

Sept 2021



Allenbourn
MIDDLE SCHOOL

Allenbourn Middle School Handbook



Our School vision is for all pupils to have an

Aspirational**M**ind**S**et

All Inclusive

Self-belief

Perseverance

Individual

Rights and Responsibility

Achievement

Teaching and Learning

Independence

Opportunities

Nurture



Dear Parents,

Allenbourn Middle School provides the important middle phase in your child's education which sees the necessary transition from the basic skills taught by one teacher, as in the first schools, to a variety of subjects taught by specialists, as in the upper school. It also provides opportunities for children to take part in a wide range of activities: use of the library, organised games, using science laboratories and technology workshops, dance and drama, learning a musical instrument and many more – which are not only enjoyable in themselves, but also help develop your child's interests and abilities. We very much hope that you will encourage your child to take part as fully as possible.

The middle years of schooling are a time of great physical, emotional and intellectual development and it is our aim to ensure that these developments take place smoothly and successfully within a caring, secure and stable environment.

The school will do its utmost for your child and every child in its care. Children succeed best, however, when there is a partnership between home and school. We need you to back up our efforts and we are always willing to deal sympathetically with any queries or worries that you may have. The purpose of this handbook is to assist you in understanding how the school works and to enable the partnership between parents and teachers to flourish.

I hope that you feel involved from the very start and that your child has a most happy and successful time at Allenbourn Middle School.

Yours sincerely

Mrs Cindy Pritchard
Headteacher

Please retain this handbook for future reference and use in conjunction with the School Website www.allenbourn.dorset.sch.uk

The details and statements in this booklet apply in Summer Term 2021. Circumstances may make changes in school policy necessary at any time. In addition, some aspects are different under Covid 19 regulations - changes of this nature will be communicated separately as they are, hopefully, a temporary change.

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Contact Details

Address:

Allenbourn Middle School
Eastborough
Wimborne
Dorset
BH21 1PL

Telephone:

(01202) 886738

E. Mail:

office@allenbourn.dorset.sch.uk

Web site:

www.allenbourn.dorset.sch.uk

Headteacher

Mrs Cindy Pritchard BA, MA, LLE, NPQH

Deputy Headteacher

Mrs Paula Davies BA

Assistant Headteacher

Mr Matthew Golding, BA, NPQSL

Head of Year 5 & Transition Coordinator

Mr Richard Wright BA

Inclusion Lead

Mrs Sophie Steckiewicz BA

Chair of Academy Committee

Mr Richard Dent

The Chair of Governors should be contacted via the school office.

Head of Year 6: Mr Chris Daw

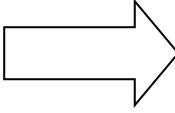
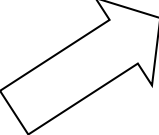
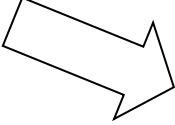
Heads of Year 7 & 8: Mrs Louise Gray & Mr Jordan Fisk (in Key Stage 3, Heads of Year follow their year group through from Year 7 to Year 8).



Parents' Guide to Contacting Allenbourn Middle School

If the matter is urgent, parents are welcome to come into school, or telephone, and we will do our best to help. However, it will be necessary to consult with whoever is available at that time.

If the matter is not urgent, please follow this step by step guide:

Step 1	Decide who is the best person to contact.		<ul style="list-style-type: none"> ▪ If you wish to discuss an issue about your child, you need to speak with your child's form tutor (class teacher). ▪ If you wish to discuss a piece of work or homework, you need to speak with the teacher who set the work.
Step 2	Arranging to speak with the teacher.	 	<ul style="list-style-type: none"> ▪ Telephone the School Office on 01202 886738. <p><i>If you call before 8:15 am or after 4:00pm, an answer phone will take the call. Please note it takes at least one minute for this service to operate.</i></p> <p>OR</p> <ul style="list-style-type: none"> ▪ Email: office@allenbourn.dorset.sch.uk or email the individual teacher's email address – all addresses can be found on our website <p>Please ask for an appointment to speak with the relevant teacher. Please specify whether you would prefer a telephone appointment or a meeting.</p>
Step 3	A member of the office staff will contact the teacher and contact you within 24 hours to tell you the time of your appointment . The school aims for the appointment to be within 3 workings days of the request.		

What should I do if the issue is still not resolved?

In nearly all cases, meeting with the form tutor or subject teacher resolves the issue; however, if you need further assistance, please contact a member of the Senior Leadership Team.

School Day

Our school day starts at 8:40am with registration and finishes at 3:05pm. We have a 20 minute break time and 40 minutes for lunch. Further details of the timings of the school day can be found on the school website. Pupils should not arrive at school before 8:30am, unless attending breakfast club or by prior arrangement.

Your child will have different teachers for different subjects and will move from class to class. In Key Stage 3, English and Maths are taught in ability groups. Unlike first school, your child may be taught with different pupils in different lessons.



Attitude to Learning Grades:

At Allenbourn Middle School we expect all pupils to try their best and to have a positive attitude to learning. We realise that not every pupil can be a 'high attainer' in every subject, but each and every pupil can work hard in order to achieve a good or even outstanding **attitude to learning**. This means that all pupils will make good progress in all areas of the curriculum.

Our attitude to learning grades are as follows:

Outstanding (1):

My attitude to learning is excellent. I always behave well, demonstrating mature, thoughtful and responsible behaviour. I am well-organised, with the correct books and equipment. I enter the class ready to learn, and complete all work to a high standard. I contribute actively to my own learning as well as that of others. I am keen to show initiative and extend myself, and am always trying to improve my work. My attendance is excellent.

Good (2):

My attitude to learning is good. I contribute well in class and behave positively and maturely. I am well organised and prepared for learning, completing class work and homework on time and to a good standard. I am able to stay focussed on the task, maintaining concentration throughout. I am beginning to work independently, sometimes seeking ways to extend my learning and taking opportunities to challenge myself. I respond well to staff expectations and guidance. My attendance is good.

Satisfactory (3):

My attitude to learning is satisfactory. I usually cooperate with teachers and work in an appropriate manner, on my own and in groups. I usually bring my equipment, but I sometimes lack motivation and self-discipline, and may need reminding to stay on task. I am not always ready to learn and homework and class work may not always be completed on time or to a good standard. I do not always try as hard as I could. My attendance requires improvement.

Cause for concern (4):

My attitude to learning is unsatisfactory. I do not always behave as I should and my behaviour affects my learning and that of others. I am poorly organised and often forget my equipment. I am not willing to take part in class discussions and do not always focus in lessons. I often fail to complete class work or homework. My attendance is poor.

Reporting to Parents / Parents' Evenings

Reports

We send a report home to parents three times a year:

1. Christmas
2. Easter
3. July

All reports are sent home electronically via Parentmail printed copies are available upon request. Parents who do not reside with their child(ren), but have Parental Responsibility (this includes the vast majority of divorced parents) are entitled to request copies of these reports. If you wish to do this, please contact the school office who will be able to add you to our mailing list.

Parents' Evening

These are also held up to three times a year:

1. October – an opportunity to meet your child's form tutor.
2. January – as a follow up to the Christmas report. All subject teachers will be available at these meetings. The aim of these evenings is to give all parents the opportunity to meet all staff and, with two terms of the school year left, the opportunity to address any areas of improvement.
3. April – this is focussed on children who are not in line to meet their target in English or Maths and/or three other subjects. However, all parents are welcome to book appointments.

Parents are encouraged to contact the school at any other time to make an appointment to see the relevant teacher.



Homework - A Parents' Guide

What homework do we set?

Year 5:

- English – one piece of written work per week
- Maths – Hegarty Maths task
- Spellings
- Daily reading
- Daily times tables practice

Year 6:

- English: at least once a week.
 - Maths: at least once a week.
 - Reading: we ask that pupils read as often as possible, as having good reading skills supports learning in all other areas.
 - Science
 - Humanities
 - French
 - Technology
 - Music
 - PE
 - ICT
 - Geography
 - RE
- Other subjects will set homework from time to time to fit in with the curriculum.

In Key Stage 3 the quantity of homework increases. This is to ensure that we are able to cover all of the requirements of the curriculum and to prepare pupils for upper school, where the quantity of work required will increase significantly. Pupils need to learn to organise their time appropriately and manage a heavier workload.

For Key Stage 2 and 3 pupils it is expected that homework tasks should take between 30 minutes and 45 minutes, although this can vary slightly depending on the task and the pupil. Homework tasks are designed to consolidate what pupils are learning in lessons or prepare pupils for the next learning – therefore missing homework tasks can impact upon a pupil's progress in class.

How can you help your child at home?

Reading

What do we do?

- All pupils in Key Stage 2 (Yr 5 and 6) have 5 English lessons per week.
- In addition, all pupils have 20 minutes of class reading each morning. During class reading, your child's tutor will read to them, modelling fluent reading and explaining key vocabulary.
- During English lessons, there is a focus on developing reading skills. Pupils will work in groups and during the lesson the teacher or TA (in certain classes) will work with each group in turn. These groups will be organised according to the individual strengths and weaknesses of each pupil – thus these groups may change each week.
- A range of different texts will be studied during guided reading lessons and pupils will work on developing the range of reading skills (e.g.comprehension, inference, deduction, critically analysing text). We also use 'First News' as this enables discussion of current events and the world around us.
- Some pupils, who struggle with reading, may receive 1:1 support (usually a short, intensive programme) to boost their reading skills.
- Those children whose reading age is significantly below their actual age are likely to follow our reading recovery programme to provide daily opportunities to improve their reading skills. They may be withdrawn from tutor periods or non-core subjects to follow this programme.

How can you help with reading?

There are a whole range of things you can do to help in the development of your son/daughter's reading skills. Here are a list of suggestions and tips:

- All reading is helpful – your child may not like reading books, so encourage them to read other things! This can include magazines articles, comics, information on the internet, or reading involved in every day skills - for example; cook with your son/daughter and ask them to read the recipe; if you have a new gadget or piece of flat-packed furniture, ask your child to help you work out how to use it/put it together etc.
- If possible, read every day with your child – about 10 minutes is enough. When reading, vary your approach to the book. Reading for pleasure is the MOST important part of reading.
- Talk to your child about what they are reading (if they are a particularly good reader, read the same book!) For example:
 - talk about what is happening in the book (picture or text) and ask your child to guess what is going to happen next,
 - talk about how the characters are feeling and how your child knows this – what words describe how the character is feeling?
 - talk about why the characters behave in the way they do,
 - with a new book or a magazine article talk about the layout of the cover/article and why the information is laid out in the way it is (for example – why is some information in bold, in text boxes, in a diagram etc?)
 - if your child becomes stuck on a word, encourage them to sound it out and discuss what the word means,
 - talk about why the author has chosen particular words to describe something.
- Encourage your child to read lots of different types of text – some children, especially those who are avid readers, can get 'stuck' in a particular genre of book or a particular author (e.g. Jaqueline Wilson or 'Spy' books). To develop their reading skills they need to read broadly – this helps them to develop a larger vocabulary and also a wider understanding of the world!

Reading is hugely important – anything you can do to support and encourage your child to read will help them to make progress both in English and in all of their other subjects.

Writing

Whatever the subject (so not just English), if they have written something down, encourage them to check back through their own work and correct obvious mistakes in punctuation, spelling and grammar. Also, encourage them to read their work to check that it makes sense and that they have explained answers fully. If they have used a computer and typed their work, they still need to check it – as we tell them, the computer does not have a brain and so cannot check that their work makes sense or answers the question they have been set, so they need to do this.

Research

If your child is set a piece of homework which asks them to do some research into a particular topic, encourage them to:

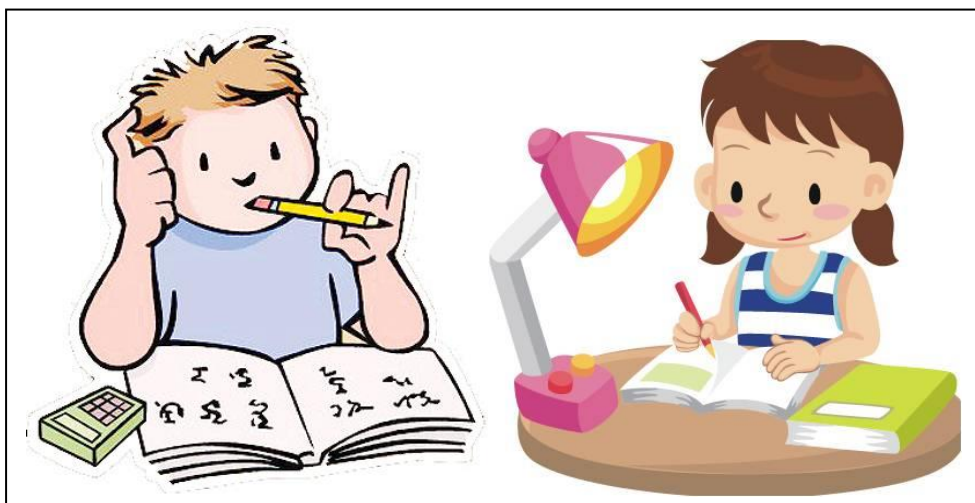
- (a) Read the instructions their teacher has given them – often pupils will be given an outline of the task which sets out a series of questions. They need to focus on these questions when they are researching.
- (b) If using the internet, use sites which are appropriate to their age and understanding. There is a huge amount of information on the internet, but much of it is not written at 'child' level. Encourage your child to choose educational sites which are designed for children – if they don't understand the information, they need to find a site which explains things at a simpler level.
- (c) Read the information, whether on the internet or in a book, and then write notes in their own words. Even if they write less, it is better for them to write in their own words rather than copy and paste.

Working environment

If possible, provide your child with somewhere quiet and calm to complete their homework, and ensure they have the appropriate equipment to carry out the work (pens, pencils, colouring pencils, ruler, rubber, sharpener etc).

Expectations

Encourage your child to complete work to the best of their ability. If they find a task difficult, encourage them to 'have a go' and do their best, even if they cannot do all of the work or they get it wrong. Teachers need to see if a child does not understand the work – this is what helps teachers to plan so that they can make sure that your child is making the right progress. If your child is worried about 'getting in trouble', write a note at the bottom of their homework or email the subject teacher or their tutor to explain that they have done their best.



What to do and what not to do:

1. Do not do your child's homework for them! We know it's tempting! It is fine to encourage them, discuss the work with them, and make suggestions about how to improve work, but it is very important that the children do the work themselves. This enables the teachers to 'assess' pupils' work properly and to plan lessons so that the pupils make progress. If a teacher thinks your child understands more than they do, this will change their planning and your child may end up with work which is too difficult for them.
2. Monitor how long your child is spending doing their homework. Some children are extremely conscientious and will want to produce 'perfect' work even if it takes them a day to do so. While we would encourage pupils to do their very best, we also recognise that they are children who have not yet got to the 'pressure' years of GCSEs. Therefore, we would encourage children to spend a realistic time on homework (up to an hour maximum for individual pieces of work). Equally, some children tend to 'rush' work – keep an eye on what they are doing to ensure it is their 'best' work.
3. Communicate with the teacher. Please write a note to the teacher if your child has struggled with the work or has not understood it – you can write this in their book underneath the work or email the teacher – all teacher email addresses are on our website.
4. Encourage your child to speak to their teacher if they are unsure what to do – especially if they are trying to complete project or research work. They will need to develop the confidence and skills to do this – this is important for their GCSEs when there will be times when they need to have these conversations with their teachers.
5. If your child has spoken to the teacher and s/he still appears unsure, please contact the school office and leave a message for the subject teacher (01202 886738 office@allenbourn.dorset.sch.uk) or email the teacher directly on their email address.



General Information

Accessibility

As a comprehensive school, Allenbourn is happy to welcome any pupil who wishes to come to the school and can benefit from the teaching and facilities available. Once a child has a place at Allenbourn, the Special Educational Needs & Disability Coordinator (SENDCo), the Senior Leadership Team and Head of Year are involved in discussion with the feeder school and the parents to ensure the child's successful transfer.

The school works closely with disabled pupils and their parents to ensure those pupils are not being treated less favourably than other pupils. Allenbourn Middle School has had considerable adaptations to ensure that its facilities are available to everybody and the school has produced an Accessibility Plan. Copies of this plan are available from the school office on request.



The school has a Special Educational Needs Policy, SEND Information Report and Local Offer, which are available on the school website. Copies are available from the school office on request. The school monitors the achievement and progress of all its pupils very closely and monitors the overall progress of all groups of pupils.

Accidents



Accidents do occur on school premises from time to time and sometimes they are serious enough to require assistance of parents, doctors or dentists. Details of important information are kept on each child, including emergency contact telephone numbers for parents. It is essential that you complete and return the necessary forms and that the school is told of any change in these details.

In all cases of emergency, the school will do its best to get in touch with the parents concerned but, if this is not possible, we will act on the advice of the medical professional consulted.

Accommodation



The present building opened in March 2003 and has specialist rooms for Science, Music, Art, PE, Technology (Resistant Materials, Food, Textiles) and Computer Science. The well-equipped Library contains a constantly updated stock of recent fiction and non-fiction books and access to computers. Other laptops are distributed at strategic places around the school and are available for pupils' use at all times. The field has adequate space for all traditional sports.

The swimming pool at QE is used by all Year 5 pupils for a period of approximately 7 weeks. We also have a new dining hall which was built in 2019.

Admissions

The responsibility for the implementation of the admissions policy lies with the Local Authority. The catchment for Allenbourn mainly covers the market town of Wimborne and some surrounding villages. Each year group is limited to a maximum of 152 pupils. Some pupils leave at the end of Year 6/Year 7 to attend local grammar schools. The remainder transfer at the end of Year 8 to QE in Wimborne or Corfe Hills School in Corfe Mullen. Much emphasis is placed on effective pastoral and curriculum liaison between all phases of the three tier system to ensure pupils are immediately confident in their new environment and the changes do not affect progression in their learning. Any queries/difficulties regarding admissions should be directed to the Local Authority.

Aims – Aspirational Mindset

The school's aims underpin all aspects of every opportunity offered in and out of the classroom. The school strives to provide an excellent learning environment to ensure that all are able to fulfil their potential and make the progress of which they are deemed capable. We

encourage each pupil to have an aspirational mindset – to have goals and ambitions and do their best to achieve them, developing the emotional resilience and perseverance to overcome obstacles.



Anti-Bullying

At Allenbourn Middle School, we create an environment where all pupils can learn confidently and happily. If a pupil is unhappy for any reason, this will affect their ability to learn (e.g. friendship problems, playground disagreements, physical, verbal or racist intimidation). The school has behaviour policies and practices for dealing with all such incidents and problems, and we make use of both rewards and sanctions. Please ensure that you report any concerns to us if your child is unhappy or worried about something that has happened in school.

Arrival at School



The warning bell sounds at 8:40am and children enter the building for registration. For safety reasons, children should not arrive before 8.30 am, from which time the playground is supervised. **The school cannot accept responsibility for pupils before 8:30 am.**

Parents bringing their children by car are asked not to bring cars into the school grounds, but to drop off their children in nearby roads. With school buses, staff cars and vehicles for disabled pupils, the congestion would be enormous and the safety of the children would be at risk. Parking permits for the Allendale car park at the rear of the school are available from the school office.

Assessment



We are constantly trying to improve ways by which we assess the children's work and progress. Continual in-school assessment takes place, through a variety of means, to measure pupil progress and achievement.

Children take the national end of Key Stage 2 SATs when they are in Yr6. Each child's results are included in his/her end of year report for Yr6. Likewise, all pupils in Dorset Middle Schools sit tests at the end of Yr8. These tests give a clear indication of the child's progress over the four years at middle school and their attainment as they transfer to Upper School. We are continuing to develop our assessment and tracking system which reports whether pupils are expected to attain 'National age related expectations' or not. Reports also include reference to a pupil's Attitude to Learning and progress.

Attendance

If your child is absent from school, please contact the office on 01202 886738 before 9am when the register closes. Please tell the school your child's name and class, the specific reason for the child's absence and the expected day of return. We ask you to call each day that your child is not in school.



The attendance of all pupils is monitored closely and if attendance falls below 95%, parents will be informed via letter. If attendance falls below 90%, parents will meet with the School Attendance Lead to discuss strategies which may need to be implemented to help improve attendance. Any attendance which does not show signs of improvement will be picked up on by the termly visits of the Local Authority's Attendance Officer.

House points are awarded for attendance and certificates are awarded for 100% attendance.

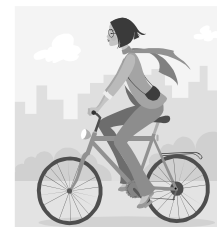
Behaviour

High levels of good behaviour and self-discipline are expected within and to and from school. This is reflected in the School Charter.

The School Charter, printed in full on the school website, focuses on the school's expectation for behaviour and respect for each other. As a Rights Respecting School (Level 2), all members of the school are expected to be aware of others' and their own rights, and equally, the responsibilities of belonging to a large community.

Bicycles in School

Some children wish to travel to school on bicycles and the school has a cycle rack for children to store their bicycles. We ask that all children who cycle to school wear a helmet. Pupils must obtain a permit each year from the office. The school will not permit a pupil to ride a bicycle that appears to be unsafe and, from time to time, the local community police officer may ask to inspect the bicycles in the cycle rack. We also require that all pupils cycling while wearing school uniform do so in a safe and courteous manner.



It is strongly advised that all pupils use a secure lock to chain their bicycle to the rack. Please note that no responsibility can be taken for damage to or thefts from bicycles whilst parked in the school cycle racks. Cycling is not permitted on the paths and pavements in the school grounds. We strongly advise you to arrange for your child to take a 'Bikeability' course and test. Information regarding this course can be obtained from the Road Safety Team on 01305 224558 or www.dorsetforyou.com/rsafe. We usually offer this course each year to our Year 5 pupils.

Communication

Co-operation between home and school is vital if all pupils are to make the maximum progress during their time at Allenbourn and leave as confident individuals with enthusiasm for the next stage of their education.

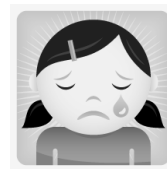
We will communicate regularly with you via our monthly newsletters and website, text messages and email. For this reason, parents are asked to register their email address at the office. We will also send one-off letters about events and individual letters if we have concerns about your child and Parents' Evenings in each term also allow for opportunities for face to face discussion. Teachers may also phone or email parents to discuss concerns or to pass on good news about a child's progress or attitude.

Email is the main method of communication with the school and all teacher email addresses can be found on our website.

We would encourage you to contact the school if you have any concerns or questions. No matter how trivial an issue may appear, please inform us so that problems may be swiftly resolved. In most cases, the first point of contact is the form tutor; more serious cases can be referred to the appropriate Head of Year or a member of the Senior Leadership Team.

Complaints

If you have any particular concerns about your child's progress or happiness in school, it is important that you contact us so that we can work together. If you need to contact a particular teacher, please leave a message with the school office to request an appointment or email the teacher directly. If you have serious concerns, you may need to contact a member of the Senior Leadership Team.



Normally any parental concerns can be resolved informally, but if you are not happy with the way we have tried to sort out your concerns, you may wish to make a complaint. Complaints about particular aspects of the school should be directed, in the first instance, to the Headteacher. If this does not resolve the issue, then please contact the Chair of Governors via the school office. A copy of Wimborne Academy Trust's complaints policy is available from the Trust website or can be posted to you if you request this from the school office.

Curriculum

Curriculum maps for each year group are published on the school website which also includes details of each subject area. The timetable is organised so that the pupils in Year 5 to 8 have access to specialised teaching and facilities to help prepare them for work in the upper school at 13+. Pupils are set in English and Mathematics in Key Stage 3.

Teachers from the different phases of education meet regularly to plan the courses of work that cover Key Stage 2 and Key Stage 3. These courses are designed to cater for all children's needs, aptitudes and abilities.

Teachers also meet with colleagues from first schools, other middle schools and the upper schools to ensure pupils are prepared for the next phase of their education and to work collaboratively on curriculum development and assessment.

Cyber Safety



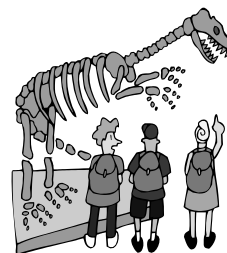
At Allenbourn Middle School, we recognise that the internet and 'smart' devices are fantastic resources for both helping with school work and for providing entertainment. However, as with many things in life, there is also another side to these devices and if they are not used carefully they can make children vulnerable to bullying or, on very rare occasions, more sinister targeting.

The school is not responsible for children's use of the internet or social media sites outside of school hours. However, if your child does receive abusive or inappropriate messages that cannot be dealt with within the home, please report to the school as we have a responsibility to 'deal with' a cyberbullying incident before it possibly needs to be reported to the Police.

The terms and conditions of most social media sites (Instagram, Whatsapp, Facebook) say that **nobody under the age of 13 should have a page** and when an account is opened they require that the person opening the account states that they are 13 or over. **This means that the vast majority of middle school children should not have access to such accounts.** No child should have 'friends' who are not people that the parent has not actually met or who are known to the child via school or a club. We ask that all parents regularly check the content of their children's phones to ensure they are using them appropriately.

Educational Visits

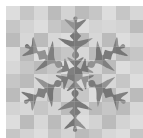
The school organises a range of educational and cultural visits. These visits are arranged and led by teachers and provide enrichment opportunities for pupils. A programme of visits is sent out at the beginning of the year detailing planned visits and costs. Occasionally, additional visits are offered during the year when an opportunity becomes available. When any educational visit is planned you will be notified by letter. The academy committee has formulated a policy on charging and remissions which is available from the school office.



Emergency Closure of the School

Occasions can arise, especially in winter, when it may be necessary to close the school. Dorset County Council now runs a system available at <http://mapping.dorsetforyou.com/closedservices/schools> which frequently updates information on school closures. This website also explains how to set up an RSS feed to have the information regarding Allenbourn sent directly to your computer's desktop. The school also places information on the school website at www.allenbourn.dorset.sch.uk.

If an emergency occurs during the day, children will **not** be sent home early unless there is an assurance that there is a responsible adult to receive them at home or at an agreed alternative address. We will not send children home with friends unless we have confirmation from a parent that this is permitted. Information regarding any school closures during the school day will be posted on the school website.



Employment of Children

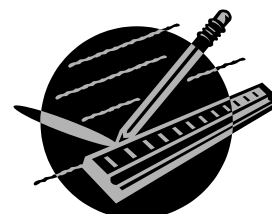


Parents and pupils are reminded that the type of part-time job that pupils of compulsory school age may take is strictly controlled by the law. No child may have a job before his/her thirteenth birthday. Any child who has a job must have a work permit issued by the County Council, obtainable from their place of work. Before granting a permit, the Council makes sure that the job will not interfere with the pupil's education or health and that it satisfies the legal requirements. Breaking the law may lead to legal proceedings.

Equipment

It is very helpful if parents can provide certain basic items of equipment for their child's personal use. The school does have a number of pens, pencils, rulers etc. for children to use, but it helps children develop a greater sense of responsibility if they have their own equipment to use and look after. Children should have:

- a handwriting pen preferably with blue ink
- a set of colouring pencils
- a pencil case equipped with a ruler, rubber, pencil etc.
- a purple, pink and green biro
- a glue stick
- a basic geometry set (KS3)
- highlighters



Extra Curricular Activities

At Allenbourn there is a very fine tradition of additional activities beyond the normal curriculum being offered at the school. These add enormously to the overall development of pupils, and normally include sporting, musical, dramatic, creative and leisure interests. Most are held after school, when parents will be given notice of dates and times involved and be expected to arrange transport home from school where necessary. We ask that all pupils taking part in extra curricular activities are collected from the front of the school, not the back car park, at the end of the activity.

A letter is sent home before the end of each term detailing the next term's clubs and costs. Occasionally clubs and fixtures have to be cancelled due to weather, illness etc. We will contact you as soon as possible to inform you of these changes.



Free School Meals

Some families are entitled to free school meals for their children. Local authorities are able to grant free school meals to children whose parents/guardians receive Income Support, Income Based Job Seekers Allowance, or in some instances Child Tax credit. To claim please



telephone Dorset County Council on 01305 221000 or (for further information log onto www.dorsetforyou.com – education and learning). Under government rules schools will receive extra funding for pupils who are eligible for free school meals – so please claim if you are entitled.

Governors

The Full Academy Committee meets in full session at least once a term. Minutes of these meetings are available for inspection in the school office.

The chairperson and his/her deputy are elected by the members of the academy committee at the beginning of each new school year. Governors, including the chair, can be contacted in writing via the school office.

If you would like to join the Academy Committee, please contact the School Office and your message will be forwarded to the Clerk to the Academy Committee.



Homework club

The school runs an after-school homework club from 3:05 – 4:00pm Monday to Thursday in the library. Pupils are allowed to use the school computers, including the Internet, during homework club.

House System



The school has four houses: Allen, Avon, Frome and Stour. Every pupil belongs to a house and will usually stay in the same house during their four years at Allenbourn. Throughout the year, a range of inter-house competitions are arranged. All pupils' house points count towards their house and every term the house cup is awarded to the house with the most points.

Head lice

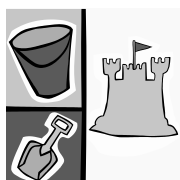
The latest guidance regarding headlice does not provide schools with a large role to play, but we want to help however we can. Long hair should be tied back and we encourage parents to check hair regularly. However, we cannot check hair, exclude pupils with lice or promote certain treatments. Studies show that 1-5% of a school will be infected at any time. Lice only spread through direct contact so children are most likely to get them from friends. You only need to use treatments if you find live, moving lice. Egg cases will remain for some time after treatment and just need combing out.



You can combat headlice in a number of ways:

- If you go to a pharmacy that is part of the minor ailments service, then you can get FREE treatment for your child on prescription.
- If you continue to experience problems, you may make an appointment to talk to the school nurse by contacting the school office.

Holidays (in term time)



The Government issued guidance to schools in 2013 which made it clear that Headteachers are not allowed to consent to any holiday requests during term time. The only absence that can be sanctioned by the school is illness and exceptional circumstances, such as bereavement.

Insurance

The Trust's insurance does not extend to the personal property of teachers or pupils and the Trust will not be held responsible for loss or damage to equipment. It is therefore sensible for the owners of property regularly brought on to school premises to make their own arrangements regarding insurance.

This is particularly important for musical instruments, whether owned by the child or borrowed from the school.



Inter-Agency Working

At times, the school seeks the advice and help of various outside agencies in dealing with more specialised problems. We work with the educational psychologists, the school medical officer and the school nurse, social services, speech therapists, the police and behaviour support specialists as necessary.

Jewellery



Jewellery, excluding watches, should **not** be worn in school. Where children have pierced ears, plain gold or silver studs only may be worn and only one, at the most, in the lobe of each ear. The studs must be taken out for P.E. and games lessons for safety reasons. During the initial period, when they cannot be removed, they must be covered with tape for these lessons. The studs are the responsibility of the child at all times and the school accepts no responsibility for any injuries caused by wearing the studs. We recommend that ears are pierced at the beginning of the six week summer holiday as this avoids the need for earrings in school. Necklaces and bracelets pose real risks and therefore are not allowed for any pupil.

Leaving School Premises

Pupils are NOT allowed to leave the school during the day unless they go home to lunch or we have your specific permission in writing. If your child does need to leave the school, for example to go to the doctor or dentist, we ask for a note beforehand and that your child is collected from the school office by an adult. If the adult is not the parent, we need to be advised of this in the note. Please try to avoid making dental or medical appointments during the school day.

Lost Property

Lost valuables and money are handed in to the office for safe keeping. Named items are returned to the child's classroom. All other unnamed items are sent to the designated area. Articles may be claimed at any time by pupils, but are displayed prominently at the end of term. If items remain unclaimed, they are donated to charity at the end of the year.

A LOT OF TIME AND EFFORT IS SAVED IF ALL ITEMS ARE NAMED.

Lunch Arrangements

These are the alternatives available to your child:-

- Packed lunch. Please could you help us to maintain our Healthy School status by ensuring that packed lunches do not contain a surplus of crisps/sweets/chocolate. Fizzy drinks are not allowed in school.
- As we have children in school who are allergic to nuts, it is very important that nuts are not brought on to the premises. Please do not send any nuts or nut based produces (e.g. peanut butter) in your child's packed lunch.
- A hot meal purchased from the school canteen. The school menu, including prices, is available on the school website.
- Home to lunch. This must be covered by a letter from the parents so that we know that the pupil will be off the premises with your permission.



Make up

Make up and nail varnish are not appropriate for school.

Medicines in School

It is essential that the school is aware of any regular medication that your child has to take, for example an inhaler for asthma. Similarly, it is vitally important that we know of any allergies etc.

Children who are prescribed medicines for a short term illness do not usually need to take their medication during the school day. You should discuss this with your G.P. at the time s/he prescribes the medicine. Once your child is feeling better, s/he may return to school even if the medicine is not finished. The school day is short enough to time the dosage for before and after school time.

Members of staff should not normally be expected to administer medicines. On the rare occasions that medication has to be administered in school, parents must complete a form, available from the office. Only medicines/tablets, prescribed by a doctor can be brought into school. The medicines/tablets must be in original bottles/ boxes with the label intact from the dispensing chemist.



No shop bought medicines will be administered by staff in school. This advice on medicines in schools is based on guidelines issued by Dorset County Council.

Inhalers may be kept by the children. However, we do request that parents complete the necessary form prior to letting their child bring their inhaler into school. It is also essential that, if your child uses an inhaler, this is available for them to take on school trips or sporting fixtures/activities.

Minibus



The school minibuses are used for educational visits and sports fixtures. We have to maintain and run these from voluntary contributions. They are equipped with forward-facing seats with lap and diagonal belts. All staff who drive a minibus have passed Dorset's minibus driving test, in addition to their regular driving licence. It is our usual policy that pupils are accompanied by at least two staff - one to drive and one to supervise the pupils.

Mobile Phones

The school does not encourage pupils to bring mobile phones into school. However, phones can be brought into school provided the conditions below are strictly followed:

- The school does not accept responsibility for any loss of or damage to mobile phones whilst they are on school premises or on the way to and from school.
- Mobile phones are at all times the responsibility of the child.
- Mobile phones are to be switched off and kept out of sight when the child is on school property.
- Mobile phones can only be used during school hours with the **express permission of a member of the teaching staff** and only for the purpose for which permission has been given.
- The parents of a pupil who breaks any of these rules will be notified in writing.
- Mobile phones will not be used to take pictures, video or to record sound while they are on the school premises.
- The school reserves the right to ban a pupil from bringing a mobile phone into school for serious and/or repeated breaches of the rules concerning the use of mobile phones.



Newsletter

The school newsletter is sent out every month. This is also posted onto the school website.

Parent Helpers

For educational visits we rely on the assistance of parents to give adequate supervision ratios. On a more regular basis, we have a group of parents who come into school to help in a variety of ways, for example hearing children read, helping with practical activities and so on. The school values this kind of support very highly. If you would like to help out, please contact the school office.

Pastoral care

Apart from working hard to ensure your child's progress in his/her school work, the school is also concerned about his/her general welfare and development. If problems do arise, you should first consult your child's class tutor. The Head of Year will deal with more serious problems. The Senior Leadership Team is informed and will become involved as and when necessary.

The School Counsellor/ELSAs deal with specific pastoral matters and become involved with managing problems as and when it proves necessary.

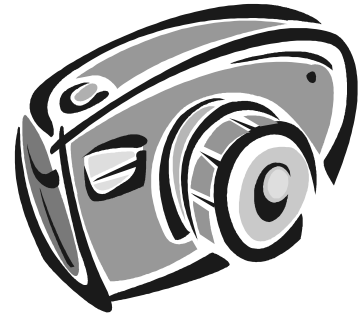
Payments

As a cashless school we require all payments to be made via Parentmail. If you are having difficulty using the Parentmail app, please contact us and we will be happy to help you.

Photographs

Photographs are taken during the Autumn Term and parents are sent a proof copy. Individual/family photos are available to purchase in the Autumn Term with class group photos available thereafter.

During the course of the school year, we will photograph various different school events. When pupils join the school, parents are given a consent form to indicate whether they wish their child to be photographed at these events and whether the photographs can be used in the school newsletter and/or other publications e.g. the local paper.



PA

The PA is composed of interested parents and meets regularly. A number of fund raising and social events are organised annually. Funds are regularly given to the school, usually to purchase 'one-off' items or to support activities for the pupils. For example, developing a quiet playground and fundraising for a new ELSA building.

Rewards

Children who produce a good piece of work or behave in such a way that requires recognition are given house points. These are given at the discretion of the teacher involved. The teacher records points on our online platform – from September 2021 we will be trialling a new online platform called Class Charts – we will issue more information about this in September.

House Points accumulate to earn certificates which are awarded as follows:

- After 25 and 125 house points – bronze – signed by tutor.
- After 50 and 150 house points - silver – signed by Head of Year.
- After 100 and 200 house points – gold – acknowledged in full school assembly.
- After 250 house points – platinum – signed by the Head and published in the school newsletter.



Pupils can also be awarded a Headteacher's Certificate for outstanding work.

The tallying of house points starts again at the beginning of each new school year and continues through the year.

Each child is in a house, and any house points they earn count towards their house's overall total. At the end of each term, pupils who have earned the most points for their house are awarded certificates. There is a house cup which is also awarded on a termly basis to the house with the most points.

Trophies are awarded each term to two pupils in each year group who have made an outstanding contribution or achievement within the school. The school also has a range of trophies which are awarded at the end of the School Year.

Throughout the year postcards are sent to parents of pupils who have worked particularly hard and/or made a significant contribution to the school.

Right of Withdrawal

Parents have the right to withdraw their children from religious education lessons, collective worship or both. Because this right lies with parents, it is important that any such request is made in writing to the headteacher.

The school's arrangements for children who are withdrawn from religious education lessons and/or collective worship take account of the needs of the individual child and the wishes of the parents.

Safeguarding Pupils

Our first priority is your child's welfare and we will usually discuss any concerns we might have about your child with you. There might be occasions, however, when we have to provide information to or consult other agencies such as Social Care before we contact you. Our responsibility to do so is determined by Bournemouth, Dorset and Poole inter-agency child protection procedures. If you want to know more about these procedures, please speak to the school's Designated Safeguarding Lead (DSL).



The name of the current Designated Safeguarding Lead and the deputies, will always be displayed in reception and on the website. Should you have any concerns, please speak to any of them.

Sanctions

We expect a high level of behaviour and self-discipline from our pupils both in school and on the journey to and from school. Pupils wearing school uniform represent the school and as such they are expected to behave accordingly.

Poor behaviour, attitude or effort can be punished by teachers in a number of ways, for example, keeping the child in at breaks or giving extra work.

If a pupil fails to produce homework of an acceptable standard, the teacher concerned may send home the appropriate standard letter, notifying parents that the work has to be done or repeated. Parents are expected to ensure the child does the homework properly for the next day. Failure to produce work of an acceptable standard might result in a detention.

Persistent failure to produce work of an acceptable standard, be it in class or at home, or a persistent or serious breach of the school rules will result in a phone call, email or letter home to parents. This communication will describe what the pupil has done wrong and inform the parents what they can do to support their child and the school. Parents are expected to support the school in doing what they can to meet the school's request. Parents are encouraged to contact the teacher who has sent the cause for concern letter if they wish to discuss the matter further.

A Head of Year may notify parents that their child is in detention if previous letters to parent and other sanctions do not produce the necessary improvement, or if there is a very serious breach of school policy.

A Head of Year or member of the Senior Leadership Team may also notify parents that their child will be internally isolated, required to attend an after-school detention or 'twilight school session' if previous letters to parents and other sanctions do not produce the necessary improvement, or if there is a very serious breach of school discipline.

The school reserves the right to exclude children at lunchtime for persistent and/or serious misbehaviour during the lunch break and, in conjunction with the coach companies/Dorset Transport, to ban children from using the bus to travel to and from school for persistent and/or serious misconduct on the bus.

The headteacher has the power to exclude pupils for a fixed period or even permanently. This sanction is used only as a last resort.

Although the hierarchy of punishments is an essential part of our discipline structure, we believe the encouragement of good behaviour through a cumulative set of rewards is the more important part.

School Council

The School Council is made up of representatives who have been elected by their fellow pupils. The School Council meet to discuss various items brought to the council by the children. A member of staff attends all meetings. The School Council also organises fund raising activities both for the school and for charities.

Transport



Free transport is provided only for those pupils who live over three miles from their normal catchment area school. We have one coach coming from the Shapwick area, one from the Witchampton area and one from the Hinton Martell area. These coaches may be used by children living within three miles of the school, but a charge is made by County Transport. Poole Borough Council has organised a service to

and from Merley for which pupils have to pay.

Education Inspections Act 2006 – Extended Transport Rights for Low income

This benefits pupils aged 9-11 (normally Years 5 and 6) who are entitled to free school meals or whose parents receive the maximum level of working tax credit providing they are attending their nearest suitable school and reside over two miles away via the nearest walking route. Additionally, Dorset County Council will provide free home to school transport to children of qualifying low income families from the same age group if they are attending their traditional catchment school where this is not the nearest school.

Parents who believe that their children may be entitled to free home to school transport should contact the School Transport team in writing at the following address, providing evidence of qualifying benefit receipt.

School Transport Team, Integrated Transport Unit, Environment, Dorset County Council, County Hall, Dorchester, DT1 1XJ

Travel to and from school

Technically, once a child had left school grounds, s/he is the responsibility of the parents. However, if a child misbehaves, the complaint invariably comes to the school and not to the home. We, therefore, take a very serious view of misbehaviour on the way to and from school as it harms the good reputation of the school in the eyes of the community. We punish this misbehaviour as if it had happened in school time.

Uniform

All children are expected to come to school neatly dressed in school uniform. Extremes of fashion of hair or clothing are neither acceptable nor appropriate during school time. Hair should be well off the face giving maximum vision and minimum interference. Long hair has to be tied back and hair accessories should be in school colours (black or yellow). Pointed heels and metal studded shoes are not allowed as they damage floors.

Uniform is considered a very important aspect of school life and is an indicator of a desire to set high standards. The uniform has been chosen in order not to make it difficult or costly for you to clothe your children. Parents' co-operation in this matter is essential and where cost is a real problem, be it for uniform or sports kit, parents should contact the Headteacher.

School Uniform requirements:

- *Plain charcoal grey or black regulation long school trousers, classic style, below the ankle length or grey or black smart (school) shorts.*
- *Grey or black school skirt of knee length; tight skirts or skirts with slits are not suitable for school, nor are ankle length skirts or short skirts. Fabric for skirts and trousers must be of polyester mix, a non-fade fabric, and not denim, cord or lycra.*
- *White plain cotton/polycotton school shirt with long or short sleeves – not polo shirts*
- *School tie*
- *Grey or black cardigan, V neck black jumper or Allenbourn sweatshirt*
- *White, grey or black socks or black tights*
- *Low heeled black, sensible shoes; not boots or trainers.*

The summer uniform is identical but in excessively warm weather, pupils will be given permission to remove ties. This privilege will be at the discretion of the Headteacher.

All uniform can be purchased from Bartletts, 45 East Street, Town Centre, Wimborne, BH21 1DX

PE and Games Kit

Black and gold PE top, black shorts (of a sensible length, not short or long, mid thigh) or plain black skort, black and gold reversible rugby top, black long socks, trainers and football boots.

We recommend 2 pairs of black shorts for boys and either the same for girls, or one pair of shorts and the skort. The reversible shirt is an expensive item. If you buy a generous size it should last the four years at Allenbourn.

Optional: black AMS hoodie or black under layer. Plain black leggings/tracksuit bottoms may be worn in cold weather, at the discretion of the PE staff

Large named fabric bag in which to keep kit (NOT PLASTIC CARRIER).

Personal protection equipment.

All pupils will be taking part in activities that will require them to have shin pads and a mouth guard. These do not have to be expensive items and can be purchased from places such as Sports Direct or Amazon for a reasonable price.

Pupils should only wear trainers for PE or when given permission to do so by a member of staff.

Parents who are in receipt of free school meals may apply for a school clothing allowance. Parents wishing to claim this grant should contact the school office.

ALL ITEMS OF CLOTHING MUST BE CLEARLY MARKED WITH THE CHILD'S NAME.

Visiting the School

When visiting the school, you are requested to report to the office when you arrive. This is particularly important when taking home children who are unwell or to an appointment. You are required to sign the visitors' book, which can be found in the entrance hall, and wear a visitors' badge if you are to remain in the school for any length of time.

Wimborne Academy Trust

In the Spring 2015, Allenbourn became part of Wimborne Academy Trust alongside St Michael's Middle School, Emmanuel Middle School, Lockyers Middle School, Colehill First School, Hayeswood First School, Merley First School, St John's First School and Witchampton First School. Since then, Lockyers Middle School, Emmanuel Middle School and QE Upper School have also joined the Trust. The Education Group, formed of the Headteachers of each school, the School Improvement Team and the CEO of the Trust, meet regularly to discuss changes in education and to work collaboratively to ensure the best outcomes for pupils. Working in a multi-academy trust also enables us to share expertise, develop consistent approaches to assessment and curriculum and provide opportunities for the children.

While Allenbourn is part of the Trust, we also meet regularly with other pyramid schools. Again, this is to discuss how we can work together and collaboratively to ensure the best outcomes for children in Wimborne and the surrounding areas who attend our schools.