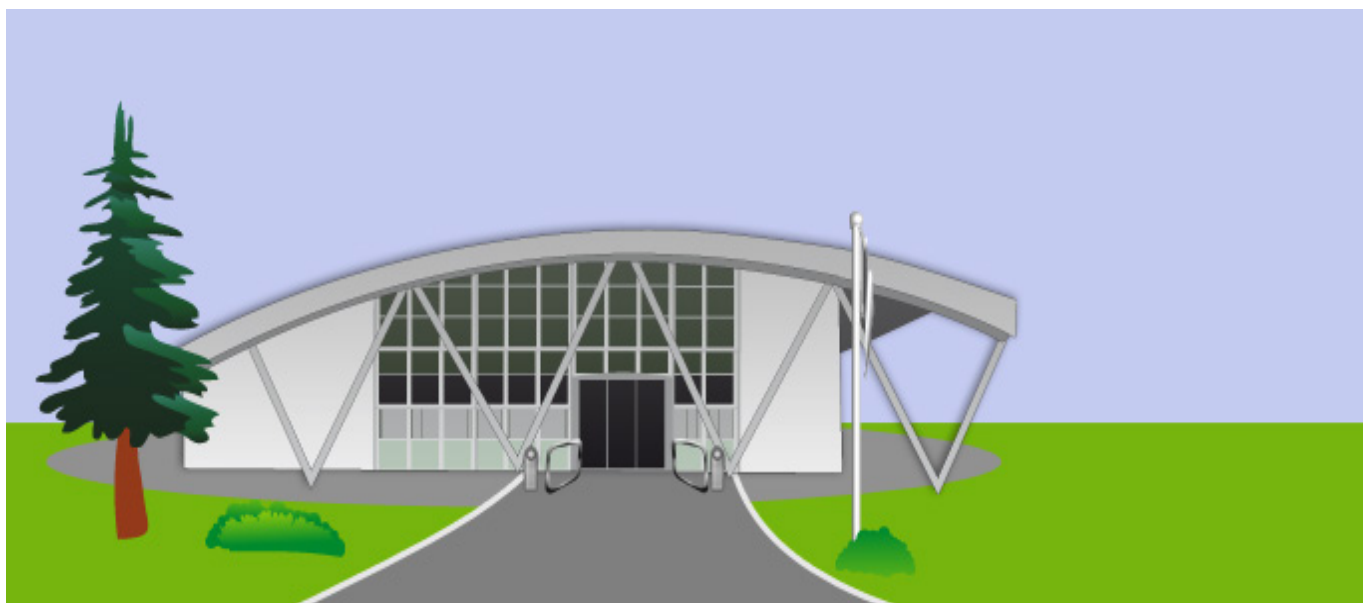




Conifers Primary School



WELCOME YOU



The Governors, Headteacher and staff extend a warm welcome to you as parents of Conifers Primary School and hope you will rapidly feel part of our community.



Headteacher: Mr A Johnson

Assistant Headteacher: Ms J Roper
Assistant Headteacher: Mrs D Newport

Chair of Governors: Ms D Woods

Tel: 01305 771289
E-mail: office@conifers.dorset.sch.uk
Website: www.conifers.dorset.sch.uk



On behalf of myself, the Governors, staff and children I would like to welcome you to our school prospectus.

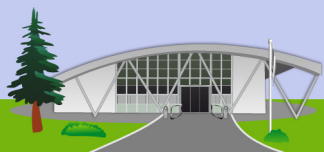
Conifers Primary is a THRIVE School and a Rights Respecting School – which means we put the rights of the child at the heart of everything we do and the THRIVE approach and ethos underpins all social, emotional and academic learning. We are committed to improving the children's well-being and developing their abilities to ensure every one of our pupils flourish.

At Conifers Primary, we create a welcoming, safe and caring environment, where all relationships are based on mutual kindness, trust and respect. Our Learning Charter underpins all that we do. Pupils and staff alike thrive by Listening, Engaging, Asking Questions, Responding and Never Giving Up.

'A nurturing environment, inspiring achievement'

Aims:

- To create a happy and secure, stimulating environment where each child is valued and feels important as an individual.
- To encourage the development of an enquiring mind and foster a love of learning so that our children wish to expand their skills, concepts and knowledge.
- To provide a broad, balanced and well structured curriculum, with appropriate learning and teaching which includes learning experiences outside of the classroom (LOTIC). The teaching and learning will focus on and meet the needs of each individual child, ensuring high standards of achievement.
- To show and encourage appropriate behaviour, so that our children learn that courtesy, good manners, consideration and respect for others are important and desirable qualities.
- To value all staff, and the contribution and involvement of parents, the Governors and the wider community, ensuring all work together in partnership.
- To foster our children's social, emotional, moral, spiritual and cultural development.
- To provide our children with equal opportunities and access to resources as appropriate to their needs.
- To help our children understand the world in which we live and to have a respect for and celebrate people of all ages, disabilities, race, religion, gender identity and sexual orientation.



Introduction

Conifers Primary School opened on 1 September 2004. The school is designated a 'Community' school and admits children from age 4 – 11 years.

Provision of Primary Education in this area of Weymouth was reviewed in 2001 following a process of public consultation. The result of this was the amalgamation of Westhaven Infant and Junior Schools to form Conifers Primary School .

The school has pedestrian entrances at Quibo Lane and Radipole Lane with the main vehicular entrance from Radipole Lane. There is staff and visitor car parking, but no car park for parents to drop off and collect children. The school encourages walking, scooting or cycling to school.

The purpose-built school has a particularly impressive design and is spacious and practical. It is set in its own extensive grounds which currently include playing fields, playground, nature /wildlife area and outdoor teaching areas.

Inside, the hall is centrally situated with a music/drama studio attached. The library is also at the 'heart' of the building, adjacent to the entrance foyer, readily accessible to all the children. An Information Technology Suite is on the first floor level and wifi is available throughout the school to support the use of technology in order to enhance the curriculum and children's class based learning.

Classrooms are arranged in pairs, each serving a year group of 60 children. There are six bases at ground level and eight on the first floor. The youngest children have their own designated area and facilities.

The school is not affiliated with a particular religious body, and religious education in the school is Christian based and non-denominational.

It is the aim of the staff here to ensure that the school is a happy and successful one. We endeavour to be as supportive as possible towards the children in our care and will teach in ways that meet the children's needs.

Prospective parents and carers are always welcome should they wish to visit the school in order to discuss the opportunities provided for their children, they should contact the school for an appointment.

Opportunities are given in the school year for parents to discuss children's work and progress with the teaching staff. Parents are welcome to contact the class teacher, Assistant Headteacher, THRIVE Manager or the Headteacher at other time.

We are fortunate to have a Children's Centre on site which also houses Little Firs Day Nursery. Close contact exists between the school and the nursery to ensure children transfer smoothly into school life.

Admissions

Children have a statutory right to start school at the beginning of the term following their fifth birthday. The vast majority of children start school full time in September as it is beneficial for all pupils to undergo the planned induction process and establish friendships within the group.

All children are admitted to school in the September following their fourth birthday and will be given a staggered start on a part time basis for the first few weeks in September when the children will then become full time.

The school is organised on a class basis, with the children spending the majority, if not all, of the school day with their class teacher in the early years. A timetable is necessary for the use of the hall, library and ICT Suite. Children will be taught individually, in groups and as a whole class depending upon the activity and the needs of each child. Great emphasis is placed on the needs of the individual child who will develop and progress at his or her own pace, supported by members of staff in the most appropriate way.

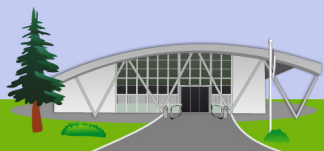
Times of School Sessions

Morning Session:	8.50am to 12pm	for Reception, Y1 and Y2
	8.50am to 12:15pm	for Y3 and Y4
	8.50am to 12:30pm	for Y5 and Y6
Afternoon Session:	1.00pm to 3.15pm	for Years R, 1 and 2
	1.15pm to 3.20pm	for Years 3 and 4
	1.30pm to 3.20pm	for Years 5 and 6

Please note that the school grounds will not be accessible until 8.30am and 3.05pm.

Children in Years R, 1 and 2 must always be collected from school by an adult. If parents are unavoidably delayed when coming to collect their children they are required to inform the school as soon as possible. Please stress to your child that they must always wait with their class teacher until their grown-up arrives to collect them. If the arrangements for collection of your child are altered, please could you inform your child's class teacher and the office. Older children in Years 3, 4, 5 and 6 do not need to be accompanied by an adult. Budmouth children that pick up from Conifers must report to the office and collect their siblings from there, thank-you.

Any telephone calls regarding changes to collection or messages for teachers must be made before 1.30pm otherwise the school cannot guarantee that they reach their destination.



School Uniform

There is a uniform at the school and we pride ourselves on the smart appearance of our children, we also find that it develops a sense of identity with Conifers.

Years R, 1 and 2

Grey or black trousers/shorts

Navy blue cardigan/v-neck sweatshirt

Plain white polo shirt

Summer – small check dresses in navy

Navy blue v-neck sweatshirt

Short sleeved white polo shirt

Grey/black skirt, trousers or pinafore dress

Years 3, 4, 5 and 6

Grey or black trousers/shorts

White blouse with a tie

White shirt with a tie

Navy blue cardigan/v-neck sweatshirt

Short sleeved white shirt with a tie

Summer – check dresses in navy

Grey/ black skirt, trousers or pinafore dress

Sensible plain black shoes (No boots, high heels or trainers) Black/white/grey socks or tights

- Sensible haircuts please, not spiked 'mohican' style, highlighted hairstyles or 'tramlines'
- Nail varnish must not be worn in school
- We ask that all children wear a sun hat at playtime and lunchtime during hot weather

For Physical Education your child will need:

Years R, 1 and 2

Shorts (preferably black)

White T-shirt or polo shirt

Plimsolls

Spare pair of socks

Hairband (for those children with long hair which must be tied back)

Tracksuit (preferably navy blue or black, useful in cold weather)

Years 3, 4, 5 and 6

Shorts (preferably black)

White T-shirt or polo shirt

Trainers for outdoor games

Spare pair of socks

These items will need to be kept in a suitable bag, which will hang on a peg.

All children are expected to do dance and PE in bare feet unless there is a medical reason why this is not possible.

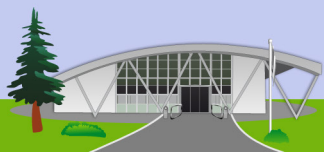
NB: Children in Year R will not need plimsolls until the Summer Term.

All items of clothing and belongings need to be clearly marked with your child's name so that lost items can be returned quickly to their owners.

When purchasing items of clothing to be worn at school, we ask parents to bear in mind the child's age and ability to dress and undress. We consider that the uniform is as simple as possible so that parents can buy the best value for money. (A voucher is available, annually to the parents of 'Pupil Premium' children eg. are on Income Support/Income based job seekers allowance, please contact the school office for further details.)

Jewellery

Children should not wear jewellery to school, as it can be dangerous, particularly in PE and at playtimes. Only single stud earrings are acceptable for those children with pierced ears. Watches may be worn but the school will not be held responsible for any loss or damage.



School Website

Conifers Primary School has a website containing information about the school with examples of work produced by the children. Newsletters and dates of school terms and events can be found on the site together with some information about Little Firs. There are links to sites which may be useful to parents, teachers and children such as curriculum bubbles and homework grids. We are continuing to develop the website and plan to add more children's work, information about the local area and reports on school activities. You can find our website at **www.conifers.dorset.sch.uk**. Any comments on whether you found it helpful would be welcomed! The website also includes a privacy policy which is governed by the GDPR in the UK.



Curriculum Statement

At Conifers Primary School, we teach all statutory subjects and programmes of study from the National Curriculum through our 'Creative Curriculum' where possible and ensure full coverage by discrete teaching of programmes of study where necessary. The 'Creative Curriculum' is motivating and inspiring, ensuring all children and adults work collaboratively to challenge and explore all learning experiences.

Our aim is to develop children's abilities, interests and potential in order to prepare them for the next stage in their lives. We use a wide range of teaching strategies that take into account the ways in which children learn in order to foster engagement, motivation and creativity through teaching inside and taking the Learning Outside of The Classroom (LOTIC).

An 'Impact Day' is used to launch a topic and to hook the children's initial interest. This gives the children an opportunity to immerse themselves in a range of activities and develop a sense of curiosity about their learning. Topic grids are shared on the school website which also documents the progress through the topic by including examples of work and photographs of the children completing tasks linked to the topic.

We enable our pupils to succeed through challenging tasks and activities that encourage them to take risks. We develop their ability to think independently, enabling them to transfer their learning to all aspects of their life; preparing them for the future. We actively teach the skills needed to be a successful learner and reward these regularly.

We believe in providing children with a broad, balanced and engaging curriculum which both provides first hand experiences and builds on children's prior knowledge whilst developing key skills.

Early Years Foundation Stage

Our Reception classes follow the curriculum as outlined in the statutory framework for the EYFS. The EYFS Framework includes 7 areas of Learning and Development that are equally important and inter-connected. 3 areas known as the Prime Areas are seen as particularly important for igniting curiosity and enthusiasm for learning and for building children's capacity to learn, form relationships and thrive.

The Prime Areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

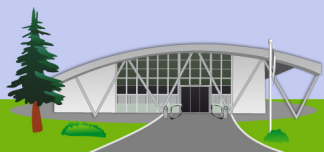
The Prime Areas are strengthened and applied through 4 Specific Areas:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design



Each area of Learning and Development is implemented through planned, purposeful play inside and outside of the classroom, through a mix of adult-led and child initiated activities. The planning takes into account each child's emerging needs and interests and the learning is captured and shared with parents using the online learning journal, 'Tapestry'. At different times in the school day, the children 'free flow' between the 2 reception classrooms and the large outdoor space.

As children grow older and as their development allows, the balance gradually shifts towards more adult-led activities to help prepare the children for more formal learning, ready for Year 1. We recognise that children learn and develop well when there is a strong partnership between school and home. Our aim is to involve you in your child's learning through regular updates on 'Tapestry', through home visits, parent consultations, curriculum information sessions and through our open door policy. We would always welcome your feedback about your child's Learning and Development.



Our mission is to start children on the road to becoming:

- Keen and willing learners
- Fluent readers with a love of books
- Expressive and accurate writers, able to communicate for a variety of different purposes
- Clear and correct speakers of English
- Mathematicians with the basic skills, knowledge and strategies to solve problems
- Curious scientists full of wonder about the world
- Confident users of ICT devices and programs
- Lovers of music
- Participants in physical activity, stretched to their individual limits with opportunities to compete against others
- Innovative and creative designers and artists, able to handle a wide range of materials
- Responsible citizens with an awareness of other people, places and beliefs, now and in the past

Our responsibility is to meet the special needs of all children, including the very able

Arrangements for off-site Educational Visits

As part of the creative curriculum children are regularly involved in leaving the school premises to visit the local environment. We consider the “first hand experience” gained in this way to be a very important and valuable contribution to your child’s education, supporting learning carried out in the classroom. Your child will also have the opportunity to make visits further afield. We are legally obliged to have your permission for your child to be involved in any educational outings. If you wish your child to take part in such activities it will be necessary for you to complete a consent form; **without your written consent your child will not be able to take part in such visits.**

At our school we also offer two residential to all children in year 4 and year 6. Some school activities will only be possible if parents make a voluntary contribution towards the cost. Where this is the case parents will always be informed at the outset. Remember if your child is eligible for Pupil Premium funding all trips will be subsidised by 50%.

Extra-Curricular Activities

There are many after school clubs, for all children in Conifers. Clubs include: football, netball, rugby, orienteering, athletics, multi skills, dance, forest schools and film club.

We develop links with local sports organisations and coaches such as football, golf, rugby and cricket. There are opportunities for the older children to compete against other schools in sports including football, netball, tag rugby, swimming and cricket. We actively encourage children to engage in sporting activities out of school and welcome opportunities to celebrate their achievements.

Special Education

Conifers Primary School is an inclusive school. Where appropriate, the school aims to give special help to children with specific or general learning difficulties, and to very able children. All children will have access to the whole of the curriculum.

We are committed to the full participation of children with special educational needs in the life of the school and to ensuring that children are adequately supported according to their individual needs. Children with learning and or behavioural difficulties may, with parental consent, be referred to the Educational Psychologist or other support services, as relevant. Parents will be kept fully informed of any difficulties that their children may be experiencing and teachers will work co-operatively with parents to help children make the best possible progress. Interventions may be provided for children that need a boost or a particular programme to help close gaps. We are proud of the progress individual pupils make towards their targets.

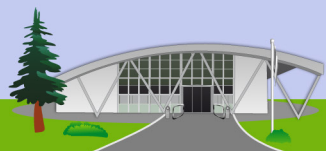
Behaviour

It is our aim for the children within Conifers Primary School to behave well and for their behaviour to be understood. We aim to enable children to experience challenges, succeed in their learning and have a sense that learning can be fun and relevant to their lives. We want the children to be independent, self-aware learners – socially, emotionally and academically, to be enthusiastic and foster a willingness to take risks. From the earliest opportunity, children are encouraged to build tolerance, make good choices and take responsibility, in readiness for them taking their place in society and reaching their full potential.

The development of positive social, emotional and learning behaviours is at the heart of the whole school learning charter. The children are made aware of our 'School Charter' when they start at the school and they will be expected to follow the charter.

Our positive approaches to behaviour involve us 'noticing' good choices and being explicit in descriptive feedback and praise, providing reward as reinforcement. Positive reinforcement is consistent across the school by using the ClassDojo reward system. Children are issued individual, group or whole class dojo points for following the school learning charter. When specific ClassDojo points are achieved, the children receive a certificate and a reward.





Conifers School Charter and Rights Respecting Actions

Rights	Rights Respecting Actions
<ul style="list-style-type: none"> To be safe and happy at school 	<ul style="list-style-type: none"> To follow instructions about safety To recognise dangers around us and tell an adult To think and make choices that help keep us safe To be kind and gentle towards others To treat people and property with respect
<ul style="list-style-type: none"> To be healthy 	<ul style="list-style-type: none"> To drink clean water To have a healthy snack for break To bring and eat well balanced lunch
<ul style="list-style-type: none"> To play 	<ul style="list-style-type: none"> To play thoughtfully To play games that do not cause hurt or upset to others To respect that others might not want to play our games
<ul style="list-style-type: none"> To learn 	<ul style="list-style-type: none"> To try our best at everything we do To do what we have been asked to do To ask if we are unsure To allow and help others to learn
<ul style="list-style-type: none"> To be listened to 	<ul style="list-style-type: none"> To listen to others To take everybody's ideas seriously To respect that other peoples' ideas may be different from ours
<ul style="list-style-type: none"> To be treated equally 	<ul style="list-style-type: none"> To recognise and celebrate that we are all different To treat each other the same whatever our differences eg. have different coloured skin, speak another language, follow a different religion or have a disability
<ul style="list-style-type: none"> To have rights 	<ul style="list-style-type: none"> To let other people have their rights

These rights and rights respecting actions were discussed and have been agreed by all the children and staff at our school. We will all try and follow them.

Weekly assemblies also celebrate the children's achievements, by issuing Star Writer and Star Mathematician certificates for individual children in every year group. The children's work is then displayed in the school corridor.

As a school, we know that behaviour 'triggers' and challenges will arise and need to be managed. The classrooms operate a card system with a 'How am I doing?' chart, which is a fair and transparent system that all children understand. Each child in the class has a named pocket with 4 coloured cards. The first card is green and is displayed at the beginning of each day. When children don't follow the charter, the consequence for the behaviour may result in a change of card. A variety of consequences are issued when the coloured cards are changed. Children who stay on the green card all day will be rewarded with 2 ClassDojo points.

The school's behaviour policy is available from the school's website or a hard copy is available on request from the school office.

Thrive

The Thrive Approach is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. Conifers Primary School is a Thrive School where we have designated staff trained in undertaking assessment of the emotional needs of pupils. The focus is on building positive relationships to help children prepare themselves for learning, interacting with their peers and improve their attainment. We believe that positive nurturing experiences can help children thrive and feel safe in school.

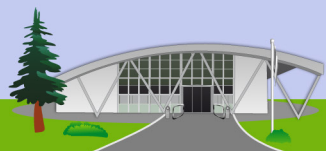
Support for Children and Parents

At Conifers Primary School, we are unique in the fact that we have our own Emotional Health & Family Liason and two ELSAs (Emotional Literacy Support Assistants).

Our EHFL works with individual children for regular 'timeout'. Some children may need support with behavioural problems (at home or at school). Parents are supported too, given advice and ideas to assist in their parenting role with children's behaviour at home, sleeping patterns, eating concerns and providing strategies such as positive reward charts and setting clear boundaries.

Our Emotional Support Assistants are Miss Why and Mrs Cleaver. They provide regular 1:1 support or group sessions which are fun; this may include art and crafts, games and stories. Emotional Literacy support covers areas such as friendship skills, social skills, self-esteem and recognising emotions. Understanding emotions helps children to focus more fully on their learning.

Our ELSAs also provide support for children with ASD (Autistic Spectrum Disorder). This might include introducing a sensory diet, social stories and visual timetables. They can also support parents and staff with further ideas.



Children are usually referred to either of the above, by their teachers (with parental consent), but parents may ask for support themselves.

Parental Involvement

Parents are always welcome in school. We believe in a strong home – school partnership, which will enhance your child's education. There are a number of ways that parents can help in school, for example with reading or library work, making games for use in the classroom, working on the computer, cooking or assisting with school trips.

We are most grateful for any help that parents might be able to give the school as we do rely very much on parental support. We would be very interested to hear of any particular talents or interests you have, that you would like to share with the children, or if you would like to assist with extra-curricular clubs after school.

Remember we are all working together for the benefit of your children.

Mid-Morning Break and Milk

Free milk is available for children under 5 and at a small cost thereafter. The milk is supported through the "Cool milk" scheme thanks to an E.U. subsidy. Please ask for a registration form if you would like milk provided for your child. All children in receipt of pupil premium will receive free milk as well.

Children aged four to six receive a free piece of fruit or vegetable each school day under the Government's School Fruit and Vegetable Scheme. The aim is for the children to have a positive



and enjoyable experience of fruit and vegetables, so promoting healthy eating. Older children may bring a small snack of fruit (fresh or dried), to eat during morning playtime. (Sweets, chewing gum or bubble gum are NOT allowed at all).

Lunchtimes

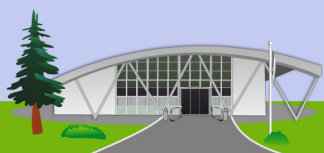
Universal Free School Meals became available from September 2014, therefore all Reception, Y1 and Y2 children will receive a free school lunch. Hot, nutritious, locally sourced and freshly produced school meals will be provided with main, vegetarian, jacket potato and packed lunch options available every day. Children in Y3, 4, 5 and 6 can purchase these meals or they may be entitled to 'Pupil Premium' which entitles them to free lunches. Menus are well balanced so as to conform to government food and nutritional standards and full details of hot school meals can be obtained from the office. Ordering these meals for your child can only be done via our online system

If you think your child may be Pupil Premium and therefore eligible for free school meals, you are asked to contact the school office who will give you the necessary form to complete in the strictest confidence. If you are unsure, please ask.

Children in Y3-Y6 may prefer to bring a packed lunch in a small NAMED container. Drinks should be provided in a container that is unbreakable and leak proof, with a cup or straw if needed.

No sweets, chocolate bars or fizzy drinks please.

The children are supervised at lunchtime by Midday Supervisors. There is always a Senior Midday Supervisor on duty at lunchtime. The children eat their lunch in the school hall, in 3 separate lunch sittings. First sitting is Reception, Year 1 and Year 2. Second sitting is Year 3 and Year 4 and third sitting is Year 5 and Year 6.



During the lunchtime playtime, the children enjoy playing on the playground and the school field. The School Sports Ambassadors support the children at play times.

The children follow a playground charter at playtimes and lunchtimes linked to their Rights and Responsibilities. The Midday Supervisors reward individual children with ClassDojo points for good lunchtime behaviour and for following the charter. Weekly Midday Supervisor certificates are also issued to individual children. The children know that if the behaviour is not acceptable, they will be issued a consequence of 'time out' in the STOP area. If the behaviour continues to be unacceptable, they will receive a detention. If unacceptable behaviour continues for long period, a child can be excluded from the school during the lunch period.

Attendance and Welfare

All absences from school must be accounted for by letter or a telephone call on the first day of absence. We would like to know that you know where your child is! School Governors and Chesil Education attendance panels will follow up constant lateness and irregular attendance and if this does not improve may result in a penalty fine being issued.

If your child becomes ill while he/she is at school, every effort will be made to contact you. We also require a contact name and address and telephone number of someone who would be prepared to take responsibility for your child, if you are not available. **To make this possible it is essential that we have as up to date information as possible and are informed of any relevant changes.**

Children who are unwell should not be sent to school and parents are asked to remember that sending children back to school too soon after illness can mean that the illness is passed on to other children. In particular we ask parents not to send children to school for 48 hours after sickness/stomach upsets.



Sometimes children have an accident in school. First Aid is given to those with minor injuries but if the injury is more serious or further treatment is considered necessary, parents will be contacted and/or advice sought from medical authorities.

Whilst we wish to be as helpful as possible concerning administering medicines, I am sure that you will understand that we have to be very careful. If it is absolutely necessary for your child to take **medication prescribed by the doctor** during school time, (i.e. at least four times daily), please ensure that the container is clearly labelled with the child's name and the dosage and that it is handed in at the office. We ask that parents fill in a daily medical form so that the administration of medicines is made easier. No child is allowed to keep medication in his/her own possession.

We also ask parents of children who suffer from asthma to complete a school asthma record and ensure that the child has **two** reliever inhalers in school in case it is needed. It is felt that generally it is better for children to get fresh air and exercise at playtime. If there are exceptional circumstances please discuss these with the class teacher. If your child is fit enough to attend school, in most cases he/she is fit enough to go out at playtime. Medical and dental inspections are carried out at intervals during the time your child is at school.

Headlice

Children are no longer checked for headlice at school. Please examine your child's hair regularly and seek immediate advice from your doctor or pharmacist as to the current treatment. It would also be helpful if you could inform the school of the problem. Please make sure long hair is tied back. Regular combing with a special comb (available from pharmacists) can help. Parents are requested to keep children at home until an infestation is fully treated to avoid the problem spreading to other children at the school.

Absence from School

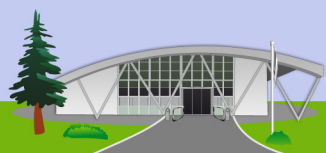
All absences from school have to be reported to the DfE (Department for Education) and the Local Authority. They are classed as authorised and unauthorised.

Absence will be authorised for:

- Sickness
- Unavoidable medical/dental appointments
- Days of religious observance
- *Exceptional* family circumstances

Absence will not be authorised for:

- Holidays
- Shopping
- Looking after family members
- Minding the house
- Birthdays or similar events



Holidays in Termtime

Headteachers have been unable to grant any leave of absence since September 2013 during term time unless there are exceptional circumstances. In law, parents and carers are committing an offence if they fail to ensure regular and punctual attendance at school. Therefore any unauthorised holidays in term time, can result in fines or even criminal convictions.

Emergency Closure

It is our policy to remain open if at all possible in the event of bad weather. However, there are occasions when it becomes necessary to close the school. If a decision is made to close the school at the beginning of the day, a notice will be posted on the Dorsetforyou website, the school website and where possible, the school gate. Should it be necessary to allow children home early we would always do our best to inform parents via text message. It is vital you keep us informed of telephone number changes.

Children will never be sent home on their own, parents or contacts will always be telephoned if the children need collecting. As at all other times our main concern is for the safety and wellbeing of your child.

Safety and Security

The safety of our children is of paramount importance. The school has a secure entrance. During school hours there are strict entry procedures. The identity/business of any stranger is ascertained before they are admitted to school. All visitors in school (anyone who is not a member of staff) must report to the office on arrival, sign in and have a badge to wear. No child is allowed to leave during the school day unsupervised and parental permission is always sought for any outing away from the school site. When school is in session the gates at the front entrance are kept closed to prevent reckless vehicular access from 8.30am to 4.30pm.



Procedures for Dropping and Collecting

In the interests of children's safety and good health you are urged to walk to school if at all possible.

Pedestrians

Pedestrians can access the school through the main entrance in Radipole Lane or from Quibo Lane. Parents of children in the Early Years are welcomed into the classrooms in the mornings to settle their children, join in with morning activities and say goodbye to them. There will also be the opportunity to talk to staff, if needed. The time from 8.45 – 9.00am is especially for this. Older children are expected to walk themselves into school, if you should wish to talk to the teacher please check in the office that the staff are available. As all classes from Yr1-Yr6 line up on the playground before school you may use this opportunity to have a brief discussion with staff, if you require a more in depth conversation you will need to make an appointment for a more convenient time.

At the end of the day, please wait for your child in the playground. The playground gates are opened at 3.10pm and are then shut again at 3.40pm.

Cycling and Scooting

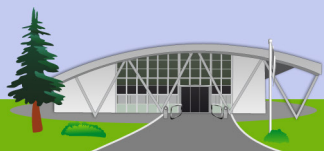
Children are welcome to cycle or 'scoot' to school. Cycles may be left in the bicycle sheds at the front of the school and scooters in the 'pods' provided. Supervision whilst cycling/scooting and security of bicycles/scooters left at the school are obviously parental responsibility. We advise that bicycles and scooters are securely locked. Please remember your child should not be cycling to school unless they are wearing a cycling helmet.

Cars

The car park inside the school gates is for staff and official visitors only. **Parents are NOT permitted to drive into school.** Disabled parking is available by the main gates and we ask that blue badge holders only use these spaces.

We ask that you do NOT park in front of the main gates or on the double yellow lines! If you have to travel by car to school, please park in the road and walk into school.

Please consider the safety of children at the beginning and end of the school day.



The Friends of Conifers Primary

All parents are automatically members of "The PTA" Association. The object of the group is to advance the education of the pupils in the school by developing more extended relationships between staff, parents and others associated with the school, and by engaging in activities which support the school. The association has raised funds to provide many extra facilities and resources for our school and we are most grateful for the enthusiasm and support of so many of our parents.

Complaints Procedure

We hope that the school can resolve any complaints that parents may have.

Complaints should therefore in the first instance be made to the class teacher. It is hoped that in most cases complaints will be dealt with at this informal level.

If the problem cannot be resolved satisfactorily, the parent may need to go to the Headteacher. However, if attempts to solve matters at this level fail, there is an agreed Complaints procedure that should be followed, details of which are available on request from the school office.

Kids' Club

The Kids' Club is run by Little Firs Day Nursery and is open to all children from 4 years - 11 years of age, who attend Conifers Primary School.

The sessions are:

Breakfast Club	7.30 – 8.50am
After School Club	3.15 - 6.00pm
Holiday Play Scheme	7.30 - 6.00pm

If you wish to register your child or would like any further information, please contact Little Firs Day Nursery and Kids' Club on 01305 782727.

Little Firs Day Nursery

Little Firs Day Nursery shares our school site and caters for children from birth to school age. The children learn through play and first hand experience which are provided in the group sessions. A close relationship is maintained with the school, with visits from the Reception Teachers and joint events.

The group provides an excellent opportunity for children to become familiar with our school and



the teachers with whom they will spend their first years of school life. It is an ideal introduction to school and certainly helps settle children into school quickly and without anxiety.

The sessions are:	Full Day	7.30 – 6.00pm
	Day Session	8.30 – 3.30pm
	Morning	7.30 – 12.15pm
	Afternoon	1.00pm – 3.30pm

To contact Little Firs please phone 01305 782727.

Child Protection

Conifers Primary School recognises that the welfare of your child is paramount: the needs and wishes of each child will be put first. We take seriously our duty to safeguard and promote the welfare of the children and young people in our care.

Safeguarding children is everyone's responsibility. Working Together to Safeguard Children, HM Government statutory guidance, defines safeguarding as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

The Governing Body will act in accordance with Section 175 / Section 157 of the Education Act and the supporting statutory guidance 'Keeping Children Safe in Education' to safeguard and promote the welfare of children in this school. The Governing Body is accountable for ensuring that the school meets its statutory responsibilities for safeguarding and that all policies and procedures are in place and effective.

It is a Dorset Safeguarding Standard (recommended by the Pan-Dorset Safeguarding Children Partnership) that governors receive an annual report from the Designated Safeguarding Lead and Nominated Governor in order to help monitor compliance with statutory responsibilities.

All children have the right to be safeguarded from harm or exploitation whatever their

- age
- health or disability
- gender or sexual orientation
- race, religion, belief or first language
- political or immigration status

Governors, staff and regular volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to safeguard children and promote their welfare.

