

## **Information for Parents available under the Freedom of Information Act 2000**

The Governing Body is responsible for the maintenance of the publication scheme of the FOIA.

At Bar Hill School we have agreed to provide a statement of policy in the areas listed below. A copy of the full policies are available on request at the cost of 5p per page for each document or can be borrowed free of charge from the school office.

Sex education policy  
Special educational needs and inclusion policy  
Race equality policy  
Collective worship policy  
Child protection policy  
Pupil discipline policy  
Accessibility plans  
Charging and remissions policy  
Health and safety policy and risk assessment  
Complaints procedure  
Performance management of staff.  
Staff conduct, discipline and grievance.

The following documents are available on the school website ([www.barhillschool.co.uk](http://www.barhillschool.co.uk)):

Ofsted report.  
Post ofsted action plan.  
School session times and term dates.  
School brochure.  
Governors' annual report to parents.  
Home school agreement.  
Complaints procedure.  
Pupil discipline policy. (Behaviour policy)  
Race equality statement (in school brochure).  
Sex education policy (in school brochure)  
Curriculum policy (in school brochure)

Available on the DfES website ([www.dfes.gov.uk](http://www.dfes.gov.uk)):

Curriculum circulars and statutory instruments.

## **Statements of Policy not included above**

### **Statement of Collective Worship**

We recognise that we have a legal requirement to provide a Collective Act of Worship each day [ERA 1988]

We understand that 'collective' means that the worship is appropriate to a group whose members may have differing beliefs. In collective worship, children and adults will be responding to the worship in different ways and at different levels. As such it is an important part of our school life, it is vital that collective worship is an experience in which all members of the school community can participate without compromising their integrity as professionals working with children and that it is appreciated as an important and valuable part of school life.

#### **The purpose of our collective worship is:**

- To contribute to a sense of unity and community for the school as a whole
- To promote spiritual, cultural and moral development.
- Through a careful choice of themes, expressed in stories, songs and prayers which are not narrowly confessional, assemblies have been planned which are based on the broad principles of Christianity, but which are accessible to all children, whatever their background or personal beliefs.

#### **The aims of our Collective Worship are:**

- To provide opportunity for an experience of worship
- To promote a feeling of community in the school through a sharing of experiences and feelings, providing an opportunity to empathise with the needs of others
- To heighten awareness of the ultimate questions/realities of life and to provide the opportunity to reflect upon these
- To deepen and widen a child's emotional response
- To provide moments of peace for reflection or personal prayer
- To enable children to gain insights into ways in which people express themselves within their faith commitments and to be sensitive to those different ways of responding
- To celebrate and provide memorable and enjoyable experiences, especially at times of festivals.
- There is a need to see collective worship as an opening up of possibilities for engaging individuals and school communities in discovering more about themselves, the world around them and God.

#### **Objectives of Collective Worship**

To develop a sense of:

- Awe, wonder, mystery, joy, thankfulness
- Interdependence with the natural world
- Pattern, sequence and order
- Self-worth and value of others.

To develop an awareness:

- That life involves choices of belief/attitudes/behaviour/relationships
- That these are issues of meaning, purpose and value in life.

### **Entitlement**

It is a legal requirement that every child will participate in a daily act of Collective Worship.

It is the right of parents to request that their children be withdrawn from the collective act of worship on religious grounds. Parents wishing to exercise this right are requested to do so in writing to the Headteacher. Appropriate arrangements for the supervision of pupils will be made in consultation with the Headteacher, teachers, governors and the parents. This fact is publicised in the school prospectus.

### **Statement of Accessibility**

The currently agreed admissions policy of the governors makes no distinction as to pupils with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. No pupil can be refused admission solely on the grounds that s/he has special educational needs, a disability or that the relevant resources are currently unavailable. However we would consult immediately with the LEA to provide appropriate resources.

The governing body has an accessibility plan to enable participation of disabled pupils in the school's curriculum. They are committed to a continual improvement of the accessibility of the physical environment and improving delivery of information to disabled pupils. Accessibility plans are included within the School Improvement Plan, both long term and short term. Progress to date includes:

#### **Physical access**

- Wheelchair access through the main entrance and side entrance.
- A new disabled toilet with shower facilities and changing bench has been constructed.
- Ramps have been constructed outside the fire doors and entrances to Year 5 classes, Year 6 classes and Year 3/4 classes.
- The main entrance ramp has been re-profiled.
- Disabled parking allocation has been put in place and other modifications as necessary.
- The car park has been re-tarmaced to provide a smooth surface.
- Old light fittings have been replaced with fluorescent fixtures to improve

lighting conditions in classrooms.

### **Curriculum accessibility**

- The school brochure has been simplified with précised information, and made more visual and put on a CD for parents to access.
- An audit of accessibility of all pupils to after school clubs was performed in summer 2004. This survey showed that there were no accessibility issues.

This plan is reviewed annually by the Chair and committee of the Premises Committee, R. Sharman.

### **Child Protection**

### **Health and Safety**

#### **Statement of Policy and Intent**

The governors of Bar Hill Primary School recognise their corporate responsibility as an employer and to provide a safe and healthy environment for the teaching and non-teaching staff, the pupils and other people who come onto the premises and acknowledge and accept the Health and Safety policies.

It is the intention of the governors that for health and safety purposes the school will operate within the structure and framework of Cambridgeshire County Council and will apply all health and safety instructions and advice issued by the Education Department.

Responsibility for the day to day implementation and monitoring of this Health and Safety policy rests with the Headteacher who will work in collaboration the staff and appointed safety representative to ensure compliance.

They will take all reasonably practicable steps within their power to fulfil this responsibility in the following ways:

- establishing and maintaining a safe and healthy environment throughout the school including provision for PE and games
- establishing and maintaining safe working procedures among staff and pupils
- making arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances
- ensuring the provision of sufficient information, instruction and supervision to enable all people working on the site, and pupils, to avoid hazards and contribute positively to their own safety and health
- ensuring that the aforementioned have access to health and safety training as and when provided
- maintaining a safe and healthy place of work with safe access

- carrying out effective procedures for use in case of fire and other emergencies for evacuating the school premises
- laying down procedures to be followed in the event of an accident, ensuring that all members of staff (including temporary ones) are aware of them
- providing and maintaining adequate welfare facilities
- The Governors will, guided by advice from the school's Health and Safety Committee, keep under review and update and revise this Policy as is considered necessary.

## **Statement of Procedures adopted by the Governing Body on Performance Management of Staff**

### **Introduction**

In this school we are committed to performance management to develop all staff and improve teaching and to raise standards of achievement for all children. This policy covers all teachers except teachers on contracts of less than one year and those in their induction year. All teachers have been consulted in developing this policy. It sets a framework for all staff to agree and review priorities and objectives within the context of the school's development plan and their own professional needs.

### **Rationale**

Performance management replaces our school appraisal policy but the rationale is the same, i.e. to develop a shared commitment to ensuring high standards of teaching and learning for all children. The main thrust of performance management, therefore, is to enhance and target professional and personal development as a team and on an individual basis, to develop job satisfaction and a high level of expertise and progression of staff in their chosen profession.

We will implement our performance management arrangements on the basis of:

- i. **Fairness.** We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and
- ii. **Equal Opportunity.** All teachers should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.

### **Roles**

Performance management is a shared responsibility.

**The Governing Body** has a strategic role in agreeing the school's performance management policy, ensuring that performance of teachers at the school is regularly reviewed and for monitoring the Performance Management process.

**The Headteacher** is responsible for implementing the school's performance management policy and ensuring that performance management reviews take place. The Headteacher reports annually to the governing body on the effectiveness of the appraisal procedures.

**Team leaders** are responsible for conducting the reviews and for monitoring and providing support for their staff during the performance management cycle. All team leaders at Bar Hill School are members of the Senior Leadership Team and have an additional point for curriculum and management development.

**Teachers** have the responsibility to work with their team leader to ensure that objectives are discussed and agreed; regular and objective feedback is given; relevant training and development is provided and that the performance review takes place. Teachers are responsible for the identification of training and development needs.

**An External Adviser** will provide advice to the Governing Body's representatives on the setting of performance objectives for the head and will support them in reviewing performance at the end of the review cycle.

A more detailed breakdown of statutory roles and responsibilities is included in the summary of the Regulations at Annex A.

### **Timing of Reviews**

The performance management cycle for the Headteacher, team leaders and teaching staff is an annual cycle, which commences in the autumn term.

#### **Agreement of objectives**

For the start of each cycle the objectives of the teaching staff and Headteacher will be agreed by October/November following an informal classroom observation, which will be completed by the end of the autumn term.

#### **Monitoring and feedback**

This will be ongoing until the end of the summer term and will involve three classroom observations (stage 2).

#### **Formal reviews**

These will be completed at a training day in September (stage 3).

To support the teaching staff in meeting the objectives the team leaders will arrange an informal discussion at the start of the spring term and at the start of the summer term. This is a minimum requirement. Timing will be by mutual agreement.

### **Statement of Procedure for Staff Conduct, Discipline and Grievance**

Policies for regulating conduct and discipline of school staff and procedures by which staff may seek redress for grievance have been drawn up by the governing body and are based on the model policies recommended by Educational Personnel Management Team. (LEA) The governing body has committees, which are convened in the event of disciplinary hearings and the presentation of grievances.

## **Annex A**

### **Other documents held by the school.**

#### **Curriculum policies**

There is a policy on each area of the curriculum, which is reviewed on a biennial basis by the Subject Leader.

#### **Supporting policies**

These policies relate to the organisation of the school and non-curriculum areas. These policies are reviewed on a biennial basis.

#### **Administrative policies**

These policies relate to the administration of the school and are reviewed on a biennial basis.