

Broke Hall Primary School



Prospectus 2022 –23



Welcome to our school

Thank you for your interest in Broke Hall Primary School.



At Broke Hall we are committed to delivering the highest standards of teaching and learning whilst maintaining a strong pastoral ethos. Our curriculum is broad and engaging. Children are valued as individuals and encouraged to participate in a wide range of activities enabling them to develop skills and attitudes, which will equip them for life.

We strive to provide an environment that enables children to achieve high academic standard as well as developing an understanding of themselves and others in the communities in which they live.

We place a high value on establishing close links between home and school so that we can effectively work together to achieve the best for each child.

The school continues to be a 'Good' school as judged by Ofsted in February 2018.

We work hard to ensure that this judgement is maintained and improved.

Broke Hall Community Primary School is situated in a pleasant residential area on the eastern edge of Ipswich. The school has excellent modern premises set in spacious grounds.

I am pleased to recommend Broke Hall School to any parent seeking a happy, secure and stimulating environment for their child.

I hope that the information in this prospectus will answer many of your questions and helps you to know more about the life and work of our school. If however, you have any questions arising from the information given here, or in general, please do not hesitate to contact us.

I look forward to welcoming you and your child into our school community.

Mrs Ruth Fairs

Headteacher

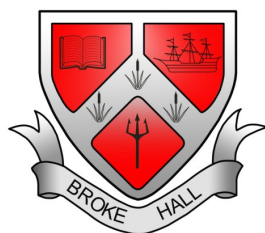
The Aims and Vision of our School

At Broke Hall Primary School, the children lie at the heart of the decisions we make. Our school is full of learning, respect, and friendship; where our vision is that all children are prepared for life by becoming:-

- ◆ curious, independent learners who demonstrate skills, knowledge and understanding in their learning and who relish challenge
- ◆ sympathetic friends who enjoy learning and playing together
- ◆ thoughtful, inclusive, respectful people who care about their world, their country and who develop strong personal values.

To fulfil our vision we will:-

- ◆ provide high quality teaching, which inspires a love of learning
- ◆ challenge children by creating an environment and curriculum which excites/motivates/inspires children as learners
- ◆ encourage growth mindset and a 'have a go culture', where children learn from their mistakes
- ◆ teach our children to develop a sense of personal worth, self-discipline and an understanding of socially acceptable behaviour
- ◆ value each child as an individual, with unique range of talents, interests, learning styles and needs
- ◆ provide opportunities to develop an understanding and respect of British Values
- ◆ involve parents as essential valued partners in the life of the school
- ◆ appreciate and professionally develop a dedicated team of staff and governors; striving as educators to continually improve our own practice



Chair Of Governors: Mr Peter Kilburn

Headteacher: Mrs Ruth Fairs

Broke Hall Community Primary School

Chatsworth Drive, Ipswich , IP4 5XD



Children's Endeavour Trust

The Children's Endeavour Trust aims to harness the professional strengths within our schools to provide sustainable improvement in the standards and effectiveness of teaching and learning for all pupils.

On the 1st January 2019, our Trust was founded by Broke Hall Community Primary and Springfield Junior School. In 2020 we expanded and were delighted to be joined by five local schools: Abbot's Hall, Chilton and Combs Ford Community Primaries in Stowmarket; Bosmere Community Primary in Needham Market and Freeman Community Primary in Stowupland. In September 2021, Whitehouse Community Primary School in Ipswich joined the Trust.

Our Trust includes Springfield Teaching School Alliance and we form part of Ipswich Research School. We have recently worked with a partnership of schools in Suffolk to establish EAST SCITT, an accredited Initial Teacher Training (ITT) course offering school-based training and awarding Qualified Teacher Status (QTS).

Admissions Policy for the School

Children's Endeavour Trust schools follow the Admissions Code and the law relating to admissions. This accords with the Trust's funding agreement with the Department for Education.

As part of the admission arrangements for each school, an admission number for each ordinary year of entry to the school is determined. This is known as the Published Admission Number (PAN) and is 90 for Broke Hall School.

Suffolk Local Authority (LA) currently co-ordinates the admission of Reception age pupils on behalf of The Children's Endeavour Trust for Broke Hall School. Parents/Carers apply for a school place through the LA's admission process. The LA allocates places (following consultation with academies/schools) for students at the beginning of their education. Full details of the County Council's admission policy and procedures are set out in the "Schools in Suffolk 2022/2023 booklet". For admission to the school during the academic year September 2023 - August 2024, an application form or on-line application must be received by 15th Jan 2023. Please note because of a change of law in 2008, a place at your catchment school cannot be guaranteed

Nursery Admissions

We have 26 places for our morning Nursery sessions during the school year, and 26 places available in the afternoon if demand is sufficient. Applications for places are considered each term, with priority being given to the oldest children.

School Behaviour Policy

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We have three rules to follow:

- **Be Ready** - I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work
- **Be Respectful** - I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions
- **Be Safe** - I will be kind and look after myself and others, following appropriate instructions from adults.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

We celebrate special effort and positive behaviour through a system of house points, reward certi-



School Organisation

The school is currently organised into 3 Phases:

Foundation Stage: Nursery and Reception

Lower Phase: Years 1, 2 & 3

Upper Phase: Years 4, 5 and 6

There are three classes in each year group.



School Day

The children can enter school from 8.45am.

Registration is at 8.55am.

Pupils who arrive at school after 8.55am will be recorded as late.

	Reception, Years 1 & 2	Years 3, 4, 5 & 6
Morning	8:55—12:00	8:55—12:10
Lunch	12:00—13:00	12:10—13:10
Afternoon	13:00 – 15:20	13:10—15:20

Those arriving after the close of registration will be recorded as unauthorised absence for that session.

The time spent teaching during a normal school week, including Religious Education, but excluding the statutory daily act of collective worship, registration, lunch and break times is:

Years 1 & 2: 22 hrs 15 mins.

Years 3, 4, 5 & 6: 24 hrs 10 mins.



Early Years Foundation Stage

It is our vision to build a 'centre of excellence' for Early Years children attending Broke Hall's nursery and reception classes. With our existing highly qualified and experienced staff we believe that we can build on our good practice to ensure that every child will reach their full potential.

It is our job to work closely with parents and families to construct the foundations and building blocks for learning.

By delivering an exciting curriculum and by capturing a child's natural curiosity for learning, children will become independent, sociable learners, confident in the key communication skills of speaking and listening, reading and writing and use of maths.

The provision offered by our Early Years will enable the children to make a seamless transition into Year 1, ready to embrace the next stage of their learning.

We provide a stimulating and welcoming environment with a range of interesting resources that are accessible to the children. We encourage a balance between adult led and child initiated activities.

In accordance with the Early Years Foundation Stage (EYFS) curriculum guidance, the following seven areas of learning and development are carefully planned for, to enable progression and development through each area of learning.

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

Planning can be responsive, according to the learning styles and individual needs of each child and is delivered through individual, small group work and whole class teaching.

Learning through play is fundamental to development and progress. Play provides a medium for children to:

- Increase their understanding of the world
- Improve language skills
- Develop their ideas and creativity
- Develop them physically, socially, emotionally and intellectually

We use Tapestry, an online learning journal to share a photographic record of the children's experiences and learning. This allow staff and families to celebrate the children's learning and development.

Children with Special Educational Needs and Disabilities (SEND)

At Broke Hall School there is an expectation that all children, regardless of their specific needs, should be offered Quality First ,teaching. This will enable them to make the best possible progress and will ensure that they feel they are valued members of the wider school community.

Broke Hall is an inclusive school and offers a range of provision to support children with a variety of needs. Our experienced SENCo works closely with parents, teachers, Learning Support Assistants and external agencies. The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. The support is designed to promote children working towards becoming independent and resilient learners. More information can be found on the school website - Parents / Special Educational Needs.



The Curriculum

Broke Hall Primary School offers a broad and balanced curriculum that meets the requirements of the National Curriculum.

At Broke Hall we have chosen key curriculum drivers of 'Curiosity', 'Independence' and 'Knowledge and Understanding of the World.' As the names suggest, these elements will drive and underpin the curriculum at Broke Hall, making the new curriculum personal, purposeful and dynamic as well as creating an ethos through which we seek to engage and motivate our learning community.

Our curriculum includes:

- English, Maths, Science and Computing,
- Art, Design Technology, History, Geography, Music, PE, Religious Education, Personal Social and Health Education and Citizenship
- A foreign language (French) is taught in Years 3 to 6

As far as possible, we follow a thematic approach which means that links are made between the subjects to make learning more meaningful and connected.

Each subject is planned and co-ordinated by a "Subject Leader".

A range of appropriate teaching styles are used throughout the school to implement this curriculum including:

- Whole class teaching,
- Small group teaching,
- Working individually,
- Working in "ability groups".

Study skills are vital aspects of education which include the development of listening and thinking skills.

The assessment of pupils' work and progress is an ongoing process involving a variety of formal and informal strategies which may be written, practical or oral.

Reporting to parents occurs through parent meetings held in the Autumn and Spring terms, through written end of year reports and through additional meetings as necessary.

English

In English we aim to develop skills and confidence in reading, writing and communication.

Competent readers will have excellent phonic knowledge and skills along with an extensive and rich vocabulary. Children are taught phonic skills from nursery; they learn to use phonic skills when reading and to apply their phonic skills to their written work. We encourage children to read with fluency and accuracy across a wide range of contexts throughout the curriculum. Although comprehension is an important part of reading in school, we also emphasise the importance of reading for pleasure.

Competent writers will have a vivid imagination; they will have the ability to write fluently and with interesting detail on a number of topics throughout the curriculum. They will use their highly developed vocabulary along with knowledge of writing techniques to extend details and add description. From an early age we focus on punctuation, spelling and handwriting. We are proud of the high quality of presentation that our pupils achieve.

In the Early Years early reading and writing skills, such as mark making and emergent writing are valued.

We endeavour to develop in our children, a genuine love of language and its applications and provide opportunities for the use of written language skills in other subjects. We hope this will be evident through the work they produce.

Mathematics

Our approach to the teaching of mathematics is based on three key principles:

- Regular lessons every day based on the Power Maths scheme.
- A clear focus on direct, instructional teaching and interactive oral work with the whole class and groups,
- An emphasis on mental calculation,

We aim to encourage children to enjoy mathematics and become able, numerate mathematicians by:

- Planning a variety of activities on a topic, both to consolidate and extend mathematical skills,
- Teaching a range of computation methods and ways of recording them, including mental and written methods, asking pupils to explain their methods and discussing with them which methods are best suited for particular purposes,
- Rehearsing existing knowledge and skills in order to keep them sharp and enhance them, including emphasis on instant recall of as many number facts as possible,
- Regular interaction with pupils, with the teacher using perceptive questioning, giving careful attention to misconceptions and providing constructive help.

We aim to ensure that all children can solve problems by applying the mathematics that they know to a variety of problems with increasing sophistication.



Art



We aim to foster an enthusiasm and enjoyment for art. We develop the ability to make images and artefacts such as drawings, paintings, prints, collage and 3D

models.

We offer all pupils access to a wide range of media and give them opportunities to handle different tools. We encourage pupils to develop an art vocabulary as well as sensitivity and insight into art in cultures other than their own.

They will also learn about artists, craft makers and designers.

Children will be encouraged to practise the skills of working both independently and co-operatively, with confidence.

Design Technology

Design and Technology is an exciting element to the school curriculum. Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in the process of designing and making.

This will include making items from wood and fabric, making models with electrical components and cooking.

Through balancing direct teaching with time and space for each child to work imaginatively, we hope to engender a spirit of resourcefulness, creativity and confidence which will be evident in the child's finished products.



Foreign Languages

The learning of a foreign language in a primary school provides a good educational, social and cultural experience for all pupils. It develops communication and literacy skills that lay the foundation for future language learning. Pupils develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English.

Learning another language raises awareness of the multi-lingual, multi-cultural world and introduces an international dimension to learning, giving pupils an insight into their own culture and those of others.

At Broke Hall French is taught to children in Years 3, 4, 5 and 6.

French was chosen because it is one of the options available to the children when they transfer to Copleston.

Computing

We use technology to support and enhance many areas of the curriculum as well as for the development of computing skills.

Pupils are taught to use technology to create, organise and manipulate data in a range of digital formats; design, write and debug programmes; to understand computer networks including the Internet and to select and use a variety of software. Pupils are also taught to use technology safely, respectfully and responsibly.

Every class is equipped with a projector and Interactive whiteboard for use in lessons and we have 4 laptop trolleys. All children have access to the laptops which are used during computing lessons and across other areas of the curriculum. We also have two trolleys of iPads funded by the HSA.

In the Foundation Stage, children find their way around a keyboard using software designed to help them learn letters and numbers and to mark make, write and draw. They learn to use the mouse through a wide range of programs. They have free access to the Interactive Touchscreen as part of their learning.



History and Geography

These are taught with the aim of encouraging active enquiry and are often linked to other subjects to include a cross-curricular and creative approach to learning. In History we study particular topics e.g. Toys through time, The Great Fire of London and The Roman Empire and ask questions such as:

What happened?	Why did this happen?
How long ago?	How do we know?

In Geography we focus on areas of study e.g. The weather, the British Isles, mountains and map skills.

The questions may be:

What / Where is it?	How did it get like it is?
How and why is it changing?	

How is this place the same as or different to another?

We aim, by the use of primary and secondary sources – artefacts, pictures, use of ICT resources, listening to adults, fieldwork – to give pupils a rich experience of our locality and the world around them and to foster an enthusiasm to discover more for themselves.

Our curriculum is flexible to allow for time to respond to current affairs in either history or geography.



Music

Music is approached with the aim of stimulating an enthusiasm and long lasting enjoyment of the subject. Some children go on to pursue music beyond the classroom.

Children in Years 1 to 6 have weekly music lessons some of which are taught by a specialist music teacher. Every year group has an element of whole class instrument teaching, ranging from handbells in Year 1 to recorders in Year 3, ukuleles in Year 4 and violins in Year 5. Progression in music lessons throughout the school allows for individual development and provides opportunities for group music making.

We have a school choir who rehearse weekly and are invited to perform at musical events throughout the year.

Personal Social and Health Education and Citizenship (PSHE)

PSHE is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives – now and in the future.

As part of a whole-school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. At Broke Hall, we follow the 'Jigsaw Programme'. Jigsaw has two aims for all children:

- To build their capacity for learning,
- To equip them for life.

Jigsaw brings together PSHE emotional literacy, mindfulness, social skills and spiritual development.

The themes covered each year are:

- Being Me in my World,
- Celebrating Differences,
- Dreams and Goals,
- Healthy Me,
- Relationships,
- Changing Me.

The School Council gives the pupils the opportunity to be involved in improving school life for everyone.



Religious Education

Religious Education is taught according to the Curriculum Guidance for R.E. in Suffolk Schools.

Through R.E. we seek to explain and promote the moral values and principles of a democratic, multi-cultural and multi-faith society. We aim to help pupils to understand the nature of religious beliefs and practices. We recognise the cultural and historical value of the Christian faith in 21st century Britain. We try to develop in pupils an understanding and awareness that religious, ethical and moral questions may not always have a straightforward answer. Pupils are taught that there is an experiential aspect to religious beliefs.

We encourage pupils to develop positive attitudes towards the beliefs of others and allow them the opportunity to reflect upon their own values and beliefs.

Parents may write to the Governors to request the withdrawal of their child from Religious Education.

Physical Education

At Broke Hall we believe that physical education and sport plays a vital role in the curriculum. Both staff and children are keen to promote and demonstrate sportsmanship and we believe this plays an important role in the success and enjoyment of sporting activities. Teachers teach both indoor and outside PE lessons on a weekly basis and the school continues to provide the children with an opportunity to take part in a variety of lunch time activities as well as after school clubs.

In P.E. and games lessons, children develop both physical and social skills together with an enjoyment of physical activity. Games, gymnastics & dance together with athletics, swimming and outdoor and adventurous activities are all part of our curriculum. Children are also given the opportunity to participate in team games such as football, rugby, netball, rounders and cricket.

The school has a large playing field, a hard surface area and a hall. Our facilities are used by various organisations within the community, outside the school day.

Many of our children attend out of school sports clubs including swimming, tennis, judo and pursue various forms of dance in their spare time.

The school has a boys and a girls football team and a netball team that regularly compete against other local schools.



Collective Worship

The school policy on worship seeks to develop positive and spiritual attitudes in children. We have daily whole school, Phase or class assemblies which are of a broadly Christian nature. Music plays an important role in these assemblies.

Positive attitudes towards caring for self, others and responsibility towards others with disadvantages are part of the "hidden curriculum" encompassed in moral and spiritual education. Children are given the opportunity to share and celebrate each other's achievements.

Parents may write to the governors to request the withdrawal of their child from Collective Worship



Multicultural Education

We live in a multi-cultural society and our curriculum must reflect this fact, whilst promoting traditional British values.

We promote the identity and esteem of all children and encourage tolerance, respect and understanding of others.

Our broad and balanced curriculum includes knowledge and experience of other cultures, whilst reflecting on their own, and should help all children to develop their own concepts of equality and justice, preparing them for life in modern Britain.

In order to achieve this, concepts of multi-culturalism and British values permeate all aspects of school life.



Science

We aim to make science meaningful, relevant and enjoyable through ensuring a balance between the knowledge taught and the experimental approach. The children learn how to work scientifically by formulating questions, planning experiments, setting up comparative and fair tests and recording their results systematically.

The science curriculum covers aspects of biology, chemistry and physics such as learning about conditions needed for growth, looking at practical uses of everyday materials and investigating forces and magnets.



Relationships and Sex Education

The school has a Sex and Relationships Education Policy which covers all year groups. This policy is reviewed regularly and amended in accordance with current legislation.

All teachers follow the guidance of the school policy for sex education, which has been agreed by the governors. The Jigsaw PSHE sex and relationship education unit of work aims to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development.

A copy of the policy is available to parents from the school office, together with details of how parents may, if they wish, exercise their right to withdraw their child from Sex Education,

Transfer to High School

The majority of children usually transfer to Copleston High School. However children may also transfer to St Albans Catholic High School, Northgate High School, Kesgrave High School and occasionally to Farlingaye High School.

Close links are maintained with Copleston High School.

There is a programme of visits by teachers from Copleston to our Year 6 classes. Staff from Broke Hall work closely with staff from all of the high schools to ensure a smooth transition for all the children as they move from Year 6 to Year 7.

All Year 6 children have the opportunity to attend induction day/days at their next school.

Home School Association (H.S.A)

We have a thriving association for parents, teachers and friends. As parents you will automatically become members of the association while your child remains in the school.

A copy of the H.S.A. constitution is available from the school office. We hope to see you at our fundraising and social events.

School Uniform

We are proud of our school uniform with its colours of scarlet, grey, black and white.

Scarlet reflects the colour of the poppies which grew on the heathland where our school is built.

We like all children to wear school uniform as it encourages a sense of belonging, a feeling of equality and a pride in being a member of our school.

We emphasise that children come to school to work and to play. The school uniform should be comfortable, warm and practical rather than reflecting the latest fashion which is why children are not permitted to wear make-up, jewellery and nail varnish at school.

A maximum of a watch and one pair of plain stud earrings can be worn, but these are the responsibility of the child and must be removed before P.E. or games lessons.

Please ensure that all items are clearly labelled. School uniform can be purchased from PMG Schoolwear, 40 Westgate St, Ipswich.



Children's Endeavour Trust Educational Welfare Officer: Mr N Shaddick, contact via the school.

Suffolk Area Education Office Tel:
01473 265148

Winter

- ◆ Grey or black skirt – not too tight, long or short,
- ◆ Grey pinafore dress or skirt,
- ◆ Grey or black trousers or culottes – smart trousers, not leggings or tracksuit trousers,
- ◆ Red, white or grey blouse or shirt,
- ◆ Red sweatshirt, cardigan or jumper,
- ◆ Red, white or grey socks or tights,
- ◆ Black, red or grey shoes – not trainers (these should have flat heels).

Summer

In addition to the above, there are warm weather alternatives: .

- ◆ Grey short trousers – not sports shorts,
- ◆ Red and white dresses,
- ◆ Black, red, grey or white sandals - these should have flat heels, closed toes and be suitable for playtimes,
- ◆ Red or white sunhat.

Sports Uniform (P.E .Kit)

- ◆ White cotton T-shirt,
- ◆ Red shorts,
- ◆ Black or white plimsolls,

Children will also need extra clothing for outdoor lessons:

- ◆ Sweatshirt and / or tracksuit,
- ◆ Trainers.

Swimming – Year 5

- ◆ Swimming costume or swimming trunks, not shorts,
- ◆ Towel,
- ◆ Swimming hat, marked on the outside with the child's name.

All P.E. kit should be kept in a drawstring bag which will hang on a coat peg. The children will also need an art overall and a book bag.

The School Health Service

The school nursing team is available to help with any health issues or concerns you or your child may have.

They can give information, advice and support on a range of health issues including;

- ◆ Healthy lifestyle choices,
- ◆ Weight and healthy eating,
- ◆ Emotional well being,
- ◆ Relationships,
- ◆ Personal safety,
- ◆ Medical issues e.g asthma, diabetes, epilepsy.

The team work closely with other professionals and agencies. These include: education, general practitioners and the youth service.

The school nursing team consists of: a school nurse, community staff nurses, children's health advisor and admin. Support. The teams working hours are Monday to Friday, 09.00 to 17.00. Children are seen in school the term in which they turn five for weight, height, vision and hearing tests.

School Nurse: Gainsborough Clinic, Clapgate Lane, Ipswich Tel: 01473275838

Parent Information

Volunteer Parent Helpers

We value the support of our many volunteer parent helpers.

Every volunteer is required to complete a DBS check and attend safeguarding training.

To ensure that the DBS remains valid, volunteers are required to come in to school to help on a regular basis.

This also allows teachers to plan, so that this additional classroom help can be a rewarding experience for the children and parents.

Fruit and Vegetables

The school participates in the Government's Fruit and Vegetable Scheme.

Under the scheme each child aged four to six is entitled to receive a free piece of fruit or vegetable each day.

Children in Years 3,4,5 and 6 may bring fruit or vegetables from home to eat during their morning break.

Children must not bring nuts of any kind into school to ensure we remain a 'nut free' zone.



Illness and Accidents

If your child becomes ill or has an accident at school, we will inform you immediately.

Please ensure that we have current telephone numbers for your home and work, together with additional "emergency contacts".

If we are unable to make contact, then we will take any appropriate action.

Attendance

School education lays the vital foundations of a child's life. Research clearly demonstrates the link between regular attendance and educational progress and attainment. Parents/carers and the school staff should work in partnership in making education a success and in ensuring that all children have full and equal access to all that the school has to offer. As a school, we will encourage parents and carers to ensure that their child achieves maximum possible attendance and that any problems that prevent this are identified and acted on promptly. It is parent's responsibility to ensure that their children arrive at school and return home safely.

We have to keep a record of all absences and report annually on the percentage of both authorised and unauthorised absences. The Headteacher makes the decision as to whether an absence is authorised or unauthorised.

Medical Absences

These may be authorised so long as the school has been contacted. Please provide proof prior to your child attending medical appointments during school time.

Illness

In the event of illness, please inform the school **by 9:00am each day, either by telephone: 01473 729 544**

or e-mail: frontoffice@brokehall.suffolk.sch.uk

and send a note when your child returns to school. In cases of sickness or diarrhoea, please keep your child at home until well and free from symptoms for 48 hours.

Term time Absence

The school cannot and will not authorise term time absence unless there are exceptional circumstances. Please see the Attendance Policy on the school website for further information.

Authorised Absences

The headteacher may authorise absence for exams, Religious Observance or other significant events. These cannot include events such as shopping or birthdays. Any other absences must be recorded as unauthorised.

Arbor

The school encourages all parents to sign up to Arbor.

This is an effective and efficient method of communication. Not only will parents receive electronic letters, information or texts from school, it is also the easiest method of financial transactions between school and parents.

We collect credit and debit card payments for school meals, trips, technology money etc this way.

The majority of parents have chosen to register for this service. Each parent has their own login and password so that they can access historic letters and view their payments on-line.

Parent Information

Free School Meals and Pupil Premium

By registering for Free School Meals your child not only has the opportunity to enjoy a free school meal but they could also be entitled to a reduction in the cost of some trips and visits. Registering for Free School Meals could raise an extra £1345 per child for our school, to fund valuable support like extra tuition, additional teaching staff or after school activities. This is known as the Pupil Premium Grant. This additional money is available from central government for every child whose parent is receiving certain welfare benefits.

It is therefore important to sign up for Free School Meals even if your child is in Reception, Year 1 or Year 2. We would encourage any parent who thinks they may qualify to apply. Applications are dealt with discreetly. Further information on how to apply is available on the Broke Hall website.

Lunch Arrangements

Since September 2014, all children in Reception and Years 1 and 2 have been entitled to free lunches as part of the Government's Universal School Meal Policy. Our school meals are cooked on site by our own kitchen team, using locally sourced, fresh ingredients where possible. Children can choose from a varied and healthy menu each day. This can be either a hot dinner, jacket potato or the 'Pick and Mix' packed lunch option.

For pupils in Year 3 to 6, school dinners currently cost £2.50 per day and can be paid for in cash through the main reception or via Arbor.

Facilities are also available for children to eat packed lunches brought from home. Please ensure that food and drink (not fizzy) is stored in a labelled, sealed, unbreakable container.

We have some children with nut allergies; please do not include nuts, nut based products or sweets in your child's packed lunches.



Home-School Agreement and Homework Policy

In line with government policy, all parents and children are asked to sign a "Home School Agreement". The aim of this agreement is to help us work closely together to ensure that each child achieves the highest standards in academic and personal development.

Homework is a valuable part of education. We try to ensure that homework is an extension of work started in school or research for work to be undertaken.

Types of homework include: Learning key words, Reading and reading activities, Spelling activities, Number activities - number bonds/multiplication tables.

Parents are encouraged to support their children with the homework tasks and to praise them once it is completed.

Governors' Charging Policy

The governing body operates a charging and remission policy for school journeys taking place within school time, certain activities taking place outside school hours and certain costs for materials and musical instruments. Full details of this policy are available from the school office or from the school website.

Where parents are in receipt of Income Supplement or Income Based Job Seekers Allowance, details of the policy of support offered by the school, may be obtained, in confidence, from the school office or Headteacher.

Best Value Statement

Governors will apply the four principles of best value:

Challenge ~ Is the school's performance high enough? Why and how is a service provided?

Compare ~ How does the school's performance compare with all schools? How does it compare with Local Education Authority schools? How does it compare with similar schools?

Consult ~ How does the school seek the views of stakeholders about the services the school provides?

Compete ~ How does the school secure efficient and effective services? Are services of appropriate quality, economic?

Clubs and Activities

Children may have the opportunity to take part in clubs and activities, which are held either during the lunch break or after school and run by coaches or staff.

Clubs and activities include:

- ◆ Football
- ◆ Netball
- ◆ Dance
- ◆ Multi Sports
- ◆ Drama
- ◆ Choir

These occur at different times of the year.

Parents will be informed in writing about after school clubs, as they are responsible for their child's safety on the way home.

The school crossing patrol located at the junction of Arundel Way and Foxhall Road, finishes at 3.40pm.

Parental Involvement

Parents are invited to attend termly consultations to discuss their child's progress.

We encourage parents to contact staff whenever they have any concerns about their child's welfare or educational progress. Staff may not always be able to speak to parents at the beginning and end of a school day, when they are fully occupied with the children.

However, they will try to arrange a meeting at a mutually convenient time.

We encourage parental involvement in a range of activities and welcome their support both in the classroom and on educational visits.

Specific requests for help are made through the regular school newsletters and the termly Year Group Newsletters.

Breakfast and After School Club

We work in partnership with Heathlands, who provide childcare at breakfast and after school clubs on the school grounds.

Further information can be found at-
www.heathlandspreschool.co.uk

Complaints and Concerns

The school operates a four stage process:

1. Please start by telling the class teacher about your concern. This is usually the best and quickest way of resolving issues.
2. If you feel dissatisfied with the outcome of discussions with the class teacher, please ask for an appointment to meet with the Phase Leader, Assistant Headteacher, Deputy Headteacher or Headteacher.
3. If you feel that the issue you have raised has not been resolved through the informal process and you wish to pursue it further you may raise it through the formal procedure. To do this you must:
 - ◆ Write a formal letter of complaint to the Headteacher.
 - ◆ Your letter should set out clearly the concern which has previously been discussed and why you feel that the issue is unresolved.
 - ◆ It is also helpful if you can set out in your letter what resolution you are seeking.
1. If you believe that the school has not properly followed its complaints procedure or has not acted fairly or reasonably in responding to your complaint you may refer the matter to the Local Authority.

If you have a concern or complaint that is specifically about the Headteacher which has not been resolved at the informal stage, then you must write a formal letter of complaint to the Chair of Governors.

Safeguarding and Online Safety

At Broke Hall we take the safety and care of our children seriously. We have a duty of care to refer to Social Services if there are any concerns regarding safeguarding. In some circumstances this may happen without the consent or knowledge of parents/carers. All Staff at Broke Hall are trained to government requirements related to safeguarding children, this includes our volunteers. Four designated members of staff and a designated governor have received full training in respect of safeguarding issues.

We support our children's use of the internet and seek to underpin their knowledge of safe use and protection. We provide our students with an awareness of how to stay safe online both in the school environment and beyond.

For more information please see the Broke Hall Safeguarding Policy available on our website, or from the school office. To speak to a member of staff about a safeguarding issue, please contact the school office to make an appointment.

Privacy Notice for Parents/Carers

Under data protection law, individuals have a right to be informed about how the school uses any personal data that we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data. This privacy notice explains how we collect, store and use personal data about pupils. We, Broke Hall Primary School, Chatsworth Drive, Ipswich, IP45XD are the 'data controller' for the purposes of data protection law.

Our data protection officer is Mr Sam Pollard (see 'Contact us').

The personal data we hold

Personal data that we may collect, use, store and share (when appropriate) about pupils includes, but is not restricted to: Contact details, contact preferences, date of birth, identification documents, Results of internal assessments and externally set tests, pupil and curricular records, characteristics, such as ethnic background, eligibility for free school meals, or special educational needs, exclusion information, details of any medical conditions, including physical and mental health, attendance information, safeguarding information, details of any support received, including care packages, plans and support providers, photographs, CCTV images captured in school. We may also hold data about pupils that we have received from other organisations, including other schools, local authorities and the Department for Education.

Why we use this data

We use this data to: Support pupil learning, monitor and report on pupil progress, provide appropriate pastoral care, protect pupil welfare, assess the quality of our services, administer admissions waiting lists, carry out research, comply with the law regarding data sharing.

Our legal basis for using this data

We only collect and use pupils' personal data when the law allows us to. Most commonly, we process it where: We need to comply with a legal obligation or to perform an official task in the public interest. Less commonly, we may also process pupils' personal data in situations where: We have obtained consent to use it in a certain way, We need to protect the individual's vital interests (or someone else's interests). Where we have obtained consent to use pupils' personal data, this consent can be withdrawn at any time. We will make this clear when we ask for consent, and explain how consent can be withdrawn. Some of the reasons listed above for collecting and using pupils' personal data overlap, and there may be several grounds which justify our use of this data.

Collecting this information

While the majority of information we collect about pupils is mandatory, there is some information that can be provided voluntarily. Whenever we seek to collect information from you or your child, we make it clear whether providing it is mandatory or optional. If it is mandatory, we will explain the possible consequences of not complying.

How we store this data

We keep personal information about pupils while they are attending our school. We may also keep it beyond their attendance at our school if this is necessary in order to comply with our legal obligations. We use the Information and Records Management Society's toolkit for schools to inform how long we retain data. Please follow the link or go to our website to see the schedule.

Data sharing

We do not share information about pupils with any third party without consent unless the law and our policies allow us to do so. Where it is legally required, or necessary (and it complies with data protection law) we may share personal information about pupils with: *Our local authority – to meet our legal obligations to share certain information with it, such as safeguarding concerns and exclusions, the Department for Education – as above. the pupil's family and representatives – e.g. within reports, educators and examining bodies, our regulator Ofsted, suppliers and service providers – to enable them to provide the service we have contracted them for financial organisations central and local government survey and research organisations, Health authorities – e.g. the School Nurse Team Health and social welfare organisations, professional advisers and consultants, Police forces, courts, tribunals.*

Privacy Notice for Parents/Carers

National Pupil Database

We are required to provide information about pupils to the Department for Education as part of statutory data collections such as the school census and early years census. Some of this information is then stored in the National Pupil Database (NPD), which is owned and managed by the Department and provides evidence on school performance to inform research. The database is held electronically so it can easily be turned into statistics. The information is securely collected from a range of sources including schools, local authorities and exam boards. The Department for Education may share information from the NPD with other organisations which promote children's education or wellbeing in England. Such organisations must agree to strict terms and conditions about how they will use the data. For more information, see the Department's webpage on how it collects and shares research data. You can also contact the Department for Education with any further questions about the NPD. Transferring data internationally Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

Parents and pupils' rights regarding personal data

Individuals have a right to make a 'subject access request' to gain access to personal information that the school holds about them. Parents/carers can make a request with respect to their child's data where the child is not considered mature enough to understand their rights over their own data (usually under the age of 12), or where the child has provided consent. Parents also have the right to make a subject access request with respect to any personal data the school holds about them. If you make a subject access request, and if we do hold information about you or your child, we will:

- Give you a description of it,
- Tell you why we are holding and processing it, and how long we will keep it for,
- Explain where we got it from, if not from you or your child,
- Tell you who it has been, or will be, shared with,
- Let you know whether any automated decision-making is being applied to the data, and any consequences of this,
- Give you a copy of the information in an intelligible form.

Individuals also have the right for their personal information to be transmitted electronically to another organisation in certain circumstances. If you would like to make a request please contact our data protection officer. Parents/carers also have a legal right to access to their child's educational record. To request access, please contact Sam Pollard, School Business Manager.

Other rights

Under data protection law, individuals have certain rights regarding how their personal data is used and kept safe, including the right to:

- Object to the use of personal data if it would cause, or is causing, damage or distress,
- Prevent it being used to send direct marketing,
- Object to decisions being taken by automated means (by a computer or machine, rather than by a person),
- In certain circumstances, have inaccurate personal data corrected, deleted or destroyed, or restrict processing,
- Claim compensation for damages caused by a breach of the data protection regulations.

To exercise any of these rights, please contact our data protection officer.

Complaints

We take any complaints about our collection and use of personal information very seriously. If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance. To make a complaint, please contact our data protection officer.

Alternatively, you can make a complaint to the Information Commissioner's Office: Report a concern online at <https://ico.org.uk/concerns/> Call 0303 123 1113

Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

Contact us

If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact our data protection officer:

Sam Pollard, School Business Manager.

Tel: 01473 729544. Email: Admin@brokehall.suffolk.sch.uk

This notice is based on the Department for Education's model privacy notice for pupils, amended for parents and to reflect the way we use data in this school.

The General Data Protection Regulation (GDPR) came into effect May 2018. The regulation determines how personal data is processed and kept safe. For full information please look at the 'Data Protection and Privacy Guidance' on the school website.

The information in this prospectus was correct at the time of printing.

