



Abingdon Learning Trust

Rush Common School



Guide for Parents



'Pupils love coming to Rush Common School. Within this nurturing environment, they are able to 'dream, aspire and succeed'. Happiness is all around. It is as if pupils have an extended family at school'

Ofsted November 2021

Headteacher: Mr Kristen Fawcett

Chair of Rush Common Board of Governors: Mrs Debbie Lymn

Email: office@rushcommonschool.org

Website: www.rushcommonschool.org

Tel: 01235 533583

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Welcome to Rush Common School

We pride ourselves on pupils feeling happy and safe in our school at all times, and to achieve this we provide a wonderful learning environment and have a welcoming and talented team of staff. Pupils love coming to our school and this is always reflected in parent surveys, which demonstrate overwhelming support for the school. Whilst the children's happiness, well-being and safety will always remain our priority, we are also hugely ambitious for our pupils and set ourselves high standards for the quality of education we provide.

We believe in balancing pupils' academic achievement with their all-round personal development, and as such we have developed a broad, creative and exciting curriculum that builds learning characteristics over time and enriches the lives of our pupils. We treat children as individuals and look to nurture their talents and interests as they progress through our school, so they can truly 'Dream, Aspire and Succeed'.

Kristen Fawcett

Headteacher

'Adults shows exceptional care to children'

'Staff are ambitious for pupils to do well'

'Pupils benefit from a rich curriculum that ignites their knowledge and talents'

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School Introduction

Rush Common School was built in 1968 and the name derives from Rush Common Field, which was part of Northcourt Farm towards the end of the 19th century. The school badge incorporating the stag and crown indicates our earlier connection with the Royal County of Berkshire.

In 2012 the school converted to an academy and in 2016 became part of 'The Abingdon Learning Trust'. The Trust is funded directly from Government (the Department for Education) and independent from local authority control. As such, we have greater freedoms on how we run, enabling us to focus on the needs and priorities of our children and our community.

The school has many facilities including its own football pitches, playgrounds, an outdoor classroom, a pond, a trim trail and an adventure playground. There is also a performance area, a sensory garden and an outdoor reflection space which has been built to provide an area for quiet reflection, reading, growing vegetables and enjoyment of music. The library has been moved into a purpose built room in the heart of the school and the old library has been transformed into a music room. Additionally, there is a very popular Before and After School Club facility (BASC), which has recently been rehoused into a brand new building.

School Organisation

We have two classes in each year group and our school is organised as follows:

Year Group	Ages	Phase
Reception	4–5 years	Early Years Foundation Stage (EYFS)
Year 1	5–6 years	Key Stage 1
Year 2	6–7 years	Key Stage 1
Year 3	7–8 years	Lower Key Stage 2
Year 4	8–9 years	Lower Key Stage 2
Year 5	9–10 years	Upper Key Stage 2
Year 6	10–11 years	Upper Key Stage 2

The School Day Timings

Reception	KS1 & Year 3	Years 4,5 and 6
8.30 Pupils arrive	8.30 Pupils arrive	8.30 Pupils arrive
11.45 Eat Lunch	10.10 Break time	10.30 Break time
12.30 Lunchtime play	10.30 Break time ends	10.50 Break time ends
1.00 Afternoon starts	12.00 Eat Lunch	12.00 Lunchtime play
3.00 End of School day	12.30 Lunchtime play	12.30 Eat lunch
	1.00 Afternoon starts	1.00 Afternoon starts
	3.00 End of School day	3.00 End of School day

Coming to and from School

Many children walk or ride to school, which minimises traffic and improves overall safety. The school can be entered via the front main entrance off Hendred Way or through the Norman Avenue entrance. Pedestrians are asked to keep to the footpath or walkways to gain access to the classrooms. Parents and children are asked not to gain access to school via the side gate onto the staff car park at any time during the school day.

Should you travel to school by car, please note that:

- Car park entrances must be kept clear at all times as they serve as our emergency access points.
- The front entrance should not be used as a turning circle.
- There should be no parking on the double yellow and/or zigzag lines (at either entrance).

Should you need to come into school during the day you must report to the School Office at the front of the building in the first instance. (Access to different parts of the school is via the outside of the building rather than through the school.)

Opening and Closing

- The main front gate is opened at 8.30am and closed at 8.50am. The main front gate will be opened just prior to the end of the school day at 3.00 pm and then closed at 3.20pm.
- Norman Avenue gate is opened just prior to 8.30am and locked at 8.55am. This gate is then opened just prior to the end of the school day and locked again at 3.30pm.
- After 3.20 pm everyone coming into or out of the school – including children, staff and parents will need to go via the main school entrance/school reception.

Dropping off and Picking up pupils

- Parents of pupils in Reception, Year 1, Year 2 and Year 3 **drop off** pupils at the classroom doors.
- Parents of pupils in Year 4, Year 5 and Year 6 **drop off** pupils at the front gates to the school, and pupils walk across the front of the school building to their classrooms.
- **Pick-up** points for those parents/carers collecting the children at the end of the school day are as follows:
 - Reception: classroom doors into Reception
 - Year 1: exit door by Year 3 classrooms
 - Year 2: exit door by Year 2 classrooms
 - Year 3: classroom doors onto main playground
 - Year 4, 5, 6: pupils walk to main playground.
- After school, no parents or children should re-enter the building unless they are accompanied by a staff member.
- The meeting point for **before** school clubs/activities is the main school gate. A staff member will collect the children just prior to the start of the club.
- The meeting point for **after** school clubs/activities is the main school gate. A staff member will bring the children to this meeting point.
- All children arriving after 8.40am should report to reception to be registered and then go to their classroom.

School Office

- Parents/Carers should speak to staff in the main school office for any school business or queries, although forms may be returned to the class teacher via the children or posted in the box outside the office.
- Access to the school foyer should be via the main entrance only and not through the school.
- All volunteers or visitors should firstly sign themselves in and collect a printed visitor badge from the main office.
- Anyone in school who is not wearing a visitor badge will be stopped and asked to return to the main office.

Starting School Reception children

The successful education of pupils comes from a strong partnership between parents/carers and the school. We have a comprehensive transition programme that enables children (and their families) to feel comfortable and confident as they begin their school journey with us. This starts with home visits, where you will have the opportunity to talk to the Reception teachers about your child's likes, dislikes, abilities and any relevant details about home life that will help us settle your child into school. We also use reports and profiles from preschool and/or nursery settings to build a picture of your child.

Before starting in September, all new Reception children will join us for three visits. It is an opportunity to work with and get to know the Reception Teachers and Teaching Assistants and the rest of the children in their class. They are introduced to the routines and learn where key parts of the school are. There is also an Initial Parents Meeting where the Early Years Reception (EYFS) curriculum is explained as well as ideas to best support your child at home. Additionally, we offer a meeting to support parents with phonics and reading at home.

Once your child has started school, you will be able to book individual meetings with the class teacher to discuss your child's progress.

Staffing

The children are divided into two Reception Classes. However, they will become familiar with, and work with, all of the Reception staff team. Each child will be assigned a class teacher, who will be the main contact for any questions and information sharing. Pupils from both classes will have lots of opportunity to play and interact together, using both inside and outside spaces and resources.

School Arrival

Parents should bring their children to the Reception entrance door for 8.30am. Please do not allow children and/or siblings to play on the adventure playground or any of the equipment set up in the Reception garden as it will have been set up for the day's learning.

Home Time

The end of the school day is 3.00 pm. Once you have entered the school site, please wait in the Reception garden, close to the classroom doors so that you are visible to your child and to the member of staff releasing pupils. If your child is to be collected by anyone other than the usual named individual, you must provide written permission, informing us of their name plus a photograph. Children will not be released unless this permission is provided.

'Children in early years get off to a flying start'

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Break Times

Pupils have a fruit/vegetable snack and a drink at morning break. Fruit will be provided by the school for KS1 pupils, but a preferred fruit or vegetable snack may be provided for your child, clearly named and placed in the class labelled container.

Pupils are encouraged to drink from their water bottle throughout the day and particularly at snack time. Water bottles are sent home every day for washing and refilling. A cup of milk is also provided for all children in Reception. If your child has any allergies, then please talk to your class teacher and you may wish to provide a dairy free alternative.

Lunch Time

Lunchtime is between 12 noon and 1.00pm.

Under the Universal Infant Free School Meals Policy, all children in Reception, Year 1 and Year 2 are entitled to a free meal at lunchtime each day. A hot school meal is recommended and the school actively encourages as many children as possible to have school meals each day.

For year groups 3 – 6, school prepared hot lunches cost £2.40 per day. **Meal choices and payment should be made in advance** via Parent Mail. In some circumstances children are entitled to free school meals and this is covered under the pupil premium. Please check with the School office if you think you are eligible.

If your child is not having a school hot lunch, please provide a healthy, balanced packed lunch and a separate drink (no nut products, fizzy drinks, chocolate or sweets).

Children are fully supervised throughout the lunchtime period, and during lunchtime play, have access to the Adventure Playground, trim trail plus a number of supervised activities and games.

Absences

If your child is unwell or unable to attend school for any other reason, you must telephone the office or send a message via another familiar adult on the first day of absence before 9.00am.

Headteachers are not allowed by law to grant any leave of absence during term time unless there are **exceptional** circumstances.

Uniform

School uniform (please see Uniform Policy) may be purchased online at www.brigadeuniformdirect.uk.com. The recommended supplier for House t-shirts is Fruit of the Loom from whom t-shirts should be purchased directly.

Winter
<ul style="list-style-type: none"> • White short/long sleeved poly/cotton shirt (Polo shirt in Reception) • School tie* (no tie in Reception) • School sweater or cardigan with emblem* • Grey skirt or trousers • White/grey socks or grey/green tights (not sports socks) • Sturdy black flat/low heeled shoes (not more than 1.5 cm high). No trainers
Summer
<ul style="list-style-type: none"> • White short sleeved poly/cotton shirt or blouse (Polo shirt in Reception) • School sweater or cardigan with emblem* • Grey skirt, trousers, tailored shorts or culottes • Dark green gingham dress* • White/grey socks (not sports socks) • Sturdy black flat/low heeled shoes, white sandals (maximum 1.5 cm high). No trainers.
PE Kit
<ul style="list-style-type: none"> • Navy shorts • White or Green round neck t-shirt with school emblem • House T-Shirt (Falcons – blue, Kites – red, Kestrels – green, Eagles yellow) • White/black trainers/plimsolls • White socks • Navy tracksuits for winter outdoor games • School PE bag

Winter Uniform including the school tie (Years 1-6) should be worn every day during terms 1b, 2a and 2b. Summer Uniform for terms 1a, 3a and 3b.

In addition to the required school uniform (as per the school Uniform Policy), your child will need a book bag and a water bottle. In Reception, for outdoor play and Outdoor Learning, children will also need a pair of waterproof trousers and a pair of wellingtons. Please ensure there is a loop in the trousers so that they can be hung in the storage area and write the name clearly on the loop so that your child can read it.

Please ensure your child wears practical warm clothing for winter and has a lightweight raincoat and hat for summer. This will ensure that your child is kept warm and dry as they play and learn outside in all weathers. Please ensure that all clothing is clearly labelled.

In Reception, children change into their PE kits in school to encourage independence. However, in Years 1-6, children come to school in their PE kits on the days they have PE.

For further information, please see the uniform policy on our school website.

Transition

Parents and children are informed of their class teacher for the new academic year towards the end of Term 3b.

For Reception, we arrange for the children to visit their new classes three times before starting at the school (see above).

In July, children in years 1 to 6 will spend a day in their new classes to familiarise themselves with their new teacher, classrooms and some of the new routines. The children will be provided with tasks they might like to complete during the summer break.

During Term 3b staff meet formally during staff meeting time to discuss information/assessment data about each child with the new class teacher.

Initial Parents Meetings

In September of the new academic year parents are invited to a 'Meet the Teacher' meeting.

At these meetings staff introduce key aspects of the curriculum, routines, timetables, homework and activities for the year. Details of where and how belongings should be stored are explained.

Your attendance at these important meetings is encouraged as they provide information, which will help you to understand the organisation and routines of the new year group and to support your child during the year.

Contact Details

At the beginning of each academic year you will be asked to confirm that the school holds the correct contact details for you and your child. It is essential that, in the event of an emergency, we hold accurate details and should any details change, particularly mobile telephone numbers and email addresses please inform the office at the earliest opportunity.

If possible, parents should also provide the school with the contact details of at least three other relatives/carers who can be called when the parent/carer cannot be contacted or in the event of an emergency. The school will endeavour to keep this record up to date by reminding parents of the need to notify the school of any changes.

'One parent, reflecting the views of many others, said that their children are becoming well-rounded individuals who love learning. The parent also said, 'I couldn't ask for more'

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Curriculum

Reception - Early Years Foundation Stage (EYFS) curriculum

The EYFS curriculum covers children's development from birth to the end of their first year in school. The Early Years Foundation Stage Curriculum covers six key areas:

- Personal, Social and Emotional Development
- Communication and Language
- Mathematics
- Understanding of the world
- Physical Development
- Literacy
- Expressive Arts and Design

The purpose of EYFS is to give every child the best start at school because it is firmly recognised how much early experiences impact on children's future chances. Clear emphasis is given to children learning actively, through play and conversations and that their learning should take place inside and outside.

School curriculum – KS1 and KS2

Our curriculum vision is for all children to grow into:

- Effective communicators
- Knowledgeable learners
- Critical thinkers
- Confident learners
- Self-aware and empathetic pupils
- Creative learners

We achieve this through implementing a broad, balanced, coherent and enriching curriculum.

The subjects covered are the core subjects of English, Maths and Science, alongside the foundation subjects of History, Geography, Computing, Languages, Art and Design, Music, PE, Design and Technology and PSHE.

Topics are creatively planned, largely (but not exclusively) following the National Curriculum, to be challenging, meaningful and as cross-curricular as possible. Objectives and key skills have been carefully integrated within these topics, and curriculum planning is reviewed on a regular basis. Please see our website for more information.

We have subject specific expert teachers in Music, PE and Mandarin (our modern foreign language), who teach these subjects to pupils across the whole school.

'The school's curriculum challenges pupils' thinking and prepares them well for the next stage of their education'

‘The revamped curriculum is helping pupils to make strong connections with what they have previously learned. Many older pupils speak eloquently on a range of topics’

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Home Learning

Home learning can be any work or activity which pupils are asked to do either on their own or with parents/carers outside of classroom time. Parental involvement and support helps children to develop the skills of independent working.

Purposes of Home Learning

- To consolidate and reinforce skills and understanding, particularly in English and Maths.
- To provide opportunities for parents/carers and pupils to enjoy learning experiences together.
- To extend and embed learning in school.
- To encourage pupils to develop confidence and self-discipline in preparation for secondary school.

Overview of Home Learning Activities for each Year Group

Reception	<ul style="list-style-type: none"> • Daily reading of phonics decodable books with an adult • Reading for pleasure • Learning high frequency words weekly
Year 1	<ul style="list-style-type: none"> • Daily reading with an adult • One piece of Maths work every other week • One piece of English work every other week • Learning high frequency and tricky words
Year 2	<ul style="list-style-type: none"> • Daily reading with an adult • Spellings to learn with a specific spelling pattern. End of week test with dictation. • One piece of maths work per week based on the current topic • Two tasks from the homework menu per half term
Years 3/4	<ul style="list-style-type: none"> • Daily reading • Spellings to learn with a specific spelling pattern. End of week test with dictation. • Two Reading Comprehensions per half term • Two Maths Tasks per half term • Times tables • Three tasks from the homework menu per half term
Years 5/6	<ul style="list-style-type: none"> • Daily reading • Spellings to learn with a specific spelling pattern. End of week test with dictation.

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|--|---|
| | <ul style="list-style-type: none"> • Three Reading comprehension tasks per half term • Three Maths tasks per half term • Times tables • Six tasks from the homework menu per big term |
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Homework tasks are aimed at encouraging children to extend their learning of a topic being studied in school. Such tasks should encourage independence and an enthusiasm for out of school learning. Work will be set on a defined day and will need to be handed in on or before a pre-defined set day. Information regarding the homework timetable will be provided at the start of each academic year.

Trips and visiting experts

Trips and Visits are vitally important to reinforce, extend and develop learning. We ensure that children have the opportunity to participate in a wide variety of trips, visits and residential during their time at Rush Common. Parents may be asked to support such activity through voluntary contributions and/or supporting as an adult helper.

‘Teachers are skilled in facilitating class discussions which get pupils to think deeply about new concepts.’

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Extended services Child-Care: Before and After School Club (BASC)

Rush Common has an extremely popular Ofsted Registered Before and After School Club. The BASC is available for Rush Common School children and exists to offer a wraparound child care service to extend the school day.

The BASC runs between 7.30am – 8.30am and 3.00pm – 5.00pm on each school day apart from the last day of each term. Extended sessions are available until 6.00 pm. The club is run by a well-qualified team of play workers who provide a safe and stimulating environment for the children.

Each session provides flexible opportunities for play, activities and relaxation in a friendly, cooperative and supportive atmosphere. The emphasis is on leisure activities to ensure the children do not see the club as an extension of their working day.

On arriving at the BASC at the end of a school day, children are offered a healthy snack and a drink of milk or water. Children may also attend other school based clubs and activities before going to the BASC (subject to parental consent).

A copy of the Information Guide, Registration and Booking Forms are available from the BASC Manager – Ms Sue Bennett (Designated Safeguarding Lead for BASC). Please contact her via the School Office, at the BASC during opening times or on 07530 003315.

Clubs and activities

There are a wide range of clubs and activities for the children to attend at various times during the year, either after school or during the lunchtime break. These **may** include:

- Art Club
- Chess Club
- Choir
- Eco Club
- Premier Soccer Club
- High 5s/ Netball Club
- Tag Rugby
- Gymnastics
- Orchestra
- Reading Club
- Judo
- Chinese Club
- Construction Club
- Football Team
- American Football
- Golf

Most of the clubs are run by staff members although some are offered by independent organisations or volunteers. Occasionally, children themselves run clubs, where a staff member is available for supervision. Children may participate in an extra-curricular activity with the written consent of a parent/carer. A firm commitment needs to be made to retain a place as clubs are often over-subscribed. A register is taken at each meeting. For some clubs, such as choir, children are required to make a commitment for the academic year due to preparations for concerts, festivals and competitions.

Clubs and activities taking place after school are in a variety of locations across the school. The 'pick-up' point for after school clubs will always be at the main entrance gate. Staff bring children to this location to meet parents/carers after the club has finished. No parents/carers should enter the school or wait anywhere other than the designated area.

'Opportunities to develop in the arts and competitive sports are plentiful'

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Communication between home and school

Contact details

Completing the data form at the start of each academic year and ensuring it is returned to the School Office is an important task, to ensure good communication is maintained between home and school. It is essential that the contact details for every child are kept up to date, particularly telephone numbers of contacts and email addresses where possible should there be an emergency.

If any aspects of your details change during an academic year, you will be able to update these online on the 'My Child at School' app, which links to our Management Information System. You will receive a login to this when you join the school.

Medical information

Parents are asked to complete a Medical Form for each child on entry to school. We have members of staff, qualified in First Aid, who are responsible for looking after your child if they are hurt or unwell. You will be contacted, to inform you of any incidents or if your child needs to be collected from school.

An Individual Care Plan is created for any child who has a condition requiring medication to be held permanently in school. This will need to be completed, agreed and signed at the beginning of the year and the medication stored and administered accordingly. It is the parents' responsibility to collect medication at the end of each academic year and return it at the beginning of the next term and ensure it is still in date. Our First Aiders can only administer prescription medicine, which requires four or more doses a day. Parents bringing medicine for their child must hand it directly to the named First Aider; medicines must always be brought in and collected by an adult. A form must be completed and signed by the parent/carer. Inhalers should be kept in the First Aid box located in your child's classroom. It is essential that if your child requires an inhaler then one is located on the school premises for access should it be required. All classroom First Aid boxes are transported to the School Hall or field during PE and games.

Illnesses and accidents

It is essential that parents/carers can be reached quickly should illness or accident occur and your child needs to be collected.

Should your child have sickness and/or diarrhoea then they should not come back to school until **48 hours** after the last episode to limit the spread of infection and for their own comfort.

Parents are required to contact the school on the first day of absence before 9.00am if their child is away due to illness. A written letter is then not needed.

Returning forms and payments

All forms can be handed directly to the class teacher during morning registration or posted in the mailbox just outside the entrance to the School Office. The school is largely

cashless, and payments for almost all items will be via Parentmail. You will receive login details when your child joins the school.

Changes to routine

It is important for the school to be aware if things that are happening at home might affect your child. This enables staff to put into place the appropriate care, guidance and support to minimise any negative impact on the child's learning. In the first instance, please speak directly with the class teacher, teaching assistant or phase leader.

If your child is being picked up at the end of the school day by anyone other than the usual named individual, you must provide permission, informing us of their name and in the case of Reception children a photograph of the adult who will be picking up your child. Children will not be released to another adult (even if that person is known by the school), unless permission has been provided.

School Information

School information, letters and forms will be sent via Parentmail. Teachers of each year group will send a weekly update to parents via the 'My Child at School' app. School newsletters are published fortnightly.

Complaints

In the event of any kind of query or complaint we would hope that in the first instance it could be resolved by talking to the member of staff concerned. If you are still not satisfied, then contact the Headteacher via the School Office. If your query has not been resolved and you are still unhappy, then you may proceed to write to the Chair of The Local Academy Board. The Chair of Governors will require copies of written material if they are to resolve the query. Please see the Complaints Policy which is available on the website for more details.

Absence Requests

Headteachers may not authorise any leave of absence during Term time unless there are exceptional reasons. Circumstances in which absence may be granted include attending religious ceremonies, family weddings or funerals.

Mobile Phone Permission Years 5 & 6

If you would like your child to have a mobile phone, for safety reasons when walking to and from school, please fill in a mobile permission form. The phone **must** be switched off as your child enters the school grounds and given to the class teacher for safe keeping during the day. We do not accept any liability for phones that are lost or stolen.

All authorisation and application forms are available from the School Office.

Lost Property

Lost property is located in the Ramp area and named items will be sorted and returned to the owner at the earliest opportunity. After 3 months un-named and unclaimed items will be disposed of. To ensure lost property items are returned please clearly label all items belonging to your child(ren). Please contact the office should you require access to the lost property box.

Policies and other school information

Copies of our school policies, latest Ofsted Report, and performance data are all available via our website.

Behaviour Management

At Rush Common School, we strive to ensure that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all: Be Safe, Be Kind, Be Respectful. Through a restorative approach to behaviour, we aim to promote an environment where everyone feels happy, safe and secure which is fundamental for effective teaching and learning. At Rush Common School no form of bullying will be accepted (please refer to Anti-bullying policy).

Aims and Expectations

- To ensure the safety and wellbeing of all children, staff and visitors to the school.
- To provide an environment where effective teaching and learning can take place.
- To develop a consistent whole school behaviour policy, supported and followed by the whole school community: children, staff, parents/carers and directors.
- To help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.
- To develop emotional literacy and improve the emotional health of children, staff and parents/carers.
- To encourage and praise effort as well as achievement.
- To understand other people's feelings and offer an empathic response.
- To respond positively to good behaviour and fairly and reasonably to negative behaviour using a restorative approach.
- To encourage children to model and apply the Rush Common Values in all aspects of their lives.

Rush Common School follows a positive restorative behaviour management approach. We aim to pay more attention to what children are doing right rather than what they are doing wrong.

School Behaviour Expectations

- Listen to the teacher or responsible adult and to each other.
- Be kind, polite and helpful to others.

- Call everyone by their name in a respectful manner.
- Have respect for ourselves, others and our environment.
- Share with each other.
- Treat others how we would like them to treat us.
- Use kind words at all times.
- Move around the school calmly and quietly.
- Respect differences between ourselves and others.
- Support each other to prevent bullying.

Rewarding Positive Behaviour.

We praise and reward children for appropriate behaviour in a variety of ways:

- House points
- Gestures of approval
- Humour
- Quiet encouraging talk
- Private verbal praise
- Public verbal praise
- Asking another member of staff to pass on approval
- General praise to the whole class/group
- Praise in front of Governors/visitors
- Special responsibility
- Written comments on work
- Prominent display of pupils' work
- Visit to Headteacher/senior staff
- Comments via Home School Link Book if appropriate
- Name on class recognition board

Use of Reasonable Consequences in Response to Negative Behaviour

On occasion, when children choose not to follow the behaviour expectations, the following consequences may be used:

- Disapproving look; positive reminder; verbal warning – in the form of choice/consequence; expectation of compliance.
- Child moved nearer to the adult responsible/moved to another seat or place in room for thinking time.
- Time out: child moved away from the group he/she is working with (child should always be within adult's sight and should be seated not standing).
- Removal of playtime.
- Child to see Phase Leader or, if appropriate Headteacher/Deputy Headteacher.
- Meet with parents/carers.

'Pupils are eager to do their best in lessons. They are well motivated to learn.'

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Anti-Bullying

Rush Common School aims for every member of the school community to feel valued and respected, and for all persons to be treated fairly, inside and outside school, on the way to and from school and when it involves our school community. We are committed to providing a caring, friendly and safe environment for each of our pupils so they can learn in a relaxed and secure atmosphere.

Bullying is behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell an adult.

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

‘One child said, ‘there is not one bully in this school.’ They feel confident in the school’s anti-bullying ambassadors, and feel confident that any adult would help them’

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The role of parents with behaviour

The school works in partnership with parents, so children receive consistent messages about how to behave at home and at school. A Parent Code of Conduct is available on the school website for parents.

It is vitally important for parents to support their child’s learning, and to co-operate with the school, as set out in the Home–School Agreement. Our aim is to build a supportive open dialogue between the home and school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour.

Fixed-Term and permanent exclusions

This paragraph should be read in conjunction with the school’s Exclusion of Pupils Policy. Only the Headteacher (or in their absence the Deputy Headteacher or the Assistant Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Board of Governors. The school informs the parents how to make any such appeal.

The Complete Pupil Behaviour Policy can be found on the school's website

Special Educational Needs (SEN)

Pupils with special educational needs at Rush Common School are entitled to the same opportunities and education as their peers, which is personalised and adapted where necessary, to their particular needs. We are committed to raising achievements and high expectations for all our pupils.

SEN provision at Rush Common School

Children with special educational needs can have learning difficulties or disabilities that make it harder for them to learn than other children of the same age. Children with SEND may need extra, personalised or different help from that given to other children of the same age.

The Governors and staff of Rush Common recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

The Special Educational Needs Code of Practice lies at the heart of the school's SEN policy and sets out the processes and procedures to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEN.

At Rush Common School, class teachers share any concerns regarding a pupil's progress with parents and also the Special Educational Needs Co-ordinator (SENCo) if required, reflecting our ethos of working in partnership with parents. Once concerns are raised, information is then gathered and in consultation with parents, a pupil may be placed on the school's SEN register as needing SEN support. Children with SEN may receive specific help from their class teachers, the SENCo and teaching assistants. Where necessary, the school and parents will consult with and receive advice from various outside agencies, such as Advisory Teachers and Speech and Language Therapist. At all times, the progress of children with SEN is assessed and reviewed and Pupil Profiles are produced accordingly. We have a number of schemes in place to support children with their reading, writing and listening, phonics and Maths support.

We have a fully trained ELSA (Emotional Support Assistant) to work 1-1 or with small groups. ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed. ELSA sessions take place in our very own 'ELSA room' which provides a calm, safe space for the child to feel supported and nurtured.

All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

Rush Common School has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability, the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate.

External Agencies

We liaise with outside agencies and professionals to support SEN pupils and to work alongside agencies to extend and nurture individuals. External services support both individuals and groups of pupils. These services include the Communication and Interaction Services (CIT) and Speech & Language. Pupils' emotional needs are met by the outside support from PCHAMS, CAMHS & Educational Psychology Services.

Identification, Assessment and Review

The progress of children is assessed at regular intervals by staff as part of the school's assessment tracking process. Where progress is less than expected, the first response is high quality targeted teaching. Less than expected progress and low attainment do not necessarily mean that a child has SEN.

When more specific assessment is deemed necessary, this will be carried out by the SENCo, who may involve other professionals from outside school.

When a child is identified as needing SEN support, Rush Common employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014).

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority.

'Leaders wholly adopt an inclusive culture where pupils with special educational needs and/or disabilities (SEND) are well catered for'

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Safeguarding

Rush Common School recognises its responsibility for Safeguarding and Child Protection. There are five key areas we focus on:

- Safe staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through Disclosure and Barring Service (DBS). All staff and volunteers are required to have an enhanced DBS.

- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting children who have suffered abuse in accordance with his/her child protection plan.
- Establishing a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

In the event that a child is not collected by a parent or carer, this will be brought to the attention of the Headteacher or Designated Safeguarding Lead (DSL). The Headteacher or DSL will then make every effort to contact the parent or carer or named alternative carer(s) as per the child's school records. If the child has not been collected and no contact has been made within 30 minutes of the end of the **school day or school club**, the Head Teacher or Designated Safeguarding Lead will telephone the police. If the child is known to the assessment team, contact will also be made with the child's allocated social worker or the emergency duty social worker if it is out of normal office hours.

If you have any concerns or issues regarding safeguarding, please contact the Designated Safeguarding Lead at Rush Common School (Mrs Michelle Ainscough for school; Ms Sue Bennett for the BASC.) Mr Kristen Fawcett (Headteacher), Mrs Leah Kendry (Deputy Headteacher) Mrs Emma Putt (Assistant Headteacher), Miss Syka Akram (Assistant Headteacher) are the Deputy Safeguarding Leads and Mrs Eleanor Clear and Mrs Sharon Sanderson are the Deputy Safeguarding Leads for BASC.

The full Safeguarding and Child Protection Policy is available on request from the School Office.

'Pupils feel safe, knowing that staff will do all they can to protect them'

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Preventing Radicalisation

The Counter Terrorism and Security Act (2015) and Keeping Children Safe in Education document (July 2015) places responsibility on schools and other agencies to ensure that they have due regard to the need to prevent people from being drawn into radicalisation. School has a duty to identify and report on any issues where someone may be identified as being drawn into extremist views.

Rush Common uses the government produced Prevent and Safeguarding screening tool or self- assessment tool to help us decide if someone may be on the path to extremism. We work with social care, the police, health services and other services (including Oxfordshire Safeguarding Children's Board) to promote the welfare of children and protect them from harm.

Disability Discrimination Statement

It is unlawful to discriminate against disabled pupils. A person is considered disabled if they have a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A school discriminates if:

- It treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification.
- It fails, without justification to make reasonable adjustments, which require the school to think ahead, anticipate the barriers disabled pupils may face and remove them before a disabled pupil is placed at a substantial disadvantage.

It is the school's responsibility to make reasonable adjustments and to anticipate the barriers disabled pupils may face. The school liaises with LA support services to ensure information is presented to pupils & parents in an accessible format (large print is available for visually impaired pupils.) Relevant policies and procedures are readily available

Use of images / cameras / Phones

All photographs or filming of performances and events are for personal use only and must not be shared on social media. No parent/carer or visitor to the school can take images or film 'in secret', or take images in situations that may be construed as being secretive.

General Data Protection Regulations (GDPR)

On the 25th May 2018, the General Data Protection Regulation (GDPR) replaced the Data Protection Act 1998.

The GDPR requires public authorities and businesses to identify the lawful basis for storing personal data, audit information we already hold. We have data protection policies and procedures in place.

A link to the Privacy Statement is available on the front page of our school website. You can also find a copy of the [Data Protection Policy](#) under Information > Policies and Procedures on the website

You also have the right to access any personal data we hold regarding your children in order to challenge the accuracy of such data and to request rectification of any inaccurate data. If you wish to make a subject access request please click on the link on the front page of the school website.

More Able Pupils

Pupils identified as achieving significantly in advance of the average for their year group, in any subject area, are placed on the school More able register which is reviewed regularly within school. Identified children are given challenging learning experiences which support them in realising their potential.

School Parliament

A pupil representative from each class, attends School Parliament meetings in order to devise and work towards targets for improving our school environment, the curriculum and for promoting healthy life-styles. The children also discuss the school's improvement priorities for the year ahead with the Headteacher and are given an opportunity to contribute to this work. Projects have included the introduction of healthy break-time snacks, charity and fundraising events, walk to school week and anti-bullying week.

Pupil Leadership

Our children have an opportunity to become Head Girls and Boys, Sports Captains, House Captains, Librarians, Anti Bullying Ambassadors, Play-leaders, and Digital Leaders with varied duties and responsibilities.

International links

Our children have the opportunity to make real and meaningful contact with children and adults from different countries and cultures through various projects with schools in other countries. For example, KS2 children are pen pals with children from a school in China. Teachers and pupils gain first-hand knowledge through visiting speakers, email communication and the exchange and sharing of work. Rush Common School also support world vision, and actively raises money to support children in struggling communities.

How can I find out how well my child is doing?

Parents/carers are invited to discuss their child's work and progress during twice yearly Parent/Teacher Consultations. The consultations take place during Terms 1b and 2b in the academic year and parents are asked to sign up for meetings in advance. The dates of the meetings are all published prior to the start of an academic year and parents will be able to sign up for slots (via the School Office) two weeks in advance of the first date in each round of meetings.

Consultations run from between 3.20pm – 7.00pm. Each Parent Consultation will be ten minutes in length. SEN Pupil Profile meetings are merged into the Parent Consultations, with a requirement for those meetings to have double time slots booked. It is the responsibility of the parents to ensure that a double slot is booked for SEN Pupil Profile reviews.

The meeting discussion will include looking at pupil books, discussing relevant assessment information and will cover the following areas:

- Personal, social and emotional development
- Main points of progress
- Next steps for learning (including what home could do to support)
- Noteworthy additional information related to contribution, involvement in the life of the school, awards, and achievements.

During the meetings the class teacher will provide an overview of what the next steps are for ongoing development and progress with their learning. In most instances the teacher will agree what support should be provided at home to reinforce school activity.

A formal progress report is sent to parents in July, which fulfils the legal responsibility to provide parents with an Annual Report.

In some instances you may be invited to a family meeting with our Pupil Support and Welfare Lead. In these discussions additional support for your child including the involvement of other professional agencies will be discussed.

Should you be concerned at any time about the progress of your child, either academically or socially, please contact the class teacher directly to arrange a meeting.

How can I support my child?

There are a number of ways you can support your child's progress at school:

- Listen to your child read **daily** – talking about the story, discussing the characters, making predictions about what might happen next, checking that they understand what they are reading.
- Practise number facts **daily** – number bonds, times-tables.
- Encourage and support them to complete their homework
- Attending a Parent Consultation twice per year to discuss your child's progress and how you can help them further.

If you are worried or unhappy about any aspect of your child's education, then it is essential to contact the class teacher and discuss your concerns at the earliest opportunity. The teacher will arrange to see you at a mutually convenient time at the earliest opportunity. If, after this meeting, you remain concerned then either arrange to see the Phase Leader or the Headteacher. It is important that matters are resolved as soon as possible for the well-being of the child.

How can I help the school?

Rush Common is only able to provide such an excellent experience for the children due to the support of a growing number of parents and other voluntary helpers. There are many ways you can help.

- Join the Friends of Rush Common (FoRC)
- Apply to become a School Governor
- Use donatemy school.com to make a one off or monthly donation
- Join your child's class on an educational visit
- Offer to listen to children reading
- Run a club or activity
- Volunteer to help with activities such as gardening or school productions
- Attend our fund raising events

Friends of Rush Common

The school has a very active events committee, which raises funds for the school in a variety of ways, such as raffles, discos, quiz nights, bazaars, fetes and family fun evenings. Proceeds from these events are used to purchase items for the school and/or contribute

towards other expenditure related to the school development plan. For more information and to join this active team please contact the Friends of Rush Common. rushcommon.forc@gmail.com

***'Leaders are committed to training and developing the staff's teaching skills.
Many of those spoke of a wonderful culture where they are valued and
respected'***

Ofsted November 2021