



Burton Salmon Community Primary School  
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Burton Salmon  
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Headteacher: Mr. Adam Blackwood

Chair of Governors: Mrs. Alison Mitchell

The school is a community primary co-educational day school administered by the North Yorkshire County Council Education Department. Most of the routine administration is dealt with by the Harrogate Area Education Offices, Ainsty Road, Harrogate HG1 4XU under the Area Education Officer.

Admissions to the school are dealt with by:  
Selby Area Education Office, 2<sup>nd</sup> Floor, 2 Abbey Road, Selby,  
North Yorkshire YO8 0PS

Director, Children and Young People's Service: Pete Dwyer  
Telephone: 01609 780780

## **We learned it all from teacher...**

All I really need to know about how to live and what to do and how to be I learned at nursery school. Wisdom was not at the top of the university mountain, but there in the sand pit. These are the things I learned:

Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Live a balanced life. Learn a bit and think a bit, and draw and sing and dance and play and work every day.

Take a nap in the afternoon. When you go out into the world, watch out for traffic, hold hands and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup - they all die. So do we.

And then remember one of the first words you learned to read, the biggest word of all: *LOOK*. Look at your family and friends and look after them. Look at the world and enjoy its wonder and then look to see how you can make it a better place.

Think what a better world it would be if we all had biscuits and milk about three o'clock every afternoon and then lay down with our blankets for a nap. Or if we all had a basic policy to always put things back where we found them and to clean up our own messes.

And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

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## 1. Contact details and staffing

**School Address** - Burton Salmon Community Primary School  
Ledgate Lane  
Burton Salmon  
Leeds  
LS25 5JY

**Telephone number** - 01977 672405

**Email** - admin@burtonsalmon.n-yorks.sch.uk

**Chair of Governors** - Mrs Alison Mitchell  
C/o Burton Salmon Community Primary  
School, Ledgate Lane, Burton Salmon,  
Leeds LS25 5JY

### Staff

Headteacher - Mr Adam Blackwood

Reception, Years 1-2 - Mrs Kerry Newton, Mr Adam Blackwood

Years 3 – 6 - Mrs Angela Torode, Mrs Linzi Copley

Teaching Assistants - Mrs Julie Rylah  
- Mrs Chris. Potts  
- Miss Teri Kiely  
- Mrs Claire Huntington  
- Miss Kristy Northway

School Administrator - Mrs Katharine Wilkinson

Cook - Mrs Lynne Jones

Midday Supervisors - Mrs Chris. Potts  
- Miss Teri Kiely  
- Ms Anne-Marie Clough  
- Miss Kristy Northway

Caretaker/Cleaner - Mrs Jodie Binns

## 2. School Governors

Governing bodies have a wide range of strategic responsibilities covering all aspects of school life. The three core functions of a governing body as indicated in Ofsted's inspection criteria are; setting a strategic direction for the school, creating robust accountability and ensuring financial probity. The operational management of the school is the responsibility of the headteacher.

The governing body's responsibilities are outlined in the Department for Education's publication [A Guide to the Law for School Governors](#).

Members of the governing body are drawn from different aspects of the community. There are members who are Parents (elected by the parental body), Staff (elected by the staff), Co-opted (selected by the Governing Body to bring specific skills or expertise), as well as those with a role that entitles them to be a governor (Headteacher).

Members of our Governing Body are:

Position	Name	Committees	Date of Appointment	Term of Office
Co-opted Governor (Chair)	Alison Mitchell 	Finance & Premises Headteacher's Performance Management General Complaints Staff Appeals Staff Dismissal Pupil Discipline	10/2006	10.07.19
Co-opted Governor	Vacancy			
Co-opted Governor	Louise Auty 	General Complaints Staff Appeals Finance & Premises Health and Safety Headteacher's Performance Management	07/2015	10.07.19
Co-opted Governor	Vacancy			
Parent Governor	Stewart Welbourne 	Finance & Premises	11/2015	02.11.19
Parent Governor	Claire Huntington	Curriculum Special Needs Child Protection	11/2008	04.12.16

		EYFS		
Local Authority Governor	Peter Cressey	Finance & Premises Staff Dismissal Headteacher's Performance Management	01/2008	08.11.17
Head Teacher	Adam Blackwood 	Finance & Premises Curriculum	09/2016	31.08.20
Staff Governor	Kerry Newton 	Curriculum	09/2006	26.09.18

### 3. Mission Statement

#### Our mission statement is:

“The aim of our school is to create a happy, secure and stimulating learning environment in which all people feel valued. We aim to encourage each individual to be resilient, hard-working and become independent learners. We seek to inspire pupils to make a positive contribution to the life of the school and community and to develop to their full potential. We believe this will give the children an excellent foundation for future life.”

#### Our aims are:

to help young people...

- to enjoy learning and to become independent, self-disciplined and self-motivated and achieve the highest standards of which they are personally capable
- develop lively, enquiring, imaginative and creative minds, the confidence to question and the ability to debate rationally
- acquire knowledge, skills and training relevant to their own lives and to adult life and employment
- develop and act on a personal set of well-founded moral values, beliefs and attitudes, to recognise and value a sense of right and wrong and to understand the society in which they live and recognise their obligation towards it
- develop a concern for the quality of their immediate environment and an understanding of the world in which they live and work and the interdependence of individuals, groups and nations
- Gain an understanding and respect for religious and moral values and an appreciation and tolerance of other groups , races, religions, ways of life and points of view

#### **4. Facilities**

Burton Salmon School is the perfect village school, sitting in its own extensive grounds overlooking wheat and barley fields. This peaceful and natural environment coupled with the small number of pupils creates a calm, friendly, family atmosphere throughout school. The original school building is over 100 years old and has been comprehensively modernised whilst retaining all its charm and many original features.

Surrounding the buildings are playing fields, large play areas with modern wooden playground equipment, outside "classrooms", a separate wildlife area, a brand new soft surface play area with sound effects and two fantastic apple trees and a horse chestnut tree!

The school is well equipped internally reflecting all areas of the curriculum. Both classrooms have extensive ICT equipment and interactive whiteboards, copious art and technology materials, books and innovative displays.

There are currently two classes in our school, with a ratio of one teacher to 25 pupils. We also have several Teaching Assistants which allows children to receive an outstanding level of personal attention.

You are invited to come and look around the school and experience the atmosphere first hand. Please call to let us know you are coming.

#### **5. Admissions Policy**

The number of children to be admitted in any year group is 7. This number may, however, be adjusted by the Local Authority (LA).

Parents who would like their children to attend Burton Salmon Community Primary School must:

- i. Complete the LA's Admission request Form (available from school) and return it to Selby Area Education Office, 2<sup>nd</sup> Floor, 2 Abbey Yard, Selby, North Yorkshire
- ii. Complete the schools admission/registration form and return it to the school

Children are admitted at the beginning of the academic year (September) during which they celebrate their fifth birthday. The academic year begins 1<sup>st</sup> September and finishes 31<sup>st</sup> August of the following year. There is one admission date per year. Parents can request that the date their child is admitted to the school is deferred until later in the school year or until the child reaches compulsory school age in that school year. Parents can request that their child attends part-time until the child reaches compulsory school age.

Parents of children living outside the catchment area may express a preference for their children to attend this school.

## **6. The School Day**

The school day begins at 9.00am. Children may be brought to school from 8.50am onwards. The school cannot provide supervision for children before this time. The school day finishes at 3.15pm. If you are unavoidably delayed, your child will stay in school with a member of staff. If you have made alternative arrangements for collecting your child, please let the school know.

## **7. The First Few Days**

Most children settle into the school routine with the minimum of fuss. However, there are those who find the first few days daunting. You know your child best; and may wish to stay with your child until they are settled to begin with. We have an open door policy and we encourage parents/carers with any concerns about their child to discuss them as soon as possible with the class teacher or Head Teacher. We have a comprehensive induction programme of visits to the school. This helps familiarise children with school and its routines. In addition, parents are invited to an informal meeting where information about school is passed on to them.

## **8. School Meals**

Lunch is at 12.15pm and is freshly prepared on the premises every day. It is much enjoyed by staff and pupils alike reflecting the excellent quality. Pupils in Reception, Year 1 and 2 receive free school meals. For key stage two pupils (Years 3, 4, 5 and 6) the price is £2.10 per child per day (£10.50 per week) for a two course meal. In addition to the universal free school meals for key stage one pupils, free school meals are available to children whose parents receive certain benefits.

The school has achieved the “Healthy Schools Award” and all KS1 children are offered a piece of fresh fruit at morning break and are encouraged to drink water at every opportunity. Children are welcome to bring their own packed lunch if they prefer and, in line with the Healthy School Award, we ask that you do not provide fizzy drinks or sweets.

## **9. Visits**

During the year visits to places and events of interest will be arranged. Such trips will usually be relevant to the current themes being taught and enrich the curriculum and educational experiences of the children. Parents will be informed about such visits and are invited to contribute to the cost. All contributions are voluntary. Parents and carers who are in receipt of benefits or credits may receive financial support with regard to residential visits. All educational visits are planned and organised following the Local Authority’s guidelines. Safety on visits is of paramount importance to all staff and will determine the activities undertaken.

## 10. Extra Curricular Activities

We have a varied after school programme throughout the year including; football, multi-sports, gardening and Healthy Eating. Pupils also take part in competitions against other schools and friendly matches.

## 11. Uniform

Burton Salmon has a simple and distinctive code of school dress which all pupils are encouraged to wear and is fully supported by governors, staff and parents. Wearing school dress makes an important contribution to the tone and reputation of the school and gives the pupils a sense of belonging and identity. We encourage all pupils to take pride in their appearance and seek the co-operation of parents in this matter.

The desired uniform is:

- Navy blue jumper, sweatshirt or cardigan (in V or round neck)
- White shirt, polo shirt or blouse
- Grey dress, pinafore or skirt (of appropriate knee length)
- Blue summer dress (of appropriate knee length)
- Black, dark grey or grey trousers or shorts
- Dark coloured Footwear – sensible and appropriate
- Indoor shoes

The desired P.E. kit is

- Plain white t-shirt (not football teams)
- Plain dark shorts (not football teams)
- A pair of trainers
- Pupils also need a dark tracksuit or similar warm clothing for outdoor games in cold weather

Our embroidered school uniform can be ordered online at [www.tesco.com/ues](http://www.tesco.com/ues). Select North Yorkshire schools and then our school to see our embroidered and non-embroidered uniform items.

Children need a change of shoes for indoor use. These can be plimsolls or other soft soled shoes but should not be the same ones used for P.E. In winter, children may bring wellington boots.

All clothing and shoes should be clearly labelled with your child's name.

Children are not allowed to wear make-up, jewellery, excessive hair styles or other accessories. If a child has pierced ears he/she should wear stud ear-rings which will not easily get caught. These should be left at home on P.E. days or covered by a plaster during the lesson. For Health and Safety reasons, children should not be encouraged to wear ear-rings at school.

## **12. Illness**

If your child is ill please keep them at home and inform school of their absence by 9.00am. Children who are ill do not gain anything from coming to school and might pass their illness onto others. Please make sure we have your telephone number so that we can contact you if your child is taken ill at school. It would also be helpful for us to have any work numbers and a relative's number in case we can't contact you at home.

**Please remember to inform us of any changes to contact details.** For diarrhoea or vomiting children should be kept at home for 48 hours after the last episode.

## **13. Medicines**

Children should not be in school if they are ill. Should your child require medication please try and arrange for doses to be taken before or after school, or during lunchtime by a parent or authorised person. For Health and Safety reasons, staff can only administer prescribed medicines after parents/carers have completed an Authorisation for the Administration of Medication form (except inhalers). If your child requires preventative medicines, such as for asthma or diabetes, or medicated cough sweets, then these may be brought into school. They should be clearly labelled with your child's name and handed to the class teacher. The school should be informed of any allergies the child may have (eg. nuts, Elastoplasts, hay fever etc) and appropriate information passed on to the school.

Local Authority policy allows only plasters, sterile dressings and bandages to be kept in the school First Aid boxes. The majority of staff in our school are First Aid trained.

## **14. Absence**

It is vitally important that you inform school of a child's absence so that we know where they are. Please let us know by 9.00am on the day of absence if your child will not be at school. The law regarding term-time leave for pupils has changed. Head Teachers may not grant any leave of absence during term time unless there are "exceptional circumstances" and financial penalties are incurred when unauthorised leave is taken. Therefore, requests for holidays during term time will not be authorised.

## **15. Valuables**

Children should not bring toys, jewellery or other valuable items to school because they can become very upset if such things are lost or broken. Mobile phones are not allowed in school. On special occasions, when a child has something they would like to show to the rest of their class they may do so at the parents' discretion.

## **16. Insurance**

North Yorkshire County Council carries no personal accident insurance for pupils. If such insurance is required it is the parent's responsibility to make appropriate arrangements. The school has taken out insurance to cover school trips and out of school activities. The school insurance for equipment does not cover the children's personal belongings.

## **17. Homework**

Homework encompasses a whole variety of activities. For example, parents who spend time reading and sharing stories with their children before bedtime are supporting their children's education. Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children taking part in activities that play an important part in the lives of our children.

Homework can be reading, spelling, tables, number work, topic research or work on other subjects.

## **18. Parent Partnership with School**

We want your child to be happy at school - to enjoy his/her time here and to work to the best of their ability. If we are to bring this about, home and school need to work together. They need to know and understand each other and build a close, genuine and trusting partnership.

### **Some things parents can do to build up a sound relationship with school:**

- get used to coming into school and feel at ease here
- never hesitate to come to school if the need is felt
- if you can't come in – phone us
- don't take notice of rumours - always ask school directly
- support school events - attend sports days, concerts, fund raising events, parents' evenings whenever you can
- help your child at home with reading, spellings and other homework
- always speak to school if you are unsure or worried about anything

## **19. Home School Agreement**

At Burton Salmon, we fully appreciate the crucial role that parents and carers play in helping their children to learn. We strongly believe that parents are able to help more effectively if they know what the school is trying to achieve and how they can help. The school, therefore, has a Home/School Agreement that is shared with all the parents. It outlines the vision and ethos of the school and attendance, behaviour as well as homework. An example can be found in the appendix.

**20. Friends of Burton Salmon CP School**

The school welcomes every opportunity to work and meet with parents and carers. Friends Of organisations can provide a vital link in the forging of the partnership and enhances the line of communication between the home and the school. Friends Of groups can raise funds to provide educational resources, organise and/or participate in enjoyable social events and provide experiences and events which will enrich and enhance the lives of the children.

Everyone is welcome to join Friends of Burton Salmon School (F.O.B.S.S.) which is a very active group that supports the school in many ways. F.O.B.S.S. organizes fund raising events for school, through Christmas and summer fairs and social events. They have raised money for school trips, presents for the children and classroom resources. We are extremely grateful for their support.

**21. Curriculum Statement**

We ensure that the children receive a broad and balanced curriculum. The children in the Foundation Stage follow a teaching programme based on the Early Learning Goals. The children in KS1 and KS2 follow the National Curriculum. All children work towards North Yorkshire Agreed Syllabus for Religious Education. Children in the Foundation Stage are taught through the six key areas of:

- Personal, social and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development and work towards the achievement of the Early Learning Goals.

CORE SUBJECTS	FOUNDATION SUBJECTS
English Maths Science ICT Religious Education	History, Music, Geography, Art, Physical Education, Personal, Social Health and Citizenship Education (PSHCE) Key skills and thinking skills are developed alongside all curriculum areas.

Some teaching takes place through themed work but certain parts of the curriculum such as PE, and mathematics are taught as individual subjects. The core subjects will take up a larger proportion of your child’s timetable than the Foundation subjects.

The children are also taught certain cross-curricular themes which are usually included in topic work or assemblies. These include:

- Economic and industrial understanding
- Careers education
- Health education
- Environment education
- Education for citizenship
- Road safety

Where possible, children will be taught through practical activities and they will learn to apply knowledge and skills to practical situations. We believe children learn best by doing things themselves whether it is dressing themselves, using scissors, working out a mathematical problem or doing a science experiment.

In key stage 1 the reading scheme we use are Letters and Sounds, Jolly Phonics and the Oxford Reading Tree.

#### Programmes of Study and Attainment Targets

For each subject and for each Key Stage the National Curriculum sets out Programmes of Study which detail what children should be taught and Attainment Targets which set out the expected standards of children's performance. At the end of Key Stages 1 and 2, for all subjects except art, music and physical education, standards of children's performance are set out in Level Descriptions of increasing difficulty.

At the end of each Key Stage (Y2 and Y6) the children are assessed both by their teachers and Standardised Tests (SATs). In years 3-5 teachers make use of optional STA tests to aid Teacher Assessment.

The standard of pupils' work is monitored throughout the year and targets set for each individual. For more information on the curriculum please see the long term plan pages on the school's website or speak with the class teacher or the head teacher.

## **22. National Curriculum Assessment**

The National Curriculum subjects are assessed according to a ten level scale. It is expected that an average child will reach level 2 in each subject by the end of year 2 and level 4 by the end of year 6. Further information on the National Curriculum and Assessment are available from the school.

### **Key Stage 1 Results - July 2015**

Due to the small number of pupils we are unable to publish the school results. The table below represents the national end of Key Stage 1 results for July 2015.

% of pupils that achieved level 4 or above in Reading	90.6%
% of pupils that achieved level 4 or above in Writing	87.6%
% of pupils that achieved level 4 or above in Maths	92.9%

### **Key Stage 2 Results - July 2016**

Due to the small number of pupils we are unable to publish the results. The table below represents the **NATIONAL** end of Key Stage 2 results for July 2016. We can confirm that the per centage of pupils in this school that achieved age related expectation or above in combined Reading, Writing, Maths significantly exceeds the national average.

% of pupils that achieved age related expectation or above in Reading	66%
% of pupils that achieved age related expectation or above in Writing	74%
% of pupils that achieved age related expectation or above in Maths	70%
% of pupils that achieved age related expectation or above in combines Reading, Writing and Maths	53%

The schools average scaled score in maths is 106 and reading 104.8.

### **23. Acts of Worship**

The Education Reform Act (1988) requires that there must be a collective act of worship for all children each day. This can be organised for different groups of children, or the school as a whole and at any time of the school day. Most acts of worship in any term are broadly Christian and non-denominational.

Parents/carers are reminded that they may exercise their right to withdraw their children from the corporate act of worship and religious education and are invited to discuss the position with the headteacher.

The school has close links with St Wilfred's Church of England Church in Monk Fryston and Padre John visits to take assemblies throughout the year.

### **24. Religious Education**

Religious education is a compulsory element of the curriculum in England and Wales. North Yorkshire's Education Committee has a syllabus which has been approved by the Standing Advisory Council for Religious Education (SACRE). The Agreed Syllabus is available for parents for inspection.

The two main broad aims are that pupils should:

- i. Understand the teachings and practices of Christianity and other world religions
- ii. Be encouraged to develop their own beliefs and values

It is by maintaining a balance between these two aims and displaying an awareness of others in our daily lives that we endeavour to encourage the development of curiosity, self-confidence and self-esteem, respect for the views and ways of life of others, open-mindedness and consideration of others.

### **25. Sex Education**

It is our policy to integrate sex education in a natural and unforced way as and when the opportunity presents itself i.e.: questions which arise naturally from other topics will be answered at a level appropriate to the pupil's age. The school nurse is invited into school each year to talk to the Y5 and Y6 children about puberty and to show relevant videos. She also spends time answering the children's questions. Parents are always informed of the nurse's visit and will be given the opportunity to withdraw their children from all or part of the sex education offered.

### **26. Active Mark**

We are delighted to announce that we have been awarded Active Mark status which recognises that we have a complete and thorough PE curriculum and that we encourage our children to remain healthy through regular exercise and healthy eating. We are allowed to use the Active Mark logo on our literature in recognition of our achievement.

## **27. Gifted and Talented**

We keep a register of gifted and talented pupils and ensure that differentiated tasks, enrichment or extension materials and visiting specialists all contribute to their learning. Gifted and Talented pupils are identified through observation, detailed knowledge of the child and standardised tasks.

Burton Salmon has been awarded the Inclusion Quality Mark for ensuring all children are participating, contributing and achieving their potential.

## **28. Dyslexia Quality Mark**

The school has been accredited with the Dyslexia Quality Mark. The North Yorkshire Dyslexia Quality Mark is based on the British Dyslexia Association (BDA) standards and is an award granted by North Yorkshire County Council in recognition of the steps taken by schools towards becoming fully inclusive and 'dyslexia friendly'.

## **29. Special Education Needs**

The school has a policy for Special Education Needs based on the Act of Parliament on Special Needs published in 1994.

Many children experience short term learning difficulties sometimes with numeracy, sometimes with reading or writing. If the problem persists the school may decide to put the child on the Special Needs Register and advise parents so that together an individual education plan can be written and the problem addressed with the co-operation of the child, teacher and parents. However, some children will have learning problems that cannot so easily be remedied using the resources available within the school. In these cases, after consultation with parents, specialist agencies may be consulted as to the appropriate course of action suitable to the needs of the school.

A caring and sympathetic attitude is nurtured in the school and parents with any problems concerning their child are encouraged to discuss these with the class teacher or Head Teacher immediately. Similarly, parents will be informed when problems arise in school.

## **30. Discipline**

The school regards the good behaviour of the children as extremely important. The building of good relationships between adults and children is a priority in our school as is the building of good relationships between the children themselves.

We encourage the children to show respect, to be self-disciplined and well mannered. We have a standard of behaviour that all children are expected to follow. There are systems in place to reward good behaviour and sanctions to follow if a child misbehaves. On these occasions we ask parents to support our aims to develop self-discipline in all children. In extreme cases of misbehaviour, when all other sanctions have failed, governors may require a child to be excluded for a limited period of time.

### **31. Positive Behaviour and Anti Bullying**

The school has an anti bullying policy. Bullying, either emotional or physical, will NOT be tolerated and we ask parents to support us by contacting the school immediately should they have any concerns regarding this matter. We promote a positive attitude to good behaviour and have a positive behaviour policy. We celebrate good attitudes and good work and have regular awards ceremonies where we give a cup and certificates to members of each class who show outstanding progress, achievement or behaviour.

### **31. Complaints Procedure**

We aim to work closely with everyone to ensure that all children can learn and play happily at school. We view all complaints in a positive way, as it helps the school improve its practices. However, sometimes problems do occur and the best person to talk to first if you have a child in school is usually your child's class/form or subject teacher. If you do not have a child in school please talk to the headteacher. If you are still worried or concerned, the head teacher will be happy to talk to you at a mutually convenient time. Please contact the school office to make an appointment to talk to the Headteacher or write to the Headteacher explaining your complaint and what you would like to happen now.

This is part of a full procedure which all schools have in place and has been approved by the Governing Body. If the Headteacher cannot resolve the issue or if the complaint is about the Headteacher you should then write to the Chair of Governors. If your complaint is about a governor or governors please write to the Clerk of the Governing Body through the school.

Please see the full policy and procedure document which is published on the school's website together with information for complainants. A paper copy will be provided on request.

### **32. Looked After Children**

The school has a designated teacher (Mrs. Andrews) for Looked After children to promote their educational achievement, monitor attendance and co-ordinate support from other agencies.

### **33. Inclusion.**

Burton Salmon CP School is committed to inclusion. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are equipped to meet the challenges of education, work and life.

We aim to be an inclusive school and to offer equality of opportunity to all groups of pupils within the school. These include vulnerable pupils such as:

- boys and girls
- pupils with disabilities
- pupils with Special Educational Needs and Disabilities.
- pupils from different ethnic groups
- pupils for whom English is an additional language
- pupils from different faiths
- disaffected pupils
- pupils who are Looked After Children
- pupils with emotional, behavioural or social needs
- pupils who are gifted and talented
- pupils who are from a travelling background

For the full policy please see the school's website. A paper copy will be provided on request.

### **34. Child Protection**

Burton Salmon School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including Burton Salmon School, follow the North Yorkshire Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available to view in full on the school website and a paper copy will be provided on request.

### **35. Privacy Notice**

At Burton Salmon CP School we are a data controller for the purposes of the Data Protection Act. We collect information from parents and carers and may receive information about your children from previous schools and the Learning Records Service. We hold this personal data and use it to:

- Support your child's teaching and learning;
- Monitor and report on your child's progress;
- Provide appropriate pastoral care, and
- Assess how well the school is doing.

This information includes contact details, national curriculum assessment results, attendance information and personal characteristics such as ethnic group, any special educational needs and any relevant medical information.

***We will not give information about you to anyone outside the school without consent unless the law and our rules allow us to do so.***

Please see the full Privacy Notice which is on the school's website or a copy can be requested from the office.

### **35. And finally...**

We are very proud of Burton Salmon School and feel it has a very welcoming, family atmosphere where children can learn and achieve their full potential. There is lots more information and photographs on our website at [www.burtonsalmon.n-yorks.sch.uk](http://www.burtonsalmon.n-yorks.sch.uk) - please take a look. We would love to show you around our school please do make an appointment and come and see us for yourself!