

School Prospectus



**Beech Avenue
Peterborough**

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From September 2022 - Our chair of governors will be Gavin Bateman

Hallo!

Welcome to The Beeches Primary School.

We are delighted that you have chosen The Beeches for your child, as we believe that the environment your child learns in is very important. Here at The Beeches, we have created a safe, caring and friendly environment, in which your child can develop and thrive, maximising their learning potential.

Please take the time to read through our prospectus/ handbook. It provides all the essential information you need to help your child through joining and settling-in to school life at The Beeches. For those of you already a part of The Beeches family, it reminds you of things that you may have forgotten, and updates important information.

As governors, we play a key role in the strategic development of the school. We meet regularly to discuss the direction the school is going in, and the finances. We also support Mr Smith, the head teacher, and all the staff, in their running of the school, to be the very best school that it can be.

Please feel free to ask us any questions about school governance - there is a link to email us on the website.

Best regards,
Nicola Claire
Chair of Governors

Welcome to the Beeches Primary School. We are a large, growing school situated near the City Centre. We aim to meet the needs of the children and families of the community, both familiar and new and we currently have over 570 pupils on roll. We are very proud of their achievements and progress, as each child grows with us to become confident and articulate learners who are prepared for the demands of life in the 21st Century.

We want to continue to build our school so that all children are happy, love to learn and make the best possible start in their education. Our team of teachers and staff work hard to ensure lessons are high quality and that our school is an exciting place to be. We want the children to be valued, confident, and successful. We encourage children to develop positive friendships with others. We place a great deal of emphasis on personal development and being safe at school and in the wider community.

We want to maintain a close working relationship with all our families as partners in the learning journey. This supports your child during their time with us. If you want to find out more about the school, please visit us. Appointments to see myself or one of the team of staff can be made through the school office. office@beeches.peterborough.sch.uk.

This booklet gives a summary of the key information about the school. For further information, our website www.beeches.peterborough.sch.uk is very helpful and kept up to date.

We look forward to working with you and your child.

Tim Smith, Head Teacher

Our School

The Beeches Primary School is for children aged between 4 and 11. Classes are of mixed levels of attainment although there is some setting in particular year groups. All classes are staffed by a class teacher and the majority supported by at least one Teaching Assistant for most of the day. In addition, the school employs assistants for children with specific learning needs.

The school is well decorated and furnished according to the age of the children. All classrooms have interactive white-boards and these are used in most lessons. Your child will be taught to use the internet, digital photography, movie making and programmable toys as part of their regular classroom learning. We have two school halls that are used for assemblies and PE lessons. One of the halls is also used as the dining room. Additional areas provide places for smaller group teaching. Outside we have a hard surface play area, an adventure gym, environmental gardens and a large field that is used when the ground is dry.

We have undertaken a major refurbishment project at the school. Our buildings are very old, some now over 100 years old. The newer buildings added four new teaching and learning spaces, provided new entrances around the building, new heating and lighting, and replacement of our existing dining space and kitchen. We are delighted that all learners at our growing school now have the chance to work in a first-class environment fit for the demands and opportunities of the 21st Century.

Aims of The School

School Slogan - Thriving in an ever-changing World!

We believe that every member of the school community should be valued for who they are - their individuality, diversity, culture and heritage. Everyone is supported as they strive for excellence, in a stimulating and caring environment. It is a place where self-respect and mutual respect for others is fostered between all relationships. It is a place where everyone is different; has importance; and can work collaboratively to learn the skills needed for the future.

Our school is a community of open-minded, life-long learners who want to learn, who prepare for global change, respect diversity, treat one another equitably and promote peace, justice and harmony.

Our Aims

- To strive for excellence: encouraging high standards and enabling our children to become confident and independent learners.
- To consistently nurture caring relationships, appropriate behaviour, empathy and taking care of our own well-being.
- To create a collaborative partnership between home, school and the wider community; providing high quality information and good communication to overcome barriers to learning.
- To develop personal, spiritual and moral values to promote tolerance, equality and respect for ourselves, others and the environment.
- To use praise and encouragement to nurture creative and curious minds who demonstrate initiative; are articulate; reflect on constructive feedback; and develop resilience, learning from their mistakes.

Core Values

The eight core values aim to promote a consistent view on effective and independent learning and promote learners' wellbeing. A positive impact on behaviour for learning leads to a positive impact on engagement, attainment and progress. There is a focus on praising and promoting positive behaviour around the school.

Articulate: (WHITE)

- I can look at the person I am talking to.
- I can speak clearly.
- I can be confident and speak in front of an audience.
- I can think before I speak, so that I make sense.
- I can use the key words for the topic.
- I can listen attentively.
- I can ask and respond to questions.
- I can make observations.
- I can recall events and retell stories.
- I can express ideas, feelings and opinions.
- I can use formal or informal language.

Collaborative: (RED)

- I can listen to other ideas and opinions.
- I can be a leader and a follower.
- I can work as part of a team.
- I can take turns.
- I can encourage others.

Caring: (BLUE)

- I can consider other people's feelings.
- I can look after myself, my community and my environment.
- I can celebrate differences.
- I can respect other people.
- I can take pride in my learning and who I am.
- I can help others.

Creative: (SILVER)

- I can use my imagination.
- I can build and make things.

- I can play an instrument.
- I can express my feelings.
- I can sing and dance.
- I can solve problems.
- I can try new experiences.
- I can think outside the box.

Curious: (ORANGE)

- I can explore my interests.
- I can explore why things happen and how they work.
- I can ask questions and look to discover the answer.
- I can try my best to learn new things.
- I can use my imagination.

Resilient: (YELLOW)

- I can learn from my mistakes and my behaviour.
- I never give up.
- I keep going when things get difficult.
- I can challenge myself.
- I can work independently when I get stuck.

Reflective: (PURPLE)

- I can talk about my work and behaviour.
- I can suggest ways to improve.
- I know when I've done well and when I could have done better.
- I can question what I am learning about.
- I can look at my feedback to improve my work.
- I can consider links in my learning.

Excellent: (GREEN)

- I can aim to be the best I can be.
- I can achieve my target.
- I can challenge myself to be better.
- I can aim high.
- I can keep on trying.

Parents At The Beeches Primary School

We aim to work in close partnership with parents and carers so that children can make the most of their time in school. Our **website** www.beeches.peterborough.sch.uk informs parents of events taking place in school. You can also follow us on **Twitter** @BeechesSchool and **Facebook** @BeechesPeterborough.

Letters are normally emailed to parents but children can bring home letters and forms from school. It is important that the child gives these to parents and carers. Always ask your children when they come home if they have a letter for you and **ALWAYS CHECK THEIR BAGS.**

Formal parent/ teacher meetings are held in the Autumn and Spring terms and the school often holds special parent meetings as the need arises to discuss the many things that go on in school and to ask parents and carers their opinions.

In addition, teachers are available to discuss matters with parents and carers at the end of the school day at, should the need arise, but an appointment may be necessary.

Translation is available if required. The Headteacher is also available to discuss matters with parents. Again, an appointment may be necessary.

Year Group	Start Time	Break Time	Lunchtime	End Time
R	8.30 Hobsons		11.30- 12.15	14.50
1	8.35 Hobsons	9.30	11.40-12.25	14.55
2	8.30 Community	10.00	11.50-12.35	14.50
3	8.35 Community	10.15	12.05-12.50	14.55
4	8.30 Upper Hall	10.30	12.15-13.00	14.50
5	8.35 Craig Street	11.00	12.25-13.10	14.55
6	8.30 Main Entrance	10.45	12.35-13.20	15.00

Registers are marked within the first few minutes of the children entering the classroom. Children arriving after the register has been taken are marked as authorised late. Children arriving 20 minutes after their start time are marked as un-authorised late, this will count as an absence. Parents have the responsibility to make sure that their child is in school on time.

If you wish to speak to the class teacher, you can make an appointment to do so after school. To speak to the Headteacher please go to the school office.

Home dinners are not an option unless agreed with the deputy head teacher in advance.

We expect your child to be collected at their finishing time, unless they are in after school club. Collecting your child late is upsetting for them and time consuming for staff who

have to supervise them. If you are going to be late please ring the school office and explain the circumstances, otherwise you will be issued with a £5 fine per child.

Anyone picking up your child must be on our system. We will not release a child with someone who is not on our system. Please contact the school office if you wish to add a named contact.

Application for Admission

We have up to 90 children in all year groups organised into 3 classes with a maximum of 30 in each class.

Should you require a place for your child please contact the Admissions Team on 01733 864007, apply online via <https://www.peterborough.gov.uk/residents/schools-andeducation/school-admissions/moving-schools-in-year-transfer> or collect an In Year Application Form from the school office. The Admissions Team will require proof of your address and the name of any siblings attending our school. The Local Authority guidelines say children with brothers and sisters should be offered places first. After that, places at the school should be given to children who live closest to the school.

Absences From School

There are times when a child becomes too ill to come to school; parents must ring school on each morning of the child's absence, selecting Option 1 where you can leave a message on the Attendance Officer's voicemail alternatively you can attend the school office explaining the absence; this may be recorded as an authorised absence.

A holiday, visiting relatives and other similar reasons however are unacceptable reason for absence and will be recorded as an unauthorised absence. Continued unauthorised absences are always followed up by the school and/or Local Authority Attendance Service. Every time a child is missing from school the absence will be followed up immediately by telephone or a home visit.

We advise that appointments are made out of school hours. If this is not possible an appointment card must be presented at the school office.

Holidays In School Time

Children need to be in school to learn. There is no right to time off for holidays or visits during term times. Families are asked to take their holidays during the times when the

Term Dates 2022-2023

Autumn Term	
Professional Day	Thursday 1 st September 2022
Professional Day	Friday 2 nd September 2022
Term Opens	Monday 5 th September 2022
Half Term	Monday 24 th October 2022- Friday 28 th October 2022
Term Ends	Wednesday 21 st December 2022
Spring Term	
Professional Day	Wednesday 4 th January 2023
Term Opens	Thursday 5 th January 2023
Half Term	Monday 13 th February 2023 - Friday 17 th February 2023
Term Ends	Friday 31 st March 2023
Summer Term	
Professional Day	Monday 17 th April 2023
Term Opens	Tuesday 18 th April 2023
May Day	Monday 1 st May 2023
Half Term	Monday 29 th May 2023 – Friday 2 nd June 2023
Professional Day	Friday 30 th June 2023
End of Year	Wednesday 19 th July 2023

school is closed. The Beeches Primary School is a very popular school. Many of our classes are full and often extra families would like their children to come to the school. If you decide to take your child on holiday during term time, please be aware that after twenty days of unauthorised absence your child's place at the school could be lost if another child is waiting to join that year group.

Our Attendance Policy highlights the importance of requesting time off in advance using the leave of absence request form. The absence request form is available from the school office or from our website. A penalty notice can be issued for any time off school without prior authorisation by the Headteacher.

Behaviour At School

We are very proud of the good behaviour shown by children in lessons and around the school. We expect children to show a positive attitude and behave well both inside and outside of school. To assist in this, we have devised an incentive scheme to encourage children to behave appropriately. This is a system of praise and reward that includes all children.

The Beeches Primary School's scheme is based on eight core values. These are articulate, collaboration, caring, creative, curiosity, reflection, excellence and resilience. Coloured tokens are awarded to children for each core value and class winners' achievements are celebrated every term. Every child belongs to a house: Griffin, Unicorn, Phoenix, Pegasus or Dragon. The tokens for each house are also recorded and termly activities arranged as rewards for the winning house.

There are weekly Headteacher Awards for handwriting, behaviour, etc. where children celebrate their achievements and are awarded stickers.

Behavioural Expectations and Sanctions

There is a shared set of rules that apply throughout the school during any teaching session.

School Rules

- We listen to the person who is talking.
- We do not disturb others while they are working.
- We do what is asked straight away without arguing.
- We respect everyone. We treat other people the way we would like to be treated.
- We treat school and other people's property with care.

These rules are displayed clearly within every classroom as a constant reminder to encourage children to practice good behaviour.

You may request the Behaviour Policy. It is also available on the school website.

It is important for children to take responsibility for their own learning and behaviour. They should develop the skills of self-awareness and managing their feelings and how these impact on others around them. Each class will have a chart consisting of 5 zones. All children will start in the green zone. By helping others to manage their behaviour they can move into the blue zone. If they need a reminder about behaviour they will move into the yellow zone, or the orange zone, if time out is needed. The red zone is for more serious behaviour that needs Senior Leadership intervention. Children will receive support and have the opportunity to earn their way back into the green zone following some restorative justice and after demonstrating an understanding of the impact of their behaviour on others.

Unacceptable Behaviour

Major breaches of discipline are physical assault, deliberate damage to property, verbal abuse towards another pupil or a teacher. The Beeches has a standard procedure for serious breaches of discipline. Failure to improve at any stage leads automatically to the next stage; each stage is recorded by the school.

This type of behaviour is rare at The Beeches and it is the duty of the Headteacher or the Deputy Headteachers to deal with it promptly, particularly if the problem persists.

We now work with the Local Authority 'Excellence in Partnerships' to provide alternative provision if a child has to be removed from The Beeches Primary School for a short time.

What To Do If Your Child Feels They Are Being Bullied

Bullying is taken very seriously in school. No child should be worried by another child in The Beeches Primary School. ALL reported instances are followed up. A record of victims and of bullies is kept and action is taken against those children who have been recorded as a bully. Parents and carers will be interviewed if an incident is repeated.

Children are encouraged to tell any adult if they are being hit, kicked, pushed, threatened, sworn at, stared at or anything that upsets them by another child. However, children ARE SOMETIMES FRIGHTENED TO TELL US.

If you feel your child is upset over something in school or they don't want to come to school, please ask them what's wrong and tell us of the problem.

Medicines and Glasses

The school will administer non-prescription medicines. To do this we need an Administration of Medication form completing. This needs to be completed in the classroom by a parent or guardian.

It is important that you let the school know of your address and telephone number so that you can be informed in case of an emergency. You also need to give the address of a close family relative or friend in case you are not available at the time.

If a child is prescribed medicine our Administration of Medication Policy will allow us to administer the medication in school once you have completed the Medication Administered form in the classroom. Prescription medicines only need to be brought into school if they need to be taken 4 or more times a day. A named member of staff will supervise the taking of medicines. As we encourage responsibility and self-discipline, children who are asthmatic and require an inhaler, will be expected to keep an inhaler in school with them and use it responsibly when necessary. We recommend that children who wear glasses keep a spare pair at school in case they forget their usual pair.

Through the years in school, your child might be seen by the school nurse if a problem that may affect your child's learning has been detected. This is usually routine but you

will be notified of any problems that may be found. Other medical examinations might include a dental inspection, sight tests and hearing tests.

If your child becomes ill in school and appears to be too ill to stay, the school will contact you to take your child home.

In the rare case of an emergency, an ambulance might be called to take your child to hospital. If this unfortunately happens, you will be told as soon as possible. First Aid facilities are available in the school and members of staff are trained for this.

When Are Children Allowed To Walk Home On Their Own?

The roads around the school are extremely busy and dangerous. Please take care when crossing roads.

No Reception or Key Stage 1 children are allowed to walk home without a responsible adult.

Children from Year 3 upwards may walk home by themselves, however they are not able to take responsibility for younger siblings.

Please inform the school if you wish your child to walk home alone.

If you are late collecting your child from school or after school club they will join our after-school club at the cost of £5 per session.

School Meals

School meals are available, the aim being to provide a balanced diet fully compliant with healthy schools, with vegetarian and halal meals on the menu. A dinner menu is always available to pick up from the school office or online in advance.

There is no charge for all children in Reception, Year 1 and 2. Children in Year 3,4,5 and 6 should pay for school dinners online via Parent Pay; you will receive information about setting up your child's account once they have started school (in order to pay for school meals, trips and other items.)

School dinners are charged at £2.40 per meal (£12.00 per week).

Meals should always be paid for in advance of your child having a meal to ensure that there is no debt on your child's account.

Families who receive Income Support, Income Based Job Seekers Allowance, Employment & Support Allowance, Child Tax Credit (but not if you also receive Working Tax Credit), Guarantee Credit element of State Pension Credit or Support under Part 6 of the Immigration & Asylum Act 1999 and Universal Credit your household income must be less than £7,400 pa (after tax and not including any benefits you get) are entitled to free meals. Please call in at the school office for an application form.

We encourage all families who might qualify to apply for free meals as the school's funding is determined by the number of children having free meals.

Pupil Premium Grant - The Pupil Premium Grant was introduced by the government to target funding to schools to raise the attainment of financially disadvantaged pupils. Schools receive an additional £1320 for every child whose parents/carers receive one of the above benefits. We ask that all parents/carers of pupils at our school to complete a Pupil Premium form to ensure that the school receives as much funding as possible. You can qualify even if you are separated from your child's other parent and your child does not live with you. If you haven't already completed a form, please enquire at the school office and a member of staff will be happy to assist you.

We encourage years 3 and 4 to continue eating school lunch. Children in Years 5 and 6 may bring a packed lunch to school. The lunch must include a balanced diet containing sandwiches, fruit, yoghurt, etc. provided in a lunch box. Crisps, chocolates and fizzy drinks are not permitted. Children in Reception, Year 1 and 2 are not allowed to bring a packed lunch to school.

Dinner times are supervised by lunchtime supervisors who look after the children during these times.

NO SWEETS OR CHEWING GUM ARE ALLOWED TO BE BROUGHT FROM HOME AND EATEN ON THE SCHOOL PREMISES.

Children are allowed to have a drink of water in the classroom. This must be in a watertight bottle with the child's name and class written on it.

School Uniform

The school has a uniform, which all children are required to wear.

It can be purchased easily online at www.totalclothingshop.co.uk/tbps

Our uniform consists of:

Royal blue jumper or cardigan

Black trousers /skirt/pinafore dress/ shalwar kameez

White shirt

Gingham blue/white checked dress for summer

White headscarf

White headband/bow

Flat black school shoes must be worn. NOT TRAINERS.

School book bag

It is wise to always bring a coat into school as our playground is not very sheltered.

You can buy non-logoed uniform from many supermarkets and high street shops.

All school clothes should be named

No extreme hairstyles

No jewellery with the exception of small stud earrings.

All children must have a PE kit and this consists of a school house top with black shorts or jogging bottoms, trainers or plimsolls. (The school house top can currently be bought via Parentpay) A swimming costume/trunks and towel is needed for swimming in Year 3 and 4

Learning

Children are taught lessons that follow the current orders of the National Curriculum including English, Mathematics and Science. Children also have weekly lessons in Information Communication Technology, Religious Education, two hours of Physical Education as well as Primary Languages, such as French and Spanish in Key Stage 2. Throughout the year, children study Design Technology, History, Geography, Art and Music through cross-curricular themes and topics which change each half term. The area of Citizenship is covered in a programme called Personal, Social, Health Education.

English

All classes have daily English lessons for approximately one hour, during which children are taught reading and writing skills, as well as developing speaking and listening. English is taught in other lessons through activities that require children to discuss, write and read.

Mathematics

Mathematics is taught in daily one hour lessons. It includes using and applying numeracy skills in number work including mental work, learning to measure, handling data and understanding shape and space.

Each year, the children follow a programme of work which builds on what has been learnt before.

In addition to these lessons, Mathematics is practised in other areas of the curriculum such as in Science, Design Technology, Art, History, Geography and I.C.T.

Science

These lessons involve the children in learning about the scientific world. The children study animals and plants, materials and physical happenings. This is done through the teacher giving information as well as through the children doing experiments and through their own research using books and I.C.T.

All children learn using computers at different times throughout the week. The school is completely wireless with fast internet connection, all classrooms have access to either fixed pcs, laptops, netbooks or iPads. Children use cameras and recording equipment to aid their learning and make safe and extensive use of the internet and our learning platform.

Foundation Subjects

The Foundation subjects are taught through cross-curricular themes which are changed every half-term. Children are taught how people lived in the past and may sometimes go on a visit to a museum or another place of interest. Children are taught to understand people and places near to and far from where they live. They experience a variety of

writing techniques such as drawing and painting using a variety of materials. Children learn the importance of planning, design, investigating and making.

Music

Singing, learning to play instruments and listening to music contributes to these lessons. Sometimes the children use music to form part of a production or assembly to be presented to the whole school. Music is taught by specialist teachers in most year groups.

Physical Education

During these lessons children have opportunities to exercise, develop balance and explore the movement of their body. They also learn to play and co-operate with each other. Games, gymnastics and dance form part of P.E. Children swim at the regional pool during Year 3 and 4 at The Beeches Primary School. P.E is taught by specialist coaches in most year groups. Extra opportunities to take part in sporting events occur throughout the year and allow the children to compete at other schools or take part in festivals and challenges. We also provide opportunities for adventurous activities, such as ice-skating and walks. P.S.H.E.

The Beeches Primary School has this as an additional area of learning. Children in these lessons think about what it means to be a good citizen, how to care for themselves and keep themselves safe, and about the world in which they live. It also examines less fortunate people in the world, agencies who can help us and the rules by which people live in order to have a fair and just society.

Assessments

Throughout the year, each child will be assessed to see what they can do, what they have learned and to see how much progress they have made since the last time they were assessed. This assessment can be of the following types

- Looking at and marking the children's class work
- Observing children carrying out activities in the classroom
- Talking to children about what they know, can do and have learned
- Assessing children weekly or fortnightly for knowledge of spellings, tables and mental arithmetic
- Assessing children at the beginning and end of the year to see how well they have progressed
- Assessing children at the end of years 2 and 6 (Key Stage 1 and 2 SATs tests) to see how well they have progressed over the key stages (the junior years).

Some assessments are devised by the teacher. Some tests are set by national agencies and help us to compare your child with the rest of the children in the class and with children in other schools across the country. These "outside" tests are normally done in English (reading, writing and spelling), and mathematics. Children are always required to be at their best for these tests. It is important for families to be aware when they are taking place to ensure early bedtimes and proper breakfasts are given. Sometimes additional

tests are given when particular information about a child is needed. For example, a child who is having difficulty in spelling may be given a special test to see what problems they are having.

Special Educational Needs

Special Educational Needs (SEN) is the name given when children are having difficulty with learning or are experiencing some physical or emotional problem. The purpose of identifying these children is to provide support and help for them in school. The school employs 2 Special Educational Needs Co-ordinators to help in this work. The children who fall into this group cover a range of ability levels. Some children cope well in the normal classroom with additional help from the class teacher while others may require an Education Health Care Plan where further support by law must be provided.

Children entering The Beeches Primary School from another school will have any SEN information passed on and support will be continued. Other children might be placed on the SEN register as they move through the school. Whatever is the case, parents and carers are informed of this and involved in any decisions about the child.

Religious Education

Religious Education is taught in all schools and at The Beeches Primary School we follow a syllabus outlined in the Peterborough Agreed Syllabus. Our aim is to lead, enable and encourage the children to gain a balanced understanding of the many religious practices in our society. Through the syllabus the children will study the religions of Islam and Christianity as well as other world religions such as Hinduism, Sikhism, Judaism and Buddhism.

Parents do have a right to withdraw their children from Religious Education lessons and will need to write to the Headteacher seeking permission. Parents will need to provide alternative learning resources for children to complete during this time.

However, the Headteacher would like to discuss with any family the reasons why they may wish to withdraw and the implications involved in the withdrawal.

Home Learning

Home Learning is about the family helping the child to learn. Although children are expected to learn at school, the family has a responsibility for learning too. When the family helps the child to understand the world around them, then the child is able to learn more and do better at school.

Children will be asked to do homework. The amount they will be asked to do will depend on their age. As an approximate guide, please follow the times below:

Reception and Key Stage 1: Hear reading books nightly

YEAR 3: 15 minutes a night

YEAR 4: 20 minutes a night

YEAR 5 : 25 minutes a night

YEAR 6: 30 minutes a night

The homework set will usually be reading, spelling and learning tables. Teachers will also ask the children to do some writing, number work or other type of study when necessary.

The school requires the family to help the child to do their homework. A quiet place with good light needs to be provided together with pens, pencils and coloured pencils. Families need to know what the child is expected to do and how to help them. Someone at home should always check the homework and the child praised for doing it. All homework completed must be sent to school when finished. Reading must always be done at home every night. This should follow two types:

The child must read to an adult or older brother or sister for 20 minutes.

The child must have time to read for themselves quietly on their own for about 10-15 minutes.

If parents and carers encourage their child to read regularly then their child will make better progress in ALL SUBJECTS. Other forms of home learning could involve regular visits to the library, visits to museums and castles and visiting other places outside of Peterborough such as the countryside and the seaside.

Many resources for home learning can be found online. Over the next year, you and your child will be introduced to safe sites with excellent activities to develop literacy and numeracy.

Educational Visits

During their time at school, children will go on many educational visits. These will be carefully chosen so as to give your child a broad experience and support learning. Recent visits included:

Peterborough Museum, Hunstanton Beach, Rockingham Castle, Peterborough City Trail, Harry Potter World, Peterborough Cathedral, Burghley House, Rock Centre UK, Stibbington.

All visits planned to enhance the curriculum will be subsidised by the school. However, if there are insufficient funds to cover the cost of the visit, this may result in the school asking for voluntary parental contributions. No child whose parent or carer does not contribute will be excluded from the visit.

Special visits that are organised as treats for the children will not be free or subsidised and parents will be asked to pay full costs.

Most visits take place locally, in and around Peterborough. Longer visits usually require a private coach journey. All visits are carefully planned and you will receive information about the visit, its purpose and cost. You will also be asked to give permission for your child's participation, if the educational visit is beyond the school day.

The Governing Body does have a policy of charging for school visits which is available in school for parents to read.

School clubs

There are opportunities for children to learn before and after school.

We have a breakfast club and after school club available.

Details about clubs are sent out via email, please ensure that we have your correct details on our system.

To sign up for a club please make payment online via parent pay.

Our breakfast club is FREE of charge to all children and starts at 8am.

Please contact the school office for more information.

Relationship and Sex Education

Relationship, Sex and Health Education Policy statement: -

Aims and objectives of RSHE: It is the intention of The Beeches Primary School to teach high quality, age appropriate, pupil sensitive, evidence-based RSHE, that demonstrates a respect for the law and all communities that we serve. It is expected that RSHE in The Beeches Primary School will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why RSHE is such an important part of the curriculum.

Statutory content: RHE By law primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Here at The Beeches Primary School, we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we have annual meetings with parents or carers to present our RSHE curriculum as well as hear from parents/carers about any concerns or questions they have. We are clear that our aim is to educate pupils about these important subjects alongside parents and carers.

The right of parents/carers to withdraw their children from non-statutory

RSHE: Parents/carers have a right to withdraw their children from non-statutory RSHE, i.e. 'how a human baby is conceived and is born', following a meeting with a member of the Senior Leadership Team (SLT) to discuss their concerns. The school will document this process.

For more information, please see the Relationship, Sex and Health Education Policy on our website

Safeguarding

The Beeches Primary School makes safeguarding a priority. We have designated personnel for child protection:

Ms Helen Marsden, Deputy Head and Safeguarding Lead

Mr Tim Smith, Headteacher

Mrs Abi Bishop Ms Abi Smith - Safeguarding and Family Support

The designated governor is Mrs Imrana Masters Mrs Masters can be contacted at: I.Masters@beeches.peterborough.sch.uk.

For more information, please read our policy and links on the school website.

Peterborough Local Authority also has a Safeguarding Board:

www.peterboroughlscb.org.uk

The school employs a family support worker to support the needs of children and parents. Please contact Mrs Abi Bishop via the School Office.

Complaints procedure

We hope your child's years at The Beeches Primary School will be an enjoyable experience, the memories of which will last for the rest of their lives. However, it is important that you tell us what you think of our service. We know there is always room to improve, so we make every effort to put things right as quickly as possible. Unfortunately, there are times when things go wrong. If you do find that either you or your child are having concerns about school, then let us know in the following way.

See the class teacher, usually best after school. Concerns about the learning of your child may be best done this way. This is informal, and no records will be kept.

See the Headteacher. The Headteacher is available to discuss your concerns and worries. In his absence, a Deputy Headteacher will deal with it. Call into the office or telephone to make an appointment. This is formal and a record will be kept. You may be contacted about the outcome of your complaint.

If you are still not satisfied or if you have a complaint about the Headteacher, then the following actions should be taken:

Contact the Chair of the Governing Body. Make a formal written complaint to the governing body through the clerk to the Governors, c/o Governor Services, Sand Martin House, Bittern Way, Fletton Quays, Peterborough PE2 8TY. Details on how to do this can be obtained from the school office. This is a formal procedure. You may be contacted about the outcome of your complaint.

If you are not satisfied with how Governors have dealt with your complaint, you can make a final written appeal to the Secretary of State for Education, Department for Education, Sanctuary Buildings, Great Smith Street, London, SW19 3BT.

Complaints cannot be re-heard or re-considered after following the above procedure.

Sometimes, parents or carers making complaints or speak to staff and others in a way that is unacceptable and/or behave in an unacceptable manner. While we recognise that some complaint may relate to serious or distressing incidents, we will not accept threatening, inappropriate comments and swearing or harassing behaviour. The school has a duty of care to its staff and pupils and will take action should this become necessary. If you have difficulty with spoken English an interpreter can be found to help you.

GDPR privacy notice

Please see our website www.beeches.peterborough.sch.uk (options "About Us", "GDPR") for the GDPR privacy notice for parent/carers.