

Brindishe

Manor



Dear parents, carers, friends

**Welcome to Brindishe Manor** – part of the family of Brindishe Schools. We belong to the local authority of Lewisham and work in a formal partnership with Brindishe Lee and Brindishe Green Schools. Staff and governors work together and harness each other's strengths and expertise to provide the best education we can for all of our children.

Our children, staff and governors offer a very warm welcome to you and your family. This booklet aims to tell you about life at Brindishe Manor School, what we stand for and what we want for the children in our community.

For us school is about learning. That may sound simple – but for us it is the essential belief behind all that we do. We want children to enjoy learning, to be successful learners and to make learning something they want to go on doing throughout their lives. We see learning as the key to success and being able to make choices and decisions with one's own life. At Brindishe Manor this message about learning is the gift we will give to every child.

We know that children learn at home and at school; they learn in many different ways and from many different people. They learn most when they feel welcome, valued, understood and when they feel a sense of purpose and belonging. These are the principles which will underpin and support all that we do at Brindishe Manor.

Partnerships and collaboration are very important to us. We want to make a strong partnership with you as parents, carers and colleagues so that we can provide children with strong support and clear guidelines for success.

We welcome you to our school to see for yourself how we are learning and working together. Call our school office or look at our website for details of our next open days. We will be delighted to show you around.

Best wishes

**Gerlinde Achenbach**

Headteacher

Brindishe Manor School

**Dame Vicki Paterson DBE**

Executive Head

Brindishe Schools

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# about our school

Learning together is seen as a very important part of the education we offer.

## Our values

Children, families, staff and governors at Brindishe Schools are drawn from a rich variety of social backgrounds, family structures, ethnic groups and religions.

We value the right of each person to respect, courtesy and the recognition and celebration of individual differences. We work actively in our practice and policy to ensure that all adults and children are represented and feel included in our schools. We ensure they are given every opportunity to achieve, to recognise their own worth and to play an important part in our community.

We expect and work towards high achievement from all pupils. Each child's contribution to the classroom and school is welcomed and valued. We work to ensure that they have the opportunity to learn to the best of their ability and to raise their individual academic achievement.

Education at Brindishe Schools is designed to benefit all our children and to celebrate the rich, cultural diversity of Lewisham's local community.

Your support in achieving these aims is appreciated.

## Our school

Brindishe Manor is a community school where learning together is seen as a very important part of the education we offer. The school building is traditionally designed and dates from the turn of the century. Each group of children or class

has its own classroom. Our site is fully accessible and most classes have direct access to outdoors. All classes have access to shared spaces around the building such as resources areas or learning zones, our two large hall spaces, our music and drama room and our outdoor learning spaces.

Though the building might look traditional, we use it in a modern way. Children will use different spaces in the school depending on the curriculum area or the type of learning in which they are involved. They are not always limited to one classroom under the direct supervision of their teacher. You might imagine this creates a lot of noise as children move around. In fact it doesn't – Brindishe Manor is a very quiet and calm school. Children learn in a calm and considerate way and behave responsibly.

Our flexible approach to learning encourages a feeling of commitment and belonging in our children. They are encouraged to see themselves as part of the whole school, they get to know all members of staff and all members of staff know them. Teaching and support staff work closely together sharing responsibility for making a very organised and educationally stimulating environment, ensuring that resources are well looked after and available. They also help all children to behave well and become successful learners.

Structure and organisation are important to us and we have clear procedures and policies for every aspect of school life.

We believe in good teaching and boosting children's self-esteem.

These are carefully applied to ensure that Brindishe Manor children achieve high standards, are well supported in their learning and, as part of a Rights Respecting School, develop a strong sense of their local, wider and global communities.

### **Our children**

Our children range in age from 3 to 11 years. They are from a very diverse range of family structures and social, ethnic, religious, faith and cultural backgrounds. In terms of academic ability, about a quarter of our children will need additional support to help them achieve the standard of which they are capable. About a quarter of our children will be in the highest range of ability.

Brindishe Manor can cater for all of these needs and differences because we offer extra support, a differentiated curriculum and very flexible teaching and learning resources.

Behaviour and relationships throughout the school are very good and we are very successful at developing in children a strong sense of self-discipline and shared responsibility. We believe good teaching, boosting children's self-esteem and giving children responsibility and respect and a calm, praising environment enable us to make sure that disruptive or challenging behaviour is rarely seen within this school.

At Brindishe Schools our multi-lingual children have the opportunity to train as young interpreters to welcome and

support non-English speaking children and their families across the partnership. We celebrate the rich variety of languages spoken and actively look for ways that our children can make a positive contribution to their school and community.

### **Our staff**

There is an executive head who has overall responsibility for Brindishe Lee, Brindishe Green and Brindishe Manor Schools. Each school also has a headteacher who is responsible for the day-to-day leadership and management and, at Brindishe Manor, we have a deputy and an assistant headteacher who support and work alongside the headteacher.

There is the equivalent of a full time teacher for every class and sometimes classes have two teachers who work part of the week each and share responsibility for the class. Teachers are flexible and will sometimes work with different age groups as well as in our partner schools, to share their skills and broaden their experience. All teachers have time 'out of the classroom'. This is known as PPA time (time for planning, preparation and assessment). It is used to prepare plans and resources, to assess children's learning, attend training, meet parents and carers and to support curriculum and staff development. Our teachers are highly qualified and often work with teachers from other schools, especially our partner schools. When one of our class teachers is out of class, we are



usually able to ask one of our own 'in-house' teachers to work with the class. This means that the children are taught by a member of staff who knows them and the way things work at Brindishe Manor.

We have a number of teaching assistants in school to support children with their learning. They work flexibly across our schools according to the needs of the children. This could include working in a particular class, supporting individual or groups of children and providing general help in classrooms and around the school. Teaching assistants are seen as equal members of staff, receive training and are consulted in all matters of school policy and practice. Some are training to become fully qualified teachers themselves. Across our schools we have a range of specialist teachers and coaches who offer expertise in specific areas of the curriculum, for example, sport, art and music.

We have an inclusion leader, attendance, welfare and safeguarding officer and access to many therapeutic services including 'Place2Be' and a team of counsellors. These professionals support children for whom learning or relationships may be difficult and they work with families who need extra help or advice.

Our administrative team in the school office deal with a broad range of tasks including managing our on-line information system (Arbor) and supporting parents and carers to keep

the information we hold for children up to date and to make on-line payments. They also support admissions to the school and manage the wide range of clubs and extra-curricular activities that we offer children.

Brindishe Manor has a School Business Manager who administers the school budget and ensures that all financial matters follow local and national audit requirements. We have a housekeeper who provides practical support to staff through the maintenance of resource areas and shared spaces as well as hospitality for our many visitors. Our attendance, welfare and safeguarding officer supports mid-year admissions and the administration of medication for children. Our premises teams are responsible for the upkeep, safety and security of the school building, site and grounds and, of course, its users!

A team of lunchtime playleaders is responsible for ensuring the safety and well being of children at lunchtime in conjunction with the headteacher and senior staff.

Brindishe Schools staff work together as a team. At Brindishe Manor we encourage team planning and teaching and shared responsibility. The teaching staff are able to teach and work with children of all ages and share in developing areas of the curriculum and school policy. This means that, at Brindishe Manor, all staff will get to know (and probably teach) your child at some stage of their primary school career.

Staff at the Brindishe Schools regularly share ideas, expertise and resources. They plan inter-school projects and support each other's professional development. They are our professional partners.

## **Brindishe Schools' governing body**

There is a joint governing body for Brindishe Manor, Brindishe Lee and Brindishe Green Schools.

Our governing body is led by a very experienced and well-established chair of governors.

Our governing body includes:

- a governor appointed by Lewisham Council
- the executive head
- a staff governor
- community or co-opted governors
- parent governors

Parent governors are elected to serve on the governing body and normally serve for four years.

Our staff governor is elected across the federation by the staff of the three schools and normally serves for four years.

Co-opted governors are invited onto the governing body, by the governing body, to add areas of expertise and to represent the local community.

The governing body is responsible for many important decisions in the running of the schools. These include:

- appointing both the executive head and senior staff
- agreeing the aims of the school curriculum and ensuring the national curriculum is implemented
- determining how the school's budget is to be used each year
- deciding how relationships education and religious education should be taught in the school
- producing the school prospectus
- deciding what charges should be made for activities outside normal school hours
- dealing with official complaints and exclusions

The governors keep in regular contact with parents and carers through newsletters and by organising and attending school functions and events.

Full details of our governors are available on our website [www.brindisheschools.org](http://www.brindisheschools.org). You can contact the governing body by writing to the chair of governors via the school office. Our governors are pleased to hear about thoughts, ideas and issues that staff, parents and carers would like discussed by the governing body. Individual governors can be contacted via the school office or through our website.

Full governing body meetings are held twice a term in the evening. The agenda for the meeting includes items from the Local Authority, directives and initiatives from the Government and school-based concerns. Parents and carers are

welcome to attend our governing body meetings as observers.

The dates of full governing body meetings and information about the work of the governing body are published in the weekly school newsletter. Minutes of the meetings are available for public inspection.

## Involving parents and carers

At Brindishe Manor we try to build a strong partnership between staff and parents and carers because we know this is important in helping children to achieve and to enjoy learning.

We aim to keep you well informed about the school and your children's education.

How do we do this?

### Newsletter

Every Friday, the headteacher sends home a newsletter with each child to tell you about special events, school activities, news and to give you information on day-to-day school life. It is also published on our school website each week.

### Class newsletters

At the start of every half term your child's teacher will send home information about the learning planned for the class. You will also receive regular communication explaining what the children have been learning, and to suggest how you can support at home.

## Parent/Teacher meetings

In the autumn term parents and carers are invited to meet the teacher who will be taking your child for the year. No evidence of learning (books or folders) will be available at this meeting as it is very early in the term. During this first meeting parents and carers are encouraged to share information about their child and hear about what is planned and expected for the year.

Through the school year, there will be opportunities for parents and carers to book appointments on-line through the \*Parent Portal to discuss their child's progress and agree next steps in their learning.

*\*The Parent Portal allows parents and carers to access the information held about their child on our on-line management information system (Arbor).*

## End of year summary

In July you will receive your child's end of year report. Parents and carers can make an appointment to discuss the report with their child's teacher if they wish. Parents and carers' written responses to the report form part of their child's records.

## Curriculum evenings and open learning days

These are occasions when parents and carers come into school to find out about children's learning and how they're being taught at Brindishe Manor. For example, we have held sessions on maths, reading, writing, computing, e-safety and learning



You really help us when you support your child in coming to school on time, ready to learn each day.

in the Early Years. Sometimes a guest speaker will be invited and sometimes children and staff give demonstration sessions or illustrated talks. These opportunities provide staff and parents and carers time to share ideas and information on important education issues.

### **Consultation**

As school policies are being developed, parents and carers are formally invited to give their views, particularly on draft and final policy documents.

Each year parents, carers and children are asked to consider and review our school development plans and to make suggestions about future targets and areas for development.

Sometimes a policy is not subject to consultation at school level and parents and carers are then informed about how to make their views known at local and national government level. This would apply, for example, to the Local Authority's admissions policy and government regulations and requirements.

Many of our school policy documents are available on our website [www.brindisheschools.org](http://www.brindisheschools.org) or from the school office.

### **Talking to the teacher or a member of staff**

If we have any concerns about your child's progress, happiness and well-being or behaviour, the teacher will contact you

straight away to discuss this with you.

If you have any concerns that you want to discuss with us then please contact us or come and see us as soon as possible. If you want to talk to a member of staff, then it is a good idea to telephone, send a note or email to request a mutually convenient time. The most difficult time for teachers to talk to parents and carers is at the beginning of the school day. It is important for teachers to give their attention to welcoming and settling in all the children in the class, so please try to help us by leaving discussions until the end of the day.

If you cannot come to school, or do not want to arrange an appointment, you can write, email or telephone us instead.

Parents/carers with a serious worry or concern should arrange to talk this over with the headteacher or deputy head. We hope that most problems or worries can be sorted out in this way. If you do not feel that the discussion has resolved the difficulty then you can make a formal complaint. There is a formal procedure for making complaints and copies of the procedure are available from our website or from the school office.

### **How can parents and carers get involved at Brindishe Schools?**

There are many ways in which parents and carers can support the work of the school. Most importantly you really help us when you support your child in coming to school on time, ready to learn each day. You help when you discuss with

Children learn more successfully when their parents are interested in their learning.

your child the work that they are involved in and when you follow it up at home. Research shows that children learn more successfully when their parents and carers are interested in what they learn at school.

We realise that children are not always willing to tell you what they have been doing at school each day. You can find out more by reading the weekly class newsletter sent home by your child's class teacher, or by asking for:

- a copy of your child's weekly timetable
- a copy of your child's class teacher's half termly plans

You are very welcome to come into the classroom after school to see your child's learning. There is always plenty that you can do at home to help children – reading to them, hearing them read, discussing books, taking them to the local library, helping them to learn their tables, to understand money, tell the time and by playing educational games such as Scrabble.

### Helping in school

We welcome parental help in school but we ask that you commit yourself to a regular time slot so that we can plan for and rely upon your coming. Parents and carers can help in classrooms in many ways including reading with children, working with them on their writing or providing extra adult support. You may also be able to share a special interest or skill with them - pottery, computing, sewing or sports coaching, for example.

Please let us know if you would like to apply to help us. Under safer recruitment and safeguarding procedures, all adults who regularly work in school are subject to full police and Disclosure and Barring checks. We can organise this for you.

### Outings and educational visits

When we take children out of school on an educational visit, we need to increase the number of adults going with them.

If you can come along when a class is going on an outing, please let the class teacher or school office know.

Please note that if you are going along as a named and counted volunteer helper for the visit you cannot also bring along your baby or toddler.

### Parent Association

Our home school association is called PSFA (Parents Staff and Friends Association).

There are two main aims of the PSFA:

- to raise funds to benefit Brindishe Manor children
- to make friends and contacts with other parents and carers in our community

Information about meetings or events is in the Friday newsletter or displayed around the school. If you have any ideas or offers of help but cannot come to meetings, you can leave a note with the office staff who will pass it to a PSFA representative.

We look for creative ways to introduce and link areas of learning.

## Learning at Brindishe Schools

Brindishe Schools do not select according to ability and therefore the children within each class will be of mixed ability. We recognise that children are better or more confident in some areas or subjects than others and they learn and develop at their own pace and in their own way and so we use a mixture of teaching methods and plan opportunities to cater for these different learning styles. This way we ensure that all children are able to succeed. We also look for creative ways to introduce and link areas of learning. From time to time we re-organise classes within a year group so that the best possible groupings and combinations for children's learning and well-being can be achieved.

We have a published Achievement Policy at Brindishe Schools. If you would like to read this please ask for a copy at the school office.

## The curriculum

### First of all what is a 'curriculum'?

The curriculum includes the subjects which children study, the content of those individual subjects, how they are taught (there are several different approaches, for example, to the teaching of reading), how they relate to each other (or how they are integrated) and, lastly, how teachers organise children's learning over a half term, a term and the whole school year.

We aim to provide for the full academic, personal and social development of each pupil, and to encourage pupils to work and think independently and to make decisions within a moral code.

The curriculum at Brindishe Schools is designed to develop in all pupils:

- high standards of literacy, maths, science and computing capability
- the ability to discover facts accurately and use them critically
- the ability to identify and solve problems creatively, as individuals and in co-operation with others
- the ability to express themselves through the arts and to appreciate the art and creativity of others
- the ability to work well with others showing social skills of co-operation and leadership, mutual respect, understanding and support
- the motivation and ability to build on strengths and to learn from mistakes
- an understanding of the local, wider and global communities

Subjects are often drawn together or integrated so that children will use several in their study of one particular area or theme. We therefore combine these times to produce a more cohesive and linked curriculum for our children.

## Nursery and Reception

The children follow the Early Years Foundation Stage curriculum. This is organised into seven areas of learning:

- personal, social and emotional development
- communication and language
- literacy
- mathematics
- understanding the world
- physical development
- expressive arts and design

Each of these areas has its own learning goals. By the end of Reception, most children should have made significant progress towards achieving these goals.

### The curriculum for Years 1 to 6

In years 1 to 6 we follow the national curriculum. Our curriculum includes: English, Maths, computing, science, design and technology, music, art, RE (religious education), history, geography, PSHME (personal, social, health and moral education) and PE (physical education) including dance. We also teach a modern foreign language, French. These subjects are combined into six key areas of learning, as shown to the left.

### Spiritual understanding

At Brindishe Schools we teach RE (religious education) or as we prefer to call it ‘spiritual understanding’. Learning in RE is based on the locally agreed syllabus. This ensures that children learn about the six major faith traditions of Christianity, Islam, Buddhism, Judaism, Sikhism and Hinduism.

We take care not to indoctrinate children in any way and views on all religious matters are expressed in a balanced way.

Our emphasis is on giving children a framework of moral understanding as well as knowledge of faiths, beliefs and practices to enable them to become caring members of society and form their own religious views.

Spiritual understanding is sometimes taught as a separate subject and sometimes as part of a theme. Parents and carers have the right to withdraw their child from these lessons and from daily acts of collective worship. Please discuss with the headteacher if you wish to withdraw your child.

### Pupil voice

Pupils are encouraged to take an active part in their learning and to make decisions about their learning and their school. During their time at Brindishe Schools they will have many opportunities to express their views and contribute to school development plans and schemes – for example through children’s teams and through pupil surveys and questionnaires.

### Physical well-being, health and lifestyles

This area includes health education, promoting good behaviour and developing children’s awareness of themselves and others in the community. It involves children learning to keep themselves fit and healthy and to develop a set of values and beliefs, including respect for themselves, for others and for the environment. As a school we recognise we are educating



Our most able and talented children work with their peers and specialist teachers.

the next generation to understand that our differences are to be recognised and celebrated.

Physical well-being, health and lifestyles includes drug and substance abuse education, aimed at encouraging children to recognise the dangers of drugs and alcohol and how to assert themselves against negative influences and pressures. We teach children how to recognise and avoid addictive or harmful substances and practices and how to keep themselves fit, safe and healthy.

In Brindishe Schools the children use technology to support their learning, including to access the internet. We teach our children how to keep themselves safe when using the internet and mobile technologies.

We will also develop children's knowledge and understanding of their roles and responsibilities and how to make a positive contribution to their community. They will learn about democracy and how local and national government works.

We take time to develop children's ability to listen to others, to express their views, and to discuss and debate current ideas and issues. Children will also be supported in their understanding of the many ways to keep themselves and others safe in the real and digital world.

### **Relationships education**

Sex education is part of the education we offer at Brindishe Schools. More important for us is an education about

relationships and how we identify, express ourselves and communicate as adults. Therefore, in our curriculum we refer to 'relationships and sex education'.

Children will learn about relationships and sex education formally and as part of a series of dedicated lessons. Parents and carers are informed and are invited to view the materials (books, videos ...) which will be used by the class. At other times if children ask our staff questions relating to sex or sexuality, we will always answer their questions honestly and with regard for our equalities policy and the age and stage of the child. We try to keep you informed about the kind of questions your child is asking so that you may also respond to them.

Parents and carers are entitled to withdraw their child from relationships education if they so wish, but we cannot withdraw a child from playground chatter, or hide the resources we use in the classroom, so we do hope that as many children as possible are able to take part in the lessons. We have a published policy called Relationships Education. Please ask if you would like a copy.

### **School journey**

In years 5 and 6, children take part in a residential school journey which supports areas of learning such as geography, outdoor pursuits and team building.

### **Assemblies**

Assemblies happen daily and reflect the multi cultural, multi faith community of Brindishe Schools. Assemblies are broadly

Gifts, talents and strengths are nurtured in our schools.

Christian in principle, exploring themes such as friendship, perseverance and understanding. We learn about famous people through stories and traditions from around the world. In our assemblies, we celebrate the achievements of those within our diverse and global communities. Each week we have a special assembly in which we praise nominated children and share our learning, achievements and successes.

### **Extra-curricular activities, clubs, tuition and enrichment**

As well as the learning that we organise during the day, we also offer a range of out of school and after school clubs and activities. These are offered to different age groups at different times throughout the year. Many clubs are free. They include such areas as gymnastics, dance, choir, football, basketball, netball, art, environmental learning and multi-sports. We also offer additional opportunities (often across our three schools) such as theatrical, music and dance performances, shared and specialist learning opportunities with local schools and groups, and targeted opportunities such as for our more and most able children in areas of the curriculum. Children can learn to play a musical instrument such as violin, clarinet or flute, for example. There is a small charge to cover our costs for instrumental tuition and specialist sports coaching.

### **Additional educational needs**

Brindishe Schools operate a policy of equality of opportunity, access and inclusion. We operate the Local Authority's admission criteria and special needs and disabilities policy under which provision is made to ensure that all children are enabled to take a full and active part in a school which is able to meet the child's needs and which supports parental preference.

We recognise that many children have special or additional needs, that these may be short or long term and that there is a wide definition of the term 'special needs'. In Brindishe Schools we use the term 'children who need additional support'. In meeting children's needs, the schools follow nationally and locally described guidelines.

If, after discussion with parents and carers, a child is considered to require more specific or urgent help, the schools can refer to various external support services with whom we work closely.

Where our children are of the highest ability and may well have special gifts and talents, we plan for differentiated and personalised learning so that these gifts, talents and strengths are nurtured in our schools.

### **Arrangements for pupils with disabilities**

We uphold children's right to education and recognise the diverse educational



needs within our community. We know needs may change and require a range of provision. We have a duty to offer that provision where we can, to foster inclusion and provide full educational access. Our website has more details.

Some children need increased support to access learning because:

- a they have a significantly greater difficulty in learning than the majority of children of the same age;
- b they have a disability as defined under the Equality Act 2010, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We will try to ensure that all barriers to equal access in our schools are removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and, where necessary, seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

Provision made for children with disabilities at our schools includes:

- experienced teaching and support staff
- additional adult support
- differentiated teaching and learning
- specific learning resources and materials
- minor building adaptations and design

Parents and carers with a child who has a disability or special need should in the first instance apply to the local authority through the on-line portal at [www.eadmissions.org.uk](http://www.eadmissions.org.uk). If possible the application form should be accompanied by professional documents. In-year admission applications should be made to the local authority at [www.lewisham.gov.uk](http://www.lewisham.gov.uk) using the on-line application form, the iCAF.

## Monitoring children's progress

Teachers keep records of the progress of each child and their levels of achievement.

On entry into Nursery and/or Reception, and at the end of Reception class, children are assessed in seven main areas of learning. Year 1 children are assessed in phonics and there are formal assessments known as SATs at the end of year 2 and 6.

Teachers assess children's learning all the time and in lots of ways: through observation, discussion, questioning, assessing their written work and through formal testing. Children are also encouraged to respond to their own and other's learning.

At the end of each year you will be given a report on the progress your child has made. There will also be comments on general attitude, attendance and behaviour within school.

## Attendance and punctuality

Parents and carers have a legal responsibility to make sure their child is in school every day and arrives on time. Children who arrive late miss the sense of belonging that comes with being part of the routines and the very important learning at the start of the day. Children who are collected late are usually upset or disappointed so please try to be here on time at the end of the day and always let us know by phone or a message if you are running late.

If a child is absent please inform the school on the first day of absence. You will be asked to give a reason for their absence. We consider absences to be authorised if your child is sick or has a medical appointment. However absences for events such as birthdays or shopping trips will be recorded as unauthorised. The school keeps a record of absences and these are included in your child's report. Unauthorised absence and persistent lateness will be reported to the Local Authority's Attendance and Welfare Team and/or Children's Social Care for their intervention and support under Safeguarding.

In accordance with government guidelines, parents or carers should not organise holidays or any other unauthorised absence during term time, as it disrupts a child's learning. Children attend school for only 190 days a year and the rest of the year is available for holidays. In very exceptional

Your child's well being, health and safety are very important to us.

circumstances the headteacher may authorise a limited absence. Parents should request this in writing explaining why the absence can only take place in term time - this should include additional documentation. Under current legislation, where there is a pattern of unauthorised absences in term time, a fixed penalty fee may be applied. If a child is absent for more than 20 days, the local authority will be notified, the child's name could be removed from the school roll and their place given to another child.

### **Medical matters**

Qualified first-aiders in school will treat minor accidents. In more serious cases, we will call an ambulance and a member of staff will accompany your child to the hospital. In such situations, we will inform you immediately. It is important that the school has contact numbers for parents/carers or nominated adults in case we need to contact you. We ask that you use our on-line parent portal database (Arbor) to update any changes to your home, mobile or emergency phone numbers. Please ask at the school office for details.

If your child needs to take medication during the school day, please contact the school office to ensure we are able to accept this responsibility. We only give medicine such as antibiotics if the GP has prescribed that it must be taken at lunchtime or four times a day with meals. You will need to complete an administering medicine request and

instruction form. Without this, school staff cannot administer any kind of medication to your child.

We are Asthma Friendly Schools. Children who use an asthma inhaler are expected to be able to learn to administer it themselves with supervision. Inhalers are always accessible to children and need to be clearly labelled with the child's name. Parents and carers should make sure that any medication (including epipens) kept in school is in date and ready for use. Please check your child's medication regularly.

Your child's well being, health and safety are very important to us. You can help us by keeping us well informed about your child's needs.

**your  
questions**

We want to  
nurture  
children's  
individuality.

## What is a typical school day?

School begins at 9.00 am (although our gates are open from 8.50am) and ends at 3.15 pm every day.

### Nursery and Reception

Nursery children attend up to 6 two and a half hour sessions each week. Children attend as follows:

Morning session: 9:00 am to 11:30 am.

Afternoon session: 12:45 pm to 3:15 pm.

Reception children attend from 9.00 am to 3.15 pm.

At the start of the day, staff are available to meet and greet each child and their carer.

In the Early Years Foundation Stage (Nursery and Reception) children learn through play and focused adult-led activities. They will spend an equal amount of time learning outside as well as inside the classroom.

### Years 1 to 6

While the school day may vary according to your child's age and events in school, this is a typical day for a child in years 1 to 6.

The day begins with registration. Sometimes music may be playing as children enter the classroom, to set mood or tone. The teacher will introduce the programme for or 'shape' of the day. The learning will be organised in sessions, which may focus on a particular area of learning such as literacy or may be cross-

curricular, such as history and art. The teacher will make sure that all children understand each activity and during the day will discuss the key areas to be learned and what might be achieved.

During the morning, children will usually attend an assembly or a whole school singing session. After a 15-minute playtime, they will move onto a new area of learning, sometimes in the same group, sometimes with a new group of children. They usually learn alongside children of the same age range, but we also encourage cross age activities, as we know children learn so much from each other. After a lunch break with time in the playground, learning continues in the afternoon.

We have an agreed Achievement Policy at Brindishe Schools. Please ask for a copy at the school office.

## Will my child get home learning?

In Brindishe Schools we see home learning as a way of further developing the partnership between home and school. We encourage children to take responsibility for their learning both in and out of school. Class teachers send out information about what children are learning in class on a regular basis together with suggestions for home learning. We use the class pages on our managed learning environment (Fronter) to suggest ideas, links and games which can support the learning taking place in school. Children and their families are

Any concerns relating to safety and security are always reported and promptly acted upon.

encouraged to access this together. In the early years, children and families are encouraged to share learning at home through their child's 'Me' book.

### **How do you encourage good relationships between children?**

In Brindishe Schools, we place great emphasis on self-discipline and praise. We encourage children to understand why certain kinds of behaviour are much more acceptable than others, and we encourage self-respect, respect for other people and our environment. We also encourage parents and carers to work with us to support children's good behaviour so that home and school are consistent in what they expect of each child.

### **So how do you deal with bullying?**

Bullying of any kind is not tolerated in Brindishe Schools. We have a strong anti-bullying policy in line with the Equality Act 2010, which forms part of our 'Promoting Good Relationships' behaviour policy. We have a number of ways of ensuring that children are able to report problems of bullying and of making sure children know we will take action. We always respond to complaints about bullying and we work in partnership with parents and carers to make sure Brindishe Schools are a bully-free zone.

Please ask for a copy of our policy at the school office or look on our website.

### **Is there a uniform at Brindishe Schools?**

We have discussed the issue of school uniform many times and recognise that there are contrasting views about the place of a uniform in school. In Brindishe Manor and Green, we have a school sweatshirt, which children can wear if parents and carers so wish. As we want to nurture children's individuality and respect difference, we are equally happy if you wish your child to wear their own choice of clothes.

We do point out that certain types of clothing and footwear are not permitted in school; these include 'sleeveless tops (such as underwear, summer or sports vests), clothing with inappropriate slogans or messages and tops that expose the child's stomach. Shoes such as clogs, crocs, flip flops, open toed or backless shoes, shoes with heels or fashion shoes with loose fixings are unsuitable as they present a risk to the safety of pupils.

We do not allow jewellery in school apart from religious items such as a crucifix or Sikh bangle, and only close fitting stud earrings for safety reasons. We do not allow hooped earrings in school. All jewellery (apart from stud earrings) must be removed by the child if possible for PE and dance.

We ask that children bring a change of clothes for PE. Shorts and a T-shirt are acceptable clothing. Tracksuits may be worn for outdoor PE in colder weather. Each child should bring a pair of plimsolls

We teach and encourage children to eat healthily.

or trainers with them. Please label each item in your child's PE kit and put in a bag clearly marked with their name. Please ask in the school office for details of how and when to buy our school sweatshirt and Brindishe Manor book bags.

It is unfortunate that sometimes losses occur within school. We take every effort to find missing items. You can help us by labelling all items of clothing and footwear.

### What happens at lunchtime?

Children stay for a school meal or bring a packed lunch. All children in Reception, Year 1 and Year 2 are entitled to have a free school lunch and we encourage them to do so.

Our school lunches are cooked on the premises. A three-week menu is displayed in school and a copy is sent home. We provide a choice of meals and a vegetarian option is always available. Payment for meals should be made through our school websites via the Arbor portal or sent to school on Mondays only please, in an envelope clearly marked with the amount, your child's name and class.

If you would like help or support in paying for lunches via the Arbor portal, please ask at the school office.

Schools are able to claim a Pupil Premium (over £1000) per child on free school meals to make sure each school's budget matches its community's needs. Families

eligible for free school meals or Pupil Premium may also be offered reduced rates for extras such as clubs, educational visits and school journeys. If you think you may be entitled to free school meals, please make enquiries at the school office or look in the 'money matters' section of our website. You should apply even if your child is in years R, 1 and 2.

You may prefer for your child to bring a packed lunch. We teach and encourage children to eat healthily and this is followed up in the dining hall. We ask that parents and carers support the school by providing healthy packed lunches. We ask that you do not send in sweets, chocolate, juice, fizzy drinks, glass bottles or cans. Children are encouraged to drink water only in school.

Children in Nursery, Reception and Year 1 classes have access to their own outdoor learning area throughout the day. Children in all classes from Y1 to Y6 have access to a range of different play areas during lunchtime and throughout the day. These include the 'Peaceful Place', climbing and trim trail spaces and, in fine weather, onto the grassed area known as the 'field'. If it is raining, children are supervised in the classrooms and are encouraged to read, draw or play board games.

If your child has a medical condition which prevents them going out to play, they will be supervised in the office/library or in another classroom. Please talk to the class teacher or headteacher if your child has an injury/medical condition



We look forward to meeting you and to working with you.

that might mean they need to stay in at playtime so that this supervision may be arranged.

During very cold or very hot weather we may decide to bring children in early from lunchtime play. They will either play quietly in their classrooms or watch a film.

Children aged 3 to 7 years are offered a piece of fresh fruit every morning playtime. This is part of a government-sponsored scheme. Children in years 3 to 6 may bring their own fruit to eat at playtime.

As many children are allergic to nuts or nut products we request that you do not send into school nuts or nut products for your child, or any other child, to eat.

### **What about before and after-school child care facilities?**

We have a breakfast club on-site run by a separate company which takes place from 8am every school day. A simple breakfast is provided by staff who supervise the children until the start of the school day at 9.00 am. The after-school club, also run by a separate company, runs from the end of the school day, 3.15 pm until 6 pm Monday to Friday. It provides supervised play opportunities in a safe, supportive and friendly environment on the school site. Both breakfast club and after-school club cater for children who are in Reception to year 6. There is a charge for before and after school child care. Please ask in the school office for more information.

### **How do you keep the school secure?**

Once school has started each morning the gates are locked and entry to the school can only be obtained through a controlled entry system. Visitors to the school must sign in at the school office and they will be issued with a visitor's badge. In line with safeguarding requirements we do not allow unaccompanied access to the classrooms or any other areas of the school building without appropriate checks having been carried out and the permission of the headteacher.

Children are not allowed to leave the school grounds during the day, unless an adult collects them. Parents and carers deliver children to and collect children from classrooms at the beginning and end of the school day. Although some older children in years 5 and 6, with written permission from parents and carers, do walk to and from school by themselves, younger children may only be collected by a known adult. Children cannot be collected by an adult other than their known and named parent or carer without the school being informed in advance.

The school advises the use of a password in the event of an adult unknown to the school collecting a child. Please ask the school office how this works.

In line with our duty of care all staff employed at the school, plus voluntary helpers including parents, are subject to rigorous vetting procedures including

Disclosure and Barring Service checks.

We have close links with the police and our local community and any concerns relating to child protection, safeguarding, safety and security are always reported and promptly acted upon.

If you would like further information, you are welcome to ask to see a copy of our Child Protection and Safeguarding policy which can also be found on our website. If you ever have any concerns about the safety or well being of a child, please ask to speak to the designated safeguarding lead (DSL) at the school.

## **How do I apply for a place at Brindishe Schools?**

There are a number of criteria for admission and this information is published in our Admissions policy available from the school office or website.

### **Nursery admissions**

If you wish your child to be admitted to our Nursery, you need to collect and complete an application form, available from the school office. The completed form must be returned to the school office. Children are usually offered a Nursery place in the September after their third birthday, although this cannot be guaranteed. Children who are not offered a place immediately will be put on a waiting list at your request. Should a place become available we will contact you.

### **Reception and in year admissions**

Reception admission applications should be made via the online portal at [www.eadmissions.org.uk](http://www.eadmissions.org.uk). Please check the local authority website for the application deadline date [www.lewisham.gov.uk](http://www.lewisham.gov.uk)

If you wish your child to join Brindishe Schools during the school year then an on-line common application form (iCAF) must be completed. This form is available from the Lewisham Council website [www.lewisham.gov.uk](http://www.lewisham.gov.uk)

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

We hope that this has given you the information you need about our school.

If there are areas or aspects of the school about which you would like to know more, please do ask. We welcome your interest, questions and comments. We look forward to meeting you and to working with you, to benefit all of the children at Brindishe Schools. Welcome to our partnership.



## **Brindishe Manor School**

Leahurst Road, London SE13 5LS  
Tel: 020 8852 0852  
info@brindishemanor.lewisham.sch.uk  
www.brindisheschools.org

### **Gerlinde Achenbach**

Headteacher

### **Dame Vicki Paterson DBE**

Executive Head

### **Spyros Elia**

Chair of Governors