library from 7.30am. During this time, children may opt to have breakfast if they wish. At 8.15am children are escorted to their classrooms by a member of staff.

Before School (Years 3-6)

Before school, children are registered and supervised by a member of staff in the Dining Hall from 7.30 am until 8.15 am. During this time, children may opt to have breakfast if they wish. At 8.15 am children are lined up and sent to cloakrooms to collect equipment for lesson 1. Form teachers greet the children in classrooms from 8.20 am.

After School

At 3.30pm, Key Stage One children go out onto the playground where members of staff will be on supervision duty and will dismiss children to parents.

At 3.45 pm, Key Stage Two children will be taken onto the playground by a member of the teaching staff and lined up in forms to be dismissed to parents. Only children going home 'straight away' will be brought onto the playground and all other children will join their Co-curricular club.

When tea is finished all children in Key Stage One are taken in to the Year One classrooms where they are supervised until they are collected. All children in Key Stage Two are taken to the Library to complete homework.

Children may be collected any time between the end of the school day and 6pm, **though we request that, as far as possible, children are not collected during Co-curricular clubs.** Please see the Daily Schedule for specific timings.

Parents should approach the school from the right hand path leading from the car park. At all times until 5pm each day, a member of staff will be present on the tennis court and will radio for your child.

From 5pm, all parents should approach the member of staff outside the red front door.

Children must remember to "sign out" with the duty staff before going home.

Children must be collected by 6pm.

On the last day of the Summer Term, school closes at 12 noon when there are no Co-curricular clubs or meals provided.

Absences, Holidays and Medical Appointments

What to do if your child is absent

If your child is absent for any reason, please email or telephone the school on the first day of any absence. For safeguarding reasons, if your child does not arrive in school and no explanation has been received, parents will be contacted by a member of office staff. To report an absence please speak to a member of the office staff or please email: absence@brontehouse.co.uk The office phone is staffed each day from 7.30am.

Holiday Absences

We request that parents avoid removing their children from school for holidays during term time. However, we appreciate that it is not always possible to arrange family holidays or other significant family events outside of term time. If you do wish to withdraw your child from school for a family holiday, please make a request in writing to the Head. We are not able to authorise holiday absence of longer than two weeks during the school term.

Medical appointments and Medication

If you need to take your child to the doctor, dentist, hospital etc. in school time please collect your child from school (or advise us of lateness if your child has an early morning appointment). Your child will need to sign in/out at the office.

If possible, parents should administer medicines. Please ask the doctor to prescribe the antibiotics which may be taken 'once daily' or 'twice daily'. If this is not possible, a medical administration form must be completed in the school office detailing dosage and time of medication.

However, some conditions (e.g. asthma, hay fever) rely on regular medication. In these circumstances, a medicine administration form must be completed. These are available from the school office. Pupils will be supervised while they take their medication. All medication should be clearly marked with the child's name and instructions for use and handed in to the school office. Please note, all medication should be in its original packaging.

Lateness

Registration takes place at 8.25am and we expect all children to be at school by this time. Children arriving after this time must sign in at the school office and a late mark is recorded in the register.

Parents are requested to make every effort to ensure that children arrive in school on time each day.

Accident and Medical Procedures

Staffing

The School employs two qualified school nurses who may be called upon to provide medical support at Brontë House. All staff with First Aid qualifications are required to renew their qualification every three years. Most staff are trained in First Aid.

Administering Drugs

At Brontë House, medicine provided by parents can be given to children in our care, providing the authorisation to administer medication form has been completed by a parent. A record of all medication given to children is kept in the office. The name of the medication, timing and dosage is recorded. Paracetamol suspension is kept in school and if a child becomes unwell or has a painful injury this can be administered but only after seeking parental permission.

Pupil Self-administration of Drugs

Pupils with diabetes are able to administer their own insulin, as required, if parental permission has been given in advance and when supervised by a trained member of staff. Insulin supplies are kept in the classroom and in the school Office. Epipens, for pupils with acute allergic reactions, are kept nearby in case the need for use arises. All staff at Brontë House have received training in Epipen administration and diabetic care.

Asthma

It is expected that pupils who suffer from asthma will have their own prescribed medication and will be competent to use it unassisted. Staff responsible for any activity or trip will know children's medical needs. Pupils who have only an occasional need for an inhaler (e.g. when they have a cold) keep the inhalers in the school Office. Emergency inhalers are kept in school and can be used in the event of your child being unable to locate their inhaler.

Accident Book

The school records details of all accidents and incidents, major or minor, in an online Accident Book.

Details of how, where, when and to whom the accident happened is recorded by the member of staff who saw and dealt with the injury/incident. Any injuries or accidents that are of a concerning nature are discussed with parents directly.

Head Bumps

Any child who sustains a head bump will receive a phone call or text message home to notify parents and a copy of the Accident Book form will be placed in the child's bag.

Advice to Parents and Carers Concerning Children with Head Injuries

Any child who has been unconscious must attend a Hospital Accident and Emergency Department.

- DO** Expect your child to feel generally miserable and 'off colour'.
Do not force them to eat, but make sure that they have enough to drink.

- DO** Expect your child to be more tired than usual. Allow them to sleep if they want to. Just pop in and see them every couple of hours. Do not be confused between normal sleep and unconsciousness – someone who is unconscious cannot be woken up - you need to be satisfied that they are reacting normally to you.

- DO** Expect your child to have a headache – 'Calpol' or paracetamol may be given for this.

- DO** Keep your child quiet and resting as much as possible. Keep them away from school, discourage activities; games, watching television and reading until the symptoms subside.

These symptoms should improve steadily, and the child should be back to normal within a few days.

Even after a minor head injury complications may occur but these are rare.

If you are at all concerned then please contact your medical practitioner or local accident and emergency department. For NHS guidance on Head injuries please follow the link below.

Head injury and concussion - NHS (www.nhs.uk)



Good (and bad) news travels fast online, and you can sometimes find yourself in tricky situations with lasting consequences. But what can you do to prevent this? The answer: understand how to share smartly with those you know – and those you don't.

Every Word Matters

- ✓ Treat online communication the same as face-to-face communication.
- ✓ If it isn't right to say, it isn't right to post. If in doubt, get guidance on what kind of communication is (and isn't) OK.
- ✓ Personal details about family, friends – and yourself – should stay private.
- ✓ Think carefully before sharing pictures – what consequences could there be? Does it give away personal information? Do you have permission to share that picture of someone else?



People and situations online aren't always what they seem. Internet Legends know how to tell the difference between what's real and what's not.

Spot the Signs of a Scam

- ✓ If messages about 'winning' or getting something for 'free' feel too good to be true, they probably are.
- ✓ Things getting too personal? Ask yourself, why would someone have private information about you?
- ✓ Always think critically before doing anything online – and learn to trust your intuition. Be on your guard for phishing attempts – which are efforts to steal information (such as login or account details) by pretending to be someone you know in an email, text, or other forms of online communication.
- ✓ Remember that not everything you read or see online is true.



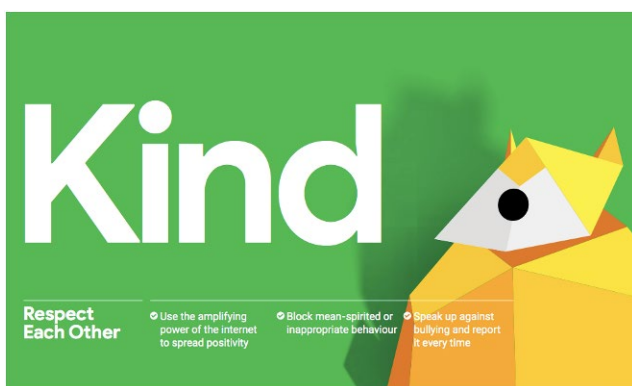
Personal privacy and security are as important online as they are in the real world. Keeping valuable information safe helps you avoid damaging your devices, reputations and relationships.

Create a Strong Password

- ✓ Make it memorable, but don't use personal information, such as names or birthdays.
- ✓ Use a mix of uppercase letters, lowercase letters, symbols and numbers.
- ✓ R3pl@ce le++ers wit# sYmb0ls & n^mb3rs l1ke Thi\$.

Switch It Up

- ✓ Never use the same password on different sites.
- ✓ Create a few different variations of the same password for different accounts.



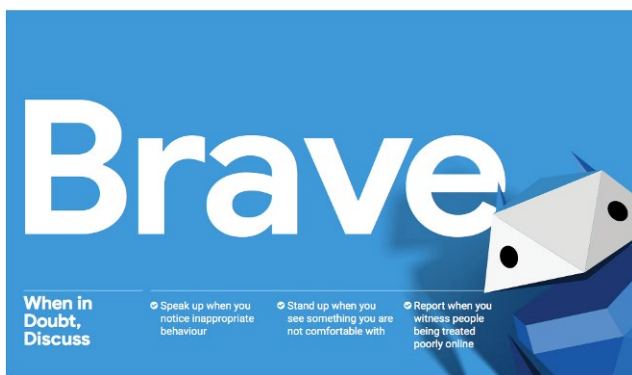
The Internet amplifies everything: good things seem more exciting, bad things seem much worse and can hurt – a lot. A great rule to live by online, as well as off, is 'treat others as you would like to be treated yourself'. You can have a positive impact on others and stop bullying in its tracks by refusing to join in.

Set an Example

- ✓ Be a force for good. Use the power of the Internet to be nice, not nasty.
- ✓ Stop the spread of harmful or untrue messages by not passing them on to others.
- ✓ Respect others' differences.

Lead the Way

- ✓ Block mean, upsetting or inappropriate behaviour online.
- ✓ Be a Legend. Step in and provide support to those being bullied.
- ✓ Encourage everyone to speak up against, and report,



When you come across something you're not sure about online, you should feel comfortable talking to a trusted adult.

Legendary Behaviour

- ✓ Follow the rules and expectations around technology, and understand that there will be appropriate sanctions for inappropriate use.
- ✓ Keep the dialogue about Internet safety going and ask questions whenever you want.
- ✓ As well as parents, talk to other trusted adults such as teachers, family friends or relatives.

Be an Internet Legend

- ✓ Always ensure you have adult permission before using technology or accessing the Internet.
- ✓ Follow the above guidance to help ensure that you remain safe when online.
- ✓ Understand that monitoring your use of technology and what you do online helps adults to keep you safe.
- ✓ Check the age restrictions of sites and platforms before you use them, and recognise that these exist to keep you safe.

Parents and children are required to sign their homework diary to show that they have read and discussed this together.

Traffic and Parking at Brontë House

Before 8.25 am and after school up to 5.15 pm

Please drop off your child in the main car park at the bottom of the hill (on the left). After school, please park in this car park and collect your child from the playground. Please remind your child to sign out. Please supervise your child in and around the car park area.

After 5.15 pm

Parents may choose to park in the staff car park when collecting children. Take care escorting them across the road and in the car park.

FOR REASONS OF CHILDREN'S SAFETY, NO PARKING, DROPPING OFF OR TURNING OUTSIDE THE FRONT OF BRONTË HOUSE IS ALLOWED AT ANY TIME

Also, when leaving the grounds please resist turning right uphill especially when you cause a tail-back of traffic down the drive and frustration to other drivers.

If, for reasons of disability, any parent is unable to use the bottom car park, please contact the school office so that authorisation may be given to allow access to the disabled spaces at the front of school.

Academic

Parents' Evenings, Reports and Merit Badges

Parents are kept informed of their child's progress in the following ways:

Reports:

1. Termly reports including Form Teacher comments and Effort and Attainment Grades for all subjects.
2. A full written report on every subject is issued at the end of the Summer Term, including assessments of Effort, Attainment and Progress.

Parents' Evenings:

1. These are held twice a year normally after school hours. You will have an opportunity at these evenings to meet and discuss progress with your child's Form. A member of the SEN department will also be available to report on progress of children who receive additional support.
2. Appointments are timed to last ten minutes but should you require extra time, another appointment can be made at another mutually convenient time.

Policy for Issue of Merit Badges in Key Stage 2:

The children are given assessment levels for effort and attainment for each subject at the end of every term. Children who have made a particularly good effort may be awarded with a special Merit Badge at the start of the Spring, Summer and Autumn Terms.

The criteria for receiving a Merit Badges is 6 purple effort grades.

Please note that attainment levels do not form any part of the Merit badge award so that all children have an equal opportunity to achieve them.

Staff are always available to discuss your child's progress at any other time. Do not hesitate to contact the office to arrange an appointment.

Homework and Reading

We consider homework to be a valuable part of your child's education. It is intended to reinforce or extend work covered at school and provides you with an opportunity to become more involved in your child's learning. If your child is unable to complete homework for any reason, please write a note to the teacher in your child's homework diary. Homework is not always intended to be an independent activity and certain tasks may need to be completed with support.

KEY STAGE ONE:

HOMEWORK

Homework is set on a Wednesday and should be returned on a Monday. Children are given a maths task and a set of spellings to learn.

READING

If a child reads to an adult in school we record this in their reading record. We hope that this can be continued at home. Please record the name of the book; pages read and then sign to indicate that you have heard your child read. We ask parents to listen to their child read for 10-15 minutes 5 times per week. Five "reading signatures" in a week is rewarded with a big sticker and two house points and 3 "reading signatures" are rewarded with 1 house point.

KEY STAGE TWO:

HOMEWORK

Homework tasks vary in type, quantity and frequency depending on children's age. A homework timetable can be found in the back of each child's diary with further information.

Your child should have written details of their homework (i.e. subject, task, and 'due' date) in their diary during the lesson in which the homework is due. The diary is also an excellent way of communicating with your child's teachers. Please ask your child to show any messages to their teacher so that they can be dealt with that day. On occasions, staff may write messages to parents so please check the diary every day.

Some tasks may require a few minutes practice over several days for example learning spellings or times tables. Other tasks (generally those forming part of the class topic) may be set for completion over several weeks. Occasionally children may be asked to complete a piece of class work at home in addition to the set homework.

Please sign the homework diary each week to indicate that homework has been completed and that you have read any messages in the diary.

READING

If a child reads to an adult in school, we record this in their diary. We hope that this can be continued at home. **Please record the name of the book, author and pages read and then sign to indicate that you have heard your child read.** We ask parents to listen to their child read for 10-15 minutes 3 times per week. Three "reading signatures" in a week is rewarded with a house point. If you manage to listen to your child read 5 times per week this is rewarded with 2 house points.

Learning Support

At Brontë House School we aim to help every child achieve their full potential and our Learning Support is designed to help children gain in confidence and acquire skills to access all areas of the curriculum. We aim to create an environment where all our pupils feel valued and our Learning Support programme is fully accepted by all as a necessary and welcome part of school life.

Children's academic progress is continuously monitored throughout their time at Brontë House School to ensure their individual needs are being met within the classroom setting. If a child is not meeting their targets, even with additional help in class, they will then be referred for additional support.

Children attending Learning Support are withdrawn from class lessons each week and are given the opportunity to work in small groups on core maths and English skills. They are taught strategies to help them with literacy and numeracy in a variety of ways.

A child who attends Learning Support will be given an I-GAP (Individual Graduated Approach Plan) with specific targets for the child to work on. These targets are discussed with both your child's class teacher and parents at parents' evening. These targets are reviewed at the beginning of each term and a new I-GAP created.

If your child is showing improvement by receiving this extra support, the support will then be withdrawn to see if your child can maintain this improvement independently in class; however, if they again begin to fall behind support will resume.

Sometimes lack of progress in class can be due to a SEN issue such as dyslexia. If the class teacher and Special Educational Needs Coordinator feel there is some other underlying problem that may be affecting the child's progress, this will be discussed with parents with the view that a formal assessment can be undertaken by an outside agency such as Educational Guidance Services. This sort of assessment would be of benefit to your child and teachers in that it would identify the problem and would recommend ways in which your child could be helped in school.

Children at Brontë House School enjoy attending Learning Support as it helps to build their confidence in a relaxed environment working with children of a similar level and undertaking tasks which they can comfortably do. It also helps them develop strategies to improve their performance in the whole class setting.

Assessment of Children's Progress

At Brontë House we regularly assess your child's progress and carefully track their results to inform our teaching and to help us identify any issues such as specific learning difficulties. In addition to many informal tests, we use formal standardised tests to assess progress in maths, reading and writing.

On-going Classroom Assessment

Assessment is an essential part of teaching and this will take place informally in every lesson to help staff determine whether the learning objectives have been achieved. This may frequently take the form of oral questions, work on whiteboards, quizzes, pupil presentations or written tasks. Feedback from such activities informs the next step in your child's learning.

In all subjects, classwork and subject tests are used to measure progress against the teaching objectives. We plan and assess all foundation subjects and science against published objectives from the Chris Quigley "Essentials" curriculum. This meets and extends the objectives of the National Curriculum.

PIRA, PUMA and GAPS Standardised Tests (maths and English) will be carried out towards the end of each term. They produce a standardised score in reading, grammar punctuation, spelling and maths which will be reported to you at the end of the each term. A standardised score of 100 represents the average national performance of a pupil of your child's age. Scores above 100 show above average performance and scores below 100 show below average performance.

Spelling and Reading

In Years 1 to 6 we measure your child's spelling age twice a year (in September and May). This helps us to identify any possible learning difficulties your child may have. We can then develop a suitable programme of support either in the classroom or in the Learning Support Unit. We also use our tests in reading comprehension and spelling, punctuation and grammar to check ongoing progress. Whilst children are completing our reading scheme, they are regularly bench-marked to determine when it is appropriate for them to progress up to the next reading level.

Maths

Our main teaching scheme used in maths is the Active Learn Abacus scheme which has been adapted to cater for the increased challenge and content of the 2014 National Curriculum. The end-of-topic tests are used to assess progress.

Writing

Children complete a piece of independent writing at the end of each half term which is assessed against the mastery keys from the 'Pathways to Write' publish scheme.

Science

End-of-topic tests are used to assess whether your child has met, exceeded or is working towards the expected level in that topic. Scientific skills are assessed through on-going classwork and teacher observation.

Relationship and Sex Education

At Brontë House, we use Jigsaw, the mindful approach to PSHE, as our scheme of work to teach PSHE (Personal, Social, Health Education) across the school. The programme consists of 6 half-term units, each with 6 lessons: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

In the second half of the Summer Term, we will be teaching 'Changing Me'. This helps children learn to cope positively with all sorts of change. In Key Stage 2, they will learn about safe/unsafe touch and puberty in; Key Stage 1, we introduce scientific terminology for body parts, including genitalia. This is partly for safeguarding reasons and also to lay the foundations for learning about puberty later.

The government statutory guidance gives parents the right to request to withdraw their child from Sex Education in Year 6, and this letter explains more about what Sex Education is and how you can find out more about this if you wish to. Health, Relationship and Sex Education Health and Relationship Education is statutory in all primary schools, and it is recommended that all primary schools have a Sex Education programme that is tailored to the age of the pupils.

The Health and Relationship curriculum content is woven throughout the entire programme of Jigsaw, with a specific focus within the 'Healthy Me' and 'Relationships' topics. In the Early Years and Key Stage 1, the focus is on life cycles, valuing our own bodies and learning some vocabulary for the external body parts, that we might use if we needed to talk to an adult such as a nurse or a doctor. In Key Stage 2, there is a particular focus on the Health Education element of puberty in (including menstruation) and the changes that happen inside and outside the body. This is taught in a way that helps pupils feel prepared for the main changes that happen before puberty starts, and to encourage them to talk to an adult at home or at school if they have any questions.

At Brontë House we define 'Sex Education' as human reproduction; teaching does not promote sexual activity. Sex Education is part of our PSHE/RSE curriculum in Year 6, and we teach it through the Jigsaw 'Changing Me' topic. It is worth noting that many schools have introduced 'Sex Education' lessons into younger year groups; however, being mindful of our School's context, we feel this is best included in our Year 6 curriculum.

The right to withdraw.

As parents, you have the right to withdraw your child from the non-statutory elements of our teaching. These will be the lessons on human reproduction in Year 6. You are unable to withdraw your child from any lessons within Relationship or Health Education (this includes puberty and menstruation). If your child is in Year 6 and you wish to withdraw them from the human reproduction lessons, please contact your child's form teacher.

For further information on content, lesson objectives and resources, please click the link below, which will direct you to a dedicated area on our website.

[Brontë House Relationship and Sex Education | Woodhouse Grove School](#)

Sport, Music and Co-curricular Activities and Visits

Sport Policies and Procedures

Lessons

Pupils are expected to take part in all PE lessons a reason is provided by parents, explaining injury or illness which prevents their participation; this can be written in the pupil's homework diary or it may be emailed to child's from teacher. In these circumstances arrangements will be made for the pupil to either watch the lesson or be cared for elsewhere.

Kit

Autumn and Spring Term Games Kit should include cold weather clothes, wearing hats and gloves where appropriate (please refer to kit list).

For cricket in the Summer Term pupils can wear either PE Kit or cricket whites. The school will provide all cricket equipment for lessons and clubs. However, children may bring their own box with suitable briefs. Those children in Key Stage Two who already have their own cricket bat, pads and gloves may bring them into school for games lessons. All kit including shoes, boots and towels should be clearly named. Children attending Co-curricular sport after school may go home in kit, if a parent is collecting them at 4.30pm. Those remaining in school for tea must change back into uniform.

Fixtures in Key Stage Two

Brontë House is proud of our commitment to sport and our traditions and it is considered an honour to be selected to represent the school. We hope all parents and pupils will support us in maintaining our high standards. We have a full and extensive fixture list for Rugby, Football, Netball, Cross Country, Athletics, Swimming and Cricket. All pupils will have the opportunity to represent the school. Teams are selected according to the standard of opposition by the member of staff in charge using their professional judgement. As with all Prep and Junior schools, some pupils may be selected out of their year group.

As an HMC school, there are a number of regional events that we enter, which require pupils to represent the school in large events such as Cross Country, Athletics and Swimming. Pupils will be notified of selection via the school sports website, woodhousegrovesport.co.uk and the team sheet which is posted on the sports notice board. The team sheets will have details of venues, kit requirements, start, departure and return times.

Approximate return times from away fixtures will be as accurate as possible; if we return early pupils will be looked after by normal after school care. If return is delayed, staff will notify the school office. A text will then be sent to all parents concerned.

Refreshments will be provided after every fixture and all pupils are expected to attend. Pupils are encouraged to bring a bottle of water to matches – sport drinks are **not** allowed.

All children with identified food allergies will take a packed tea on fixtures prepared by the Brontë House kitchen. This is to ensure that our children remain safe when off site.

Brontë House Sport Code of Conduct

Everyone involved in Sport at Brontë House, whether player, coach, referee, parent or spectator is expected to uphold the core values:

Teamwork-Respect-Enjoyment-Discipline-Sportsmanship.

We welcome parental support at fixtures and ask that you positively encourage all players from both teams and respect all decisions made by match officials.

Photographs are not allowed to be taken of other children without the permission of each child's parents. We ask that you do not put images of our children on social media.

Medical

Please inform the school if your child has any special medical requirements for sport.

You should provide your child with any travel sickness medication for travel to and from away fixtures if necessary.

Games Staff are First Aid qualified. Staff will ensure relevant medication is transported to school fixtures and that relevant medical procedures are followed to safeguard pupil' needs.

Performing Arts Policies and Procedures

Musical activities are planned in such a way as to encourage full and active participation from all pupils as well as providing many opportunities for pupils to excel in the performing arts.

All music lessons in Reception to Year 6 are taught by the Director of Performing Arts as well as qualified and enthusiastic peripatetic staff. These lessons take place in our Music Suite. Reception and Year 1 have half an hour of music and Year 2 have an hour per week. In Years 3 and 4, pupils receive 2 hours of timetabled music each week. This includes 1 hour of 'classroom music', and an hour of choreographed music and movement. Years 5 & 6 receive an hour of 'classroom music' which builds on the skills established in Years 3 & 4. In addition, they enjoy an hour of drama each week with Mr Phenny.

All pupils are involved in concerts and productions at various points throughout the year. These performances are enjoyed by pupils and parents alike. A typical year's programme of events includes:

- Music for the Harvest Festival
- Years 1 & 2 Christmas Nativity
- Years 3 & 4 Spring Production in WGS Theatre
- Years 5 & 6 Carol Service
- Year Group Assemblies
- Music for the school's Christmas Fayre
- HMC Schools Orchestral/Choral Day
- Performing Arts Concerts which focus on different year groups
- Music for Founders' Day
- Year 6 Production
- Informal concerts arranged by peripatetic staff
- Pupils have the opportunity to be entered for ABRSM Music Exams and Rock School Exams each term.

As well as timetabled music there are many opportunities for pupils to involve themselves in the performing arts through extracurricular activities. These include:

- Dance
- Choir
- Drama Club
- Various instrumental ensembles such as Recorder Group and Brass Group.

Pupils are also encouraged to have individual music tuition on an instrument of their choice. We offer a wide range of instruments including:

- | | |
|------------------|------------------|
| • Piano/Keyboard | • Clarinet |
| • Violin | • Flute |
| • Cello | • Voice |
| • Percussion | • Saxophone |
| • Guitar | • Brass |
| • Recorder | • Speech & Drama |

These lessons take place during the school day and are on a rota basis so that pupils do not miss the same academic lesson each week.

Although lessons take place in school time, all payments and your contract will be with the specialist peripatetic staff. Lessons are usually half an hour in length and paid for a term in advance. Pupils will be informed of their lesson time a week in advance and this will give you time to check that it does not clash with any other school events or appointments.

If the teacher is unable to make it into school for any reason then they will reschedule the lesson.

If the pupil is unable to attend their lesson and the teacher has not been informed in good time then you will be invoiced for the lesson.

If your child no longer wishes to receive individual tuition **you will be required to give a half term's notice.**

Co-curricular Clubs

At Brontë House, we offer a wide range of co-curricular clubs for pupils in Nursery up to Year 6.

There is a good selection of clubs offered by school staff and there are also clubs run by external providers which are at an additional cost. The types of clubs on offer changes over the course of the year and so a new club list is issued to pupils towards the end of each half term. This gives children the opportunity to join different clubs each half term. We aim to ensure that children have a chance to experience as many clubs as possible throughout the academic year. Examples of current clubs include: art, ballet, football, railway, science, swimming and STEM to name but a few.

Educational Visits

At Brontë House School we believe that education outside the classroom gives our pupils unique opportunities to extend and enhance their learning in different environments. All our trips make an essential contribution to the pupil's development and education in the broadest sense. Whilst no trip is compulsory, we do encourage all children to participate.

For all school visits, parents will be sent an invitation to book on the trip via 'EVOLVE' an online system for the planning, approval and management of educational visits. All the details of the trip will be listed and parents will then be able to book on the trip, pay and give consent.

Parents should ensure that they fully complete all medical/dietary and allergy information about their child so that we have the most up to date information.

All children from Year 3 upwards will have the opportunity to experience a residential trip*:

Year 3 & 4 – A three day residential.

Year 5 – Outdoor Activities Residential for four days

Year 6 – Residential trip for 5 days.

At Brontë House, the safety of our pupils is our priority and we follow all current Government Safety guidelines. A full risk assessment is carried out prior to each visit and the school has a thorough and detailed Educational Visits Policy. If you have any queries regarding any of our trips please contact Educational Visits Co-ordinator, Mr J Galucci.

*Please note the school reserve the right to change the timing or location trips.

School Information

In order to ensure that we continue to comply with regulatory obligations applicable to all independent schools please find below a summary of all the key details that are available for parents and prospective parents upon request or on our website in the downloads section.

Name of school:	Brontë House School
Address:	Apperley Bridge, Bradford. BD10 0PQ
Telephone number:	0113 250 2811
Email:	enquiries@brontëhouse.co.uk
Head:	Mrs Sarah Chatterton
Chair of Governors:	Mr Alan Wintersgill
Chair's address for correspondence:	Chairman of Governors, Woodhouse Grove School, Apperley Bridge, Bradford. BD10 0NR All correspondence will be forwarded as it arrives.

Policies and Procedures

The School has published some of its policies and procedures on the School website www.woodhousegrove.co.uk. Others appear in the joining booklet or are available on request. The policies on the web-site can be accessed from the home page by clicking on the "downloads" tab.

Academic Performance	Website download
Admissions Policy	Available on request from school office
Anti-bullying Policy	Available on request from school office
Behaviour Policy	Available on request from school office
Child Protection Policy	Website download
Complaints Procedure	Website download
Curriculum Policy and EYFS Curriculum Policy	Available on request from school office
Educational Visits Policy	Available on request from school office
First Aid Policy	Available on request from school office
Health and Safety Policy	Available on request from school office
Inspection report for the School	Website download
Relationship & Sex Education	Website download
Learning Support Policy (incl. English as an Additional Language)	Available on request from school office
Safer Recruitment Policy	Available on request from school office
Special Educational Needs and Disability (SEND) Policy and Accessibility Plan	Available on request from school office
Staff Code of Conduct	Available on request from school office

Please ask the school office if you would like paper copies of any of the information mentioned above as a website download

The 'Statement of the School's Ethos' can be found on the website and was included with your terms and conditions

Communication

Home-school Links

The school operates as a partnership with parents and it is important that there is a good flow of information to and from home. Information from school will come via the fortnightly Bulletin, letters and messages in the homework diary and SchoolPost, our daily email messaging system.

Parents are also encouraged to follow Brontë House and Woodhouse Grove Facebook and Twitter accounts for additional information.

The Woodhouse Grove Flickr site is also used to display photographs of school events and residential.

Parents of children in Years 1-6 are also invited to the Head's Award assembly each Friday morning to celebrate the achievements of the children. This is on an alternating basis for Lower School (Years 1-3) and Upper School (Years 4-6).

Parents may contact the school using the homework diary, by telephone, email, letter or in person. If you are concerned about any aspect of your child's education or well-being, then staff are always on hand to listen and advise.

Ashdown/Brontë Association

The Ashdown Brontë Association is the parent teacher association for Brontë House school.

All parents and/or Guardians of pupils attending the School and all staff shall be eligible for membership of the Association together with any other person with an interest in the School.

The objective of the Association is to support the school in the enrichment of the school life and support the well-being of the of the pupils who attend it.

The ABA :

- works to develop the relationships between staff, parents, pupils and others associated with the school,
- works to support and promote the school community,
- undertakes fundraising activities such as organising discos, fairs and raffles to provide extra facilities for school and for education and welfare projects.

For further details please email chairaba@gmail.com

Behaviour & Expectations

Our Behaviour Policy outlines the standards of behaviour that we expect in Brontë House School and includes a system of rewards and sanctions to promote good behaviour. We aim to promote a policy of mutual respect and trust for everyone. We believe that good manners, good relations and a secure learning environment play a crucial part in the development of pupils who are motivated to become lifelong learners.

Our Behaviour Policy aims to support pupils in abiding by the School Rules and Code of Conduct outlined on the following pages.

Please find below the list of appropriate sanctions and rewards that may be used in managing behaviour.

Rewards:

- Merit badges, Head's Award and Reception Superstars
- House points and house point certificates/stickers/badges and reward card certificates
- Fast Pass Friday award
- Merit badges
- Certificates at weekly assemblies
- Prizes on Prize Day

Sanctions:

- Verbal warning
- Yellow sticker
- Red sticker
- Loss of privileges e.g. representing the school
- Detention at break times
- Daily/weekly report cards

Managing Your Behaviour


Step 1

Poor and inappropriate behaviour will result in a **verbal warning**. If you are in a classroom, your name will also be recorded on the white board. If the poor behaviour stops, nothing else will happen and your name will be removed at the end of the lesson.



Step 2

If the poor behaviour continues, you will collect a **yellow sticker** and place it in your diary. You will record the reason that you have been given the sticker and your teacher will sign it to say that they agree. In Key Stage 1, the reason will be recorded by the member of staff and you will be placed on the amber light.

 I carried on talking after the teacher asked me to get on with my work. (SC)

You may also receive a yellow sticker if a whole group of children have been reminded about their conduct and you then repeat the behaviour; if your behaviour is something that you have been warned repeatedly about in the past or if it is something that you already know is unacceptable. An example of this may be silly behaviour in the cloakroom.

Step 3

You now need to attend **Reflection Time**. This will take place for 15 minutes at morning break. You will complete a reflection time form to explain what went wrong, why you chose to behave in this way, what you will change about your behaviour in the future and if you think you need any help to do this. The teacher on duty will then discuss your behaviour with you and stamp your diary to show that you have attended.



Step 4

Some types of behaviour such as physical aggression will result in a **red sticker**. These must be collected from the Head or Assistant Head. Parents will be informed by school and an appropriate sanction given. These may include withdrawal of privileges such as break times, activities and fixtures as well as internal or external exclusions. The same will apply to anyone receiving repeated yellow stickers in a half term period.

School Rules

The School exists for the benefit of its pupils. All pupils, staff, parents and others associated with the School are required to work together in a spirit of co-operation and understanding. Pupils are actively encouraged to fulfil their potential academically, in sport, music, drama or any of the other activities of the School. Anyone who disrupts lessons and thus the education of others can expect to be dealt with firmly. Pupils and staff are expected to relate well and to behave considerately towards each other. We live in a society where social skills are vital to our well-being and learning to interact with others is, therefore, a critical part of education. Pupils are reminded of the importance of respecting others, whether inside or outside school. Selfish actions are therefore to be discouraged, whether these actions are of a minor nature (e.g. dropping litter or pushing in the lunch queue) or of a major nature (e.g. fighting, bullying, vandalism or theft). It is the duty of all associated with the School to have high expectations and to strive to uphold our reputation. It is to a great extent the measure by which we are all judged. A high standard of appearance is expected from all pupils and clothing must conform to the uniform regulations currently in force. The school expects the support of parents as it seeks to uphold these standards.

The School Code provides clear guidelines as to what is or is not acceptable but any breach of common sense or good manners, or anything which lowers the good name of the school is considered a breach of the School Code. In addition, we have well-defined policies towards particular areas of behaviour. The following guidelines are not exhaustive. Sanctions will be at a level that reflects the severity of the offence, the possible influence and effect on others and the maturity of the pupil.

Disruption: The school exists to educate pupils. Any pupil who persistently disrupts this purpose can expect to be dealt with firmly.

Bullying: Brontë House seeks to nurture a culture in which pupils are valued as people. When bullying is identified it is dealt with firmly and sensitively. If, once tackled, bullying problems persist, the School will reserve the right to exclude the bully from School.

Theft: Pupils should not bring valuables or significant amounts of money to school. Clothing and equipment should be clearly marked and any child needing to carry a mobile phone in school must hand it in to the office each morning. If theft is detected, the sanctions may involve suspension or expulsion.

Inappropriate use of social media: All pupils should ensure that they do not refer to the school, members of staff, other pupils or parents (or former pupils and parents) in a defamatory or inflammatory way on any form of social media. Pupils should recognise that their internet footprint can prove to be damaging both to friends, family and school, and any posting (written or photographic) that brings the school's name into disrepute may lead to exclusion from the school.

Deliberate and accidental damage to property: Pupils must understand the need for keeping all items of school furniture and equipment in use as long as possible. Obviously items will wear out with time, but a pupil who damages property will be expected to replace or repair his/her misdeeds - thus making a positive, rather than a negative contribution. Any damage must be reported immediately to the Head or relevant Assistant Head.

The Head reserves the right to suspend pupils from attendance, or, in the last resort, to exclude them for persistent idleness, antagonism towards authority or any serious breach of discipline.

School Code

Brontë House is your school: respect it and be proud of it. Do all you can to make the school one in which all are treated courteously and are happy, where hard work is respected; fair play in sport is valued; and artistic endeavour promoted. Remember that if you act in ways which harm the reputation of Brontë House, you harm yourself, your friends, family and all members of the school community.

All members of the school should be familiar with the statement School Policies and Standards in which guidelines on Disruption, Bullying, Theft, Vandalism, Smoking, Drinking and Drug Abuse are outlined. In addition, the following are specified as a practical expression for others and are intended to make life easier for everyone.

- Be polite and helpful to all members of the school community and to visitors to the school.
- Move about the school in a quiet and orderly manner, walk and do not run in corridors and on staircases.
- Make every effort to keep the premises and locality tidy. Litter must not be dropped in the grounds, buildings or on the way to and from school. Use the litter bins provided.
- Make yourself aware of the bounds of the school. No pupil may go outside the boundary of the school, during the school day, unless accompanied by a member of staff.
- All clothing, sports kit and personal possessions must be clearly marked with your name.
- Use your allocated cloakroom space to store your property neatly. Under no circumstances are pupils to remove items from the bags of others without permission.
- Wear your school uniform (as specified in the uniform regulations) smartly each day, including on the journey to and from school and when representing the school, for example in a sports fixture. You may not go home in your sports kit without the expressed permission of a member of staff.
- Remember that food provided in the Dining Hall should be eaten there and not removed elsewhere. Food and drink should not be carried around the corridors and through routes of the school. The chewing of gum is not permitted.
- Due to the number of children in school with food allergies, children are not permitted to bring food into school without permission from the Head.
- Do not bring electrical items such as CDs, iPods, MP3 players and hand-held computer games into school. Mobile phones may only be brought into school in exceptional circumstances and must be handed in to the office and collected at the end of the day. Phones will be confiscated if they are found in pupils' bags or on their person.
- Arrive promptly in school for the start of the day and no later than 8:25am. If you are late, follow the prescribed procedure.

Please remember that your behaviour out of school reflects on us all. Show courtesy to others. avoid eating, drinking, noisiness or thoughtless behaviour in public. Wear your uniform properly.

Code of Conduct

Work hard and do your best at all times

Some ways that I could do this are...

- By arriving on time for lessons with the correct equipment
- By following instructions carefully and promptly
- By producing work of high quality
- By writing down homework correctly in my diary



Be polite to everyone

Some ways that I could do this are...

- By saying 'Good Morning' to others
- By saying 'please' and 'thank-you'
- By holding doors open for others



Listen carefully

Some ways that I could do this are...

- By not talking when someone else is talking
- By looking at the other speaker



Behave sensibly

Some ways that I could do this are...

- By being quiet and well-mannered in the dining room
- By walking calmly around school and keeping to the left
- By being honest and treating people as I would wish to be treated
- By remembering that I am representing the school whenever I am in my uniform or on a school trip



Look after your own and others' property

Some ways that I could do this are...

- If I borrow something, return it in the same condition
- Do not touch other people's belongings without permission
- By reporting any damage to my form teacher
- By keeping the cloakrooms tidy
- By looking after my sports kit and putting things in my bag



School Uniform

A school uniform should be worn by all children.

For specific details on uniform please visit our website page.

<https://www.woodhousegrove.co.uk/bronte-house/useful-information/uniform/>

All 'Daywear' School uniform and school bags will be available for purchase from Schoolblazer online from <https://www.schoolblazer.com/>.

All Sports/PE kit and sports bags will be available from Gilbert directly from <https://www.graysteamsports.com/collections/woodhouse-grove-school>

For simplicity the online purchasing sites for Schoolblazer (daywear) and Gilbert (sports kit) will show you which items are compulsory and optional for each year group. A clothing list is available on the next page and on the website for your reference.

We also offer a pre-loved uniform service. Items are available to purchase at a minimal cost and the money raised through this goes to the Ashdown Brontë Association. We welcome donations of uniform, in good condition, which no longer fits your child.

Clothing List

Key Stage 1 and 2

Boys	Girls
School long sleeved white shirt School bottle green crested v neck pullover Charcoal Grey long trousers School tie (elasticated for Years 1 & 2) Grey socks School coat (with crest)* Hat & scarf in school colours (optional)*	School Revere Collar white blouse School bottle green crested cardigan School tartan pinafore (Year 1 to Year 6) School tartan skirt (Year 5 & Year 6 optional) Green tights or knee length green socks School coat (with crest)* Hat & scarf in school colours (optional)* Scrunchies/hairbands should be in school colours
<u>Summer</u> (optional) Charcoal grey shorts Short sleeved white shirt with tie School bottle green crested v neck pullover	<u>Summer</u> (optional) Summer dress burgundy stripe White socks School bottle green crested cardigan
<u>Sportswear</u> (with school monogram) School Gilbert tracksuit bottoms School Gilbert ¼ zip fleece School Gilbert PE polo shirt School Gilbert PE shorts School Gilbert Rugby Kit (Shirt, shorts & socks) (Y3 to Y6) Short white sports socks (no monogram) School Gilbert Baselayers (Years 1-6 - optional) School Gilbert ¼ zip jacket (Y3-6 optional) School swimming trunks/shorts School swimming cap Swimming bag & towel Goggles	<u>Sportswear</u> (with school monogram) School Gilbert tracksuit bottoms School Gilbert ¼ zip fleece School Gilbert PE polo shirt School Gilbert PE skort Short white sports socks (no monogram) School Gilbert Baselayers (Years 1-6 - optional) School Gilbert ¼ zip jacket (Y3-6 optional) Netball gloves (optional-for training only) (Y4-Y6) School swimming costume School swimming cap Swimming bag & towel Goggles
<u>Key Stage 1 (Years One And Two) Footwear and Bags</u> Small book bag with school crest* Green pump bag* Black leather shoes (Velcro fastening if possible) NO boots Black pumps for PE	
<u>Key Stage 2 (Years 3 to 6) Footwear and Bags</u> Large burgundy rucksack with school crest Sports bag with school crest (navy blue Woodhouse Grove rucksack or sports bag) Boot bag (optional) Black leather shoes, NO boots Outdoor trainers Football/rugby boots with aluminium safety studs or moulded studs (not blades) – for all boys and for those girls opting to participate in rugby/football	
Y3 boys play non-contact rugby, so a gum shield and scrum cap are not necessary. They are needed for Y4-Y6 boys. All boys need a pair of football or rugby boots.	

School Buses

If you are interested in using the school bus service, please download the information pack from our website.

School bus enquiries:

(Tel:) 0113 250 2477

(Email) travel@woodhousegrove.co.uk

Routes

Addingham

Otley

Weetwood

Oakwood

Age Restrictions

We suggest an age limit of Year 4 (8 years old) to use the coaches by themselves, unless accompanied by an older sibling.