

The Federation of Riders Infant and Junior Schools



School Brochure

Kingsclere Avenue, Leigh Park, Havant, PO9 4RY

Telephone: 023 9247 5342

www.ridersschools.co.uk

[Facebook Page: Federation of Riders Infant and Junior School](#)

[Blog: ridersblogs.co.uk](http://ridersblogs.co.uk)

Executive Headteacher: Ms Lisa Dunning

Infant Head of School: Mrs Sue Holdway

Junior Head of School: Mrs Claire Linfield

Welcome

On behalf of staff and Governors I would like to welcome you to The Federation of Riders Schools. This brochure provides you with valuable information and how the school functions.

The Federated governing body employ an Executive Headteacher, with the Heads of School responsible for day-to-day leadership of each school. The Federation works very closely together with the aims of raising attainment and accelerating progress for the benefit of all children, through outstanding teaching and learning, leadership and management.

We actively encourage parents and carers to participate fully in their child's education. We believe that children achieve their very best when there is an effective partnership between parents/carers and the school.

We have high expectations of all children and actively reward effort in all aspects of school life. Our curriculum gives children a variety of exciting experiences to engage them in their learning.

Our vision for our school is:-

For children to be creative, independent, lifelong learners who are confidently prepared for the challenges of their changing world, and are successful.

A curriculum that is inspirational and irresistible to its learners.

Outstanding teaching which expands all young people's capacity and appetite for learning.

A collaborative learning culture that supports risk taking and personal responsibility.

We strongly encourage you to visit and look around our school and look forward to meeting you and your child. If there is anything else you would like to know please do not hesitate to contact us.

Lisa Dunning
Executive Headteacher

Admissions

In September 2017, our standard number will be 90 for all year groups and we have 3 classes in each year group.

There are set procedures when children start school:-

- For September admissions, applications should be made online at www.admissions.team.hants.gov.uk Alternatively a paper form is available to collect from schools or by contacting the County Admissions Team on 0300 555 1377.
- For applications during the academic year, please collect a form from the school office.
- Parents can choose any school as their first preference.
- Forms for September admissions should be returned to the school of your choice by beginning of January.

Please refer to our Admissions Policy which can be found at the end of this brochure.



Federation of Riders Infant and Junior School Governors

Executive Headteacher

Lisa Dunning

Governors

Carolyn Owens (Chair)

Sally Adcock

Sandi Chandler

Sara Chivers

Lynne Dick

Caroline Easton

Karen Finch

Charmaine Graham

Sue Holdway

Caroline Hewitt

Sarah Lamburne

Claire Linfield

Paul Monk

Sylvia Mordaunt

Gemma Walsh

Taylor Young

Clerk to the Governors

Emma Neal



**The school is maintained by the Educational Department of
Hampshire County Council.**

South East Divisional

Education Office

River Way

Havant

Hants

PO9 2EL

Telephone: 02392 498200

Staff

All classes have a Class Teacher and a Learning Support Assistant (LSA). Each year group has an emotional learning support assistant (ELSA) who supports children's well-being. Some teachers and learning support assistants teach intervention programmes for children and small groups that have been identified through our assessment processes, under the supervision of our Inclusion Leader.

Executive Headteacher
Head of School
Head of School

Ms Dunning
Mrs Holdway
Mrs Linfield

Teachers

Early Years - Unicorns
Early Years - Meerkats
Early Years - Elephants

Mrs Clayton
Miss Hudson
Miss Rooney

Year 1 - Foxes
Year 1 - Zebras
Year 1 - Peacocks

Mrs Allen
Mrs Foster and Mrs Burch
Miss Gillespie

Year 2 - Giraffes
Year 2 - Magpies
Year 2 - Butterflies

Mrs Tunnicliffe and Mrs Pullinger
Mrs Vaughan and Mrs Hotchkiss
Mrs Cruickshank

Year 3 - Dolphins
Year 3 - Chameleons
Year 3 - Owls

Mrs Brown
Mrs Hughes
Miss Newson

Year 4 - Cats
Year 4 - Chimpanzees
Year 4 - Leopards

Mrs Hamilton
Miss Church
Mrs O'Neill

Year 5 - Raccoons
Year 5 - Whales
Year 5 - Turtles

Mr Addison
Miss Hogan
Mrs Wilson and Mrs Adams

Year 6 - Bears
Year 6 - Bees
Year 6 - Orangutans

Miss Edmonds
Miss Tulk
Miss Stapleton

Lead Practitioner
Inclusion Leader
Inclusion Co-Ordinator

Mrs Tunnicliffe
Mrs Finch
Miss Rowden

Home School Link Workers
Site Manager
Caretaker

Mrs Wakeham and Mrs Kierstenson
Mr Monk
Mr Pagdin

Home/School Link Workers

Paula Wakeham and Karen Kierstenson are our Home School Link Workers. If you have any worries, questions or things you would like to discuss they are always happy to help. You can contact them via the school offices or you may like to pop into one of their Coffee Clubs which are held in the Parent Room on a Tuesday afternoon from 2pm until 3pm or Wednesday morning from 9am until 10am. We also hold various courses for parents throughout the year e.g reading, family learning, Confident Parents.



Liaison with Parents

We have an open door policy and we aim to discuss problems as and when they arise. If necessary an appointment will be made for the earliest possible time, but where emergencies occur or problems are of a minor nature, we do our best to see you without previous arrangements.

It is very important that you inform the class teacher of any changes or difficulties in home circumstances, no matter how small you may think they are, as they may adversely affect your child in school. Any information of a personal or private nature will be treated in the strictest confidence.

There is a weekly newsletter with information about school life. This goes home on a Friday and a copy can be found on our school website.

We hold Parent Workshops to keep you updated with how we teach, what your child is learning and how you can help at home, on a variety of topics such as maths, reading, handwriting, phonics, speaking and listening etc.



School Attendance/Absence

The school office is open from 8.00am to 4.00pm.

When a child is absent, please telephone the school absence line by 9.00am on the first day to let us know the reason. If you forget to notify us, we will send you a text message that day. Attendance is reviewed regularly and unexplained absences investigated further. Parents will be contacted if their child's attendance becomes a cause for concern.



Absence

It is important that children attend school every day.

If your child does not attend regularly they will fall behind their peers, fail to make their age-related expectations, find it hard to catch up, not achieve their targets, have to re-learn some of the things they had learnt, have difficulty fitting in and maintaining friendships.

There are two types of absence, which have to be recorded on your child's educational record:

- **Authorised Absence**

The school can authorise absence for illness or exceptional circumstances, for example, a funeral. Please note that family holidays will not be authorised unless there are exceptional circumstances.

- **Unauthorised Absence**

Absence is considered unauthorised when no satisfactory explanation is given. If you take your child out of school without permission the absence will be unauthorised and we may refer the matter for consideration of legal action.



Attendance Awards

We have a special reward for 100% attendance - certificates and rosettes for a whole term and for a whole year, an extra special reward!

Medical Matters



If a child needs to have a prescribed medicine during school hours, parents can bring it to the school office and complete an authorisation form.

If your child is unwell during school and we feel that they may benefit from a spoonful of child paracetamol, we will telephone the parent/guardian to request permission. **NO CHILD WILL EVER BE GIVEN PARACETAMOL WITHOUT A PARENT/GUARDIAN BEING CONTACTED FIRST.**

If a child has asthma, a record card is kept in school. Inhalers are kept in their classrooms and are available to the children at all times.

For minor injuries we have qualified first aiders on the staff. Parents are always informed of serious head bumps.

If a child has any other medical condition it is important that we know about it in case of an emergency.

IT IS ESSENTIAL THAT PARENTS INFORM THE SCHOOL OFFICE OF AN ADDRESS/TELEPHONE NUMBER WHERE A PARENT OR ANOTHER RESPONSIBLE PERSON CAN BE REACHED IN CASES OF ACCIDENT OR ILLNESS.

In no circumstances will a child be sent home on his or her own.

Doctor and dental appointments **must** be made outside of school hours.

Saving Smiles



Children in the **Infant School** regularly brush their teeth in class every day after lunch. Each child is given their own toothbrush and we will provide the toothpaste. If you do not wish your child to take part in this project, please let the school office know.



School Uniform

Clothes that are set aside for school help children to feel they belong to our school. The Governors and all staff are eager to promote positive attitudes to school and all children are expected to wear school uniform.

Our school uniform is currently a choice of:

Skirt or trousers - black or grey
Shirts, T shirts and blouses - white
School sweatshirts or jumpers - navy blue
Summer dresses - navy blue

School sweatshirts and cardigans are available to buy from the Skoolkit shop in Havant.

Sensible shoes, with laces, velcro or buckles. Slip-ons and high heels are dangerous. No boots. Please encourage your child to manage all buttons, zips etc by himself/herself.

Please do not send valuable items into school i.e. jewellery or special toys, as it causes problems when these items are lost, broken or mislaid.



PE

In the interest of health, comfort and safety, we require a change of clothing for PE. Please provide a pair of shorts and a T-shirt for PE in a simple drawstring bag. PE kits will be sent home every half term for washing. Trainers are required for the summer term in the Infant School and all year in the Junior School.



Hairstyles

Children must have a neat and well-presented hair style. No patterns cut into hair or coloured hair is allowed. Long hair should be tied up using appropriate hair bands for school.



Make-up and nail varnish

Under no circumstances is make-up or nail varnish to be worn.

Jewellery in School

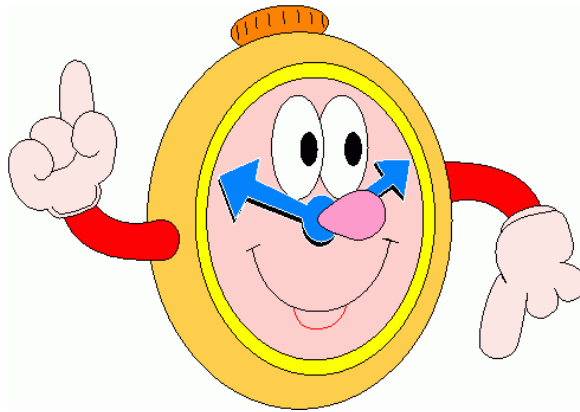
Only stud earrings

No earrings on PE days

No other jewellery may be worn

Watches are permitted

The *Governors* and *Executive Headteacher* will not accept any responsibility for accidents caused by earrings.



Lost property

We encourage children to take responsibility for their own clothes, hanging their coat on their peg, keeping clothes together when changing for PE. If an item of clothing is found and there is no name on it, it will be put in the lost property box. All lost property will be discarded after one term.

The Executive Headteacher and Governing Body cannot accept any responsibility for loss or damage to pupil's property.

The School Day at the Infant School

Morning: 9am - 12noon

Afternoon: 1pm - 3pm

Beginning and end of day

It is important to come to school on time in order to access valuable learning time and not disrupt other children in the class due to late arrival. Our doors open at 8.45am when children can go straight to their classrooms. Parents are welcome to stay and share books with their children until just before 9am. Outside doors and gates are shut promptly at 9am. If you arrive after 9am you will need to take your child to the office to be signed in.

At the end of the school day, please collect your child from the outside classroom door. Children will only be allowed to go home with a parent/guardian or a designated person. They are not allowed to go home with brothers or sisters.

If you or the teacher need a discussion, please wait until all the children have been dismissed. Sometimes the teacher may phone you at home for a conversation.

The School Day at the Junior School

Morning 8.50am - 12.15pm

Afternoon 1pm - 3pm

Beginning and end of the school day

Children line up in the playground before school and are collected by their teachers. Please meet your child in the playground at the end of the school day. If you arrive after 8.50am you will need to take your child to the office to be signed in.



Starting school in Early Years

You can prepare your child for starting school by:-

Talking to them about school, their day, their feelings, family life-everything!
Letting them talk to you, listening to what they have to say
Having good routines for getting up and going to bed
Reading stories, sharing books - less TV and computer time
Praising them for trying their best, being independent, doing the right thing
Giving them clear boundaries/rules that you stick to, so they understand what's right and wrong
Following through when they break the rules
Encouraging them to be independent, to do things for themselves and make choices
Encouraging them to get dressed on their own, including putting on and doing up their coat and finding their own clothes
Helping them to use a knife and fork to eat
Are able to dress and feed themselves independently
Playing, sharing, taking turns with lots of different children
Using the toilet independently, including washing hands

We have a carefully planned induction programme for when children start school aged 4/5 years which includes:-

Talking to pre-school keyworkers
Visiting your child in their pre-school setting
Children and adults getting to know each other
Fun activities to take part in together
Meeting for parents to meet teachers, LSA's and key members of the school community
Home visits

If you have any concerns about your child starting school contact us as we aim to make every child's start in school happy and successful. We appreciate that children have different needs and experiences.



Our School Rules



Be Kind

Be Respectful

Be honest

Be safe

Bullying

Bullying can occur at any school. Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else over a period of time. It may be physical, psychological or verbal. At the Infant age it is sometimes due to poor social skills. We will always treat reports of bullying seriously believing every child has the right to attend school without being bullied. Although we encourage all children to talk to adults in the school if there is a problem sometimes they prefer to tell someone at home. We are always happy for parents to come in to discuss their child's problem and together we will seek ways to help both the bully and the victim.

Please tell us about all matters regarding bullying. Please see the behaviour policy and anti-bullying policy on our website for more information.



School Lunches



All children in the Infant School are entitled to a free, hot, healthy meal at lunchtime. Children in the Junior School receive a free meal if they are entitled (see information below) or you can purchase a school dinner. This will consist of a main meal, including vegetables or salad, potatoes, pasta or rice. Plus a dessert choice of ice-cream, fruit jelly or a homemade pudding. Water is also served with lunch. The meals are all cooked on the school premises.

Lunch time is an important part of the school day where children are learning healthy eating habits and boosting their energy levels ready for learning in the afternoon.

The children select their choice, either meat/fish meal or vegetarian meal each morning. It is an important part for your child's independence and morning routine to choose their meal. So please read the menus to them and ask them to make their own choice.

Menus are on a three week cycle and are available at the school office. The menus are completely nut-free and free from over 70 artificial colours and preservatives that can affect a child's behaviour. We can even cater for children with medically proven allergies.

Throughout the year we arrange events which include inviting parents to sample our healthy meals, and we appreciate your comments, in order to help us to continually improve the lunch time experience.

Free School Meals for Junior School Children

If you are in receipt of any of the following, you need to complete an application form, which is available from the school office:-

Income Support

Income-based Job Seekers Allowance

Income-related Employment and Support Allowance

Support under Part VI of the Immigration and Asylum Act 1999

The Guaranteed element of State Pension Credit

Child Tax Credit, provided you are **not** also entitled to Working Tax Credit, and have an annual gross income of no more than £16,190 as assessed by HM Revenue and Customs.

Pupil Premium



If you are in receipt of any of the following, we would ask you to complete an application form, which is available from the school office.

Income Support

Income-based Job Seekers' Allowance

Income-related Employment and Support Allowance

Support under Part VI of the Immigration and Asylum Act 1999

The Guaranteed element of State Pension Credit

Child Tax Credit, provided you are **not** also entitled to Working Tax Credit, and have an annual gross income, of no more than £16,190 as assessed by HM Revenue and Customs

It is essential you complete the form as a high percentage of our school funding is based on the number of families in receipt of these benefits. This funding is essential for providing high quality teachers, support assistants and resources for your child's education.

Healthy Snacks



At the Infant School all children have fruit or vegetables during the school morning at snack time.

At the Junior School, there is a Tuck Shop which is open at break time. Children may choose from a number of items including fresh fruit and drinks and costs range between 20p and 50p. Alternatively, parents may choose to send their children in with fruit or fresh vegetables to eat at break times.

Water



Water is available throughout the day from water coolers situated throughout the school. Every child is provided with a water bottle at the beginning of September, for use in class. Replacement bottles are available from the school office at a cost of 30p.

Milk



The government provide free milk at snack time for all children aged under 5 years. If your child is entitled to pupil premium or you claim free school meals, your child will also be entitled to free milk. However, milk is available to all children so please contact the school office for further information.

Our School Curriculum



Our curriculum is all the learning and other experiences that we plan for our children to promote the development of knowledge, understanding and skills. The curriculum is broad and balanced and promotes spiritual, moral, cultural, mental and physical development and prepares children for the next steps in their learning journey. Our vision is to make the curriculum inspirational and irresistible and as such we regularly review it to ensure all learning is new and engaging. There is more information on the school website about our curriculum.

Educational Visits

Educational visits are an essential element of our curriculum. Every visit has a learning purpose and is usually used as a stimulus to introduce new learning. We visit a wide range of places from Staunton Country Park, local shops, to theatres, museums and environmental centres. We ask parents to make a voluntary contribution towards educational visits, with part of the cost being subsidised by the school.



Residential Visits

In Year 4, children have the opportunity to spend a week at Stubbington Study Centre for a special week of environmental studies.

Our Year 6 children have the opportunity to go on a residential. In previous years we have been to an adventure centre on the Isle of Wight and the PGL Centre in Guildford; taking part in activities such as abseiling, canoeing and archery.

ICT at Riders



In the Infants we have computers in every classroom as well as a number of netbooks for the children to use. In the Juniors we have laptops available for every class too. We have tablet computers in every class, in both schools.

Each class has their own blog so that parents can keep up-to-date with what their children are learning. These can be viewed at www.ridersblogs.co.uk and we welcome comments from children, parents and other visitors too!

After School Clubs



We offer a variety of after school clubs. These run from 3pm to 4pm (or 4.15pm) and generally last for a term. We cover topics such as football, multi sports, singing karate and art. Please note that places are not guaranteed on our clubs and that this is not an after school care provision.

Breakfast Club



Breakfast Club is held in the Junior school hall and is run jointly by the Infant and Junior school staff. It is open from 7.30 a.m. and currently costs £1.50 a day. The last breakfast of cereal, toast and a drink of fruit juice, is served at 8.20am. There is no need to book a place, children can be signed in on their arrival.

Building Learning Power

At Riders we believe that learning to learn is about supporting children to:-

Meet the world with resilience, curiosity and creativity
Create an intellectually curious community
Love the fact that learning is difficult

We currently use a range of tools to achieve this community, specifically Building Learning Power.

Each Learning Power is represented by an easily recognisable symbol; these are animals which are displayed in each of the classrooms around the school and also in displays where specific learning powers have been recognised. Each learning power enables your child to become a more confident and independent learner. Children at Riders know that giving up on learning is not an option !

Library



We have a well-equipped library with a computerised borrowing system.

Rainbow Reading Challenge - Infant School



The Rainbow Reading Challenge rewards regular reading at home. Children collect stamps every time they read or are read to at home. 20 stamps earns a flag, for 50, 100 and 150 stamps, medals are given in weekly celebration assembly. Once a child has received 200 stamps they are awarded a Rainbow Reading Champions Cup at the end of the year. **Parents are expected to read with their child every day.**

Reading may involve reading to someone else or themselves, being read to, sharing the reading, talking about books and can include story and information books, comics, food packets, road signs, car number plates, newspapers etc. Reading at home is important to develop the language of story, which helps with reading and writing, increase vocabulary through hearing new words, practice learnt skills and to talk about the books they have read. Every child who joins the school, receives a free book bag.

Accelerated Reader – Junior School



Accelerated Reader has had an amazing impact on reading standards at Riders Junior School. Children love reading the books and then complete a quiz, getting immediate feedback. The children are excited about their reading and hugely motivated by their progress. Teachers can easily monitor children's progress and can set personalised goals for each child. There is a reward system in place; rewarding children for the number of times they achieve 100% on a quiz as well as the amount that they are reading. Rewards include certificates, books and stationery.

Special Needs



We strive to provide an inclusive, caring, organised and stimulating place of learning for all our children and value and respect our children regardless of their abilities or behaviour.

Children develop differently, academically, socially, physically and emotionally. Class teachers are responsible for the progress of all children in their class and will identify children with Special Educational Needs, and with the support of our Inclusion Leader, Karen Finch, plan individual targets to support their progress. If necessary outside specialist support will be sought.

More Able Children

We aim to extend our more able children at all times and support is also given to them in smaller groups. We encourage every kind of talent. We believe that our able children should have the opportunity to develop and realise their true potential. We aim to provide learning opportunities that offer challenge, intellectual stimulation and an enriched curriculum. We will show concern for the children's emotional, social and intellectual growth and well-being. We believe that the able child needs as much support, guidance and encouragement as those with special needs.

Phoenix Pre-School

Phoenix Pre-School is a privately-run, sessional day care provider for children aged 2 years 9 months to 4 years old. They operate from a purpose-built unit within our school grounds. We have excellent links with their staff and children throughout the year. The pre-school runs morning and afternoon sessions every day.

If you want to know more about the pre-school you can visit them by calling in or by telephoning 02392 498500.

Complaints



Complaints are usually due to a misunderstanding. If you are worried or upset about anything, **please** come to school and discuss it with your child's teacher, the Head of School or the Executive Headteacher.

Should it be necessary there is a procedure for formal complaints, which can be explained to you.

Your complaint will be dealt with promptly and will follow Hampshire and National guidelines. These can be seen at school and this formal procedure for complaint will be explained sympathetically.

This booklet for parents was correct at the time of printing, but Government legislation, County Council policy and the particular circumstances of the school might create the need for some organisational changes or adjustments in policy. We will always keep you informed of these changes by newsletter.

Riders Infant School

Admission Policy 2018-2019

This policy will apply to all admissions from 1 September 2018, including in-year admissions. It will be used during 2017-18 for allocating places for September 2018 as part of the main admission rounds for Year R. It does not apply to those being admitted to nursery provision.

Hampshire County Council is the admission authority for Riders Infant School. The admission arrangements are determined by the County Council, after statutory consultation.

The published admission number (PAN) for Riders Infant School for 2018-2019 is 90. The County Council will consider first all those applications received by the published deadline of midnight on Monday 15 January 2018. Notifications to parents offering a primary or infant school place will be sent by the County Council on 16 April 2018.

Applications made after midnight on 15 January 2018 will be considered after all on-time applications have been fully processed unless exceptional circumstances merit consideration alongside on-time applications.

For the normal admission round, all on time preferences will be considered simultaneously and ranked in accordance with the admission criteria. If more than one school can offer a place, the parent's highest stated available preference will be allocated.

Admission Criteria

If the school is oversubscribed, places will be offered up to the PAN in the following priority order:

1. Looked after children or children who were previously looked after (see (i) in Definitions).
2. (For applicants in the normal admission round only) Children or families who have a serious medical, physical or psychological condition which makes it essential that the child attends Riders Infant School rather than any other. (Appropriate medical or psychological evidence must be provided in support.)
3. Children of staff (see (ii) in Definitions) who have, (1) been employed at Riders Infant School for two or more years at the time at which the application for admission to the school is made, or (2) have been recruited to fill a vacant post for which there is a demonstrable skill shortage.
4. Children living in the catchment area of Riders Infant School (see (iii) in Definitions) who at the time of application have a sibling (see (iv) in Definitions) on the roll of Riders Infant School or the linked junior school: Riders Junior School, who will still be on roll at the time of admission. [See 7 for additional children who may be considered under this criterion.]
5. Other children living in the catchment area of Riders Infant School.
6. Children living out of the catchment area of Riders Infant School who at the time of application have a sibling (see (iii) in Definitions) on the roll of Riders Infant School or the linked junior school: Riders Junior School, who will still be on roll at the time of admission. [Where a sibling was allocated a place at the school or linked junior school in the normal admission round in a previous year because the child was displaced (see (v) in Definitions) from the catchment school for their address, the application will be considered under 4, above, subject to the siblings still living in the catchment area. In future normal admissions rounds a younger sibling will be considered to have been displaced where they were allocated a place at the school or linked junior school under this criterion as a consequence of their elder sibling's displacement and they remain living in the catchment area].

7. Other children.

Definitions

(i) Looked after children are defined as those who are (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989). Previously looked after children are those who were looked after but ceased to be so because they became subject to an adoption order, child arrangements order or special guardianship order. An adoption order is an order under section 46 of the Adoption and Children Act 2002 or section 12 of the Adoption Act 1976. Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

(ii) 'Staff' includes all those on the payroll of the school. 'Children of staff' refers to situations where the staff member is the natural parent, the legal guardian or a resident step parent.

(iii) The child's permanent residence is where they live, normally including weekends and during school holidays as well as during the week, and should be used for the application. The permanent address of children who spend part of their week with one parent and part with the other, at different addresses, will be the address at which they spend most of their time.

(iv) 'Sibling' refers to brother or sister, half-brother or half-sister, adoptive brother or adoptive sister, foster brother or sister, step brother or step sister living as one family unit at the same address. It will also be applied to situations where a full, half or adopted brother or sister are living at separate addresses. Categories 3 and 6 include children who at the time of application have a sibling for whom the offer of a place at the preferred school has been accepted, even if the sibling is not yet attending. It also includes, in the normal admissions round, children who have a sibling on roll in Year 2 at the preferred infant school at the time of application, whose parent has made a successful on-time application for a Year 3 place at the linked junior for that sibling, to be notified on the national offer date.

(v) 'Displaced' refers to a child who was refused a place at the catchment school in the normal admissions round having named it in the application and was not offered a higher named preference school.

Tie-breaker

If the school is oversubscribed from within any of the above categories, straight line distance will be used to prioritise applications; applicants living nearer the school have priority. Distances will be measured from the Ordnance Survey home address point to the school address point using Hampshire County Council's Geographic Information Systems (GIS). Distances to multiple dwellings will give priority to the ground floor over the first floor and so on. On individual floors, distances will be measured to the stairs leading to the communal entrance. Where two or more applicants are equidistant, random allocation will be used to allocate the place. An explanation of the random allocation procedure is available on the County website.

Additional Information

1. Pupils with an education, health and care plan or statement of SEN

The governors will admit any pupil whose final education, health and care plan or statement of special educational needs names the school. Where possible such children will be admitted within the PAN.

2. Multiple births

Where a twin or child from a multiple birth is admitted to a school under this policy then any further twin or child of the same multiple birth will be admitted, if the parents so wish, even though this may raise the number in the year group above the school's PAN.

3. Fair Access placements by the local authority

The local authority must ensure that, outside the normal admission round, all children, especially the most vulnerable, are placed in school as quickly as possible. It may therefore sometimes be necessary for a pupil to be placed by the local authority, or a local placement panel acting on behalf of the authority, in a particular school even if there is a waiting list for admission. Such placements will be made in accordance with the provisions of the local authority's Fair Access Protocol. The Protocol is based on legislation and government guidance.

4. School Closures

In the event of a school closure, pupils from the closing school may be given priority for any school nominated as the receiving school. Specific arrangements will be determined by the Local Authority in accordance with the School Admissions Code and will be published at the time for the specific schools affected.

5. Waiting lists

When all available places have been allocated, waiting lists will be operated by schools on behalf of the local authority. Any places that become available will be offered to the child at the top of the list at that time. The waiting list is ordered according to the criteria of the admission policy with no account being taken of the length of time on the waiting list or any priority order expressed as part of the main admission round. Fair Access admissions and school closure arrangements will take priority over the waiting list.

The waiting list will be reviewed and revised –

- each time a child is added to, or removed from the waiting list;
- when a child's changed circumstances affect their priority;

At the time of receiving an application decision from the County Council or a school, parents will be advised of the process for adding their child's name to a school's waiting list. Parents may keep their child's name on the waiting list of as many schools as they wish.

The waiting list will be maintained until 31 August 2019, at which point all names will be removed. Should parents wish their child to be considered for a place at the school in the following school year, they should complete and submit a fresh in-year application in the August preceding the new school year. Schools will send a decision letter within the first 10 days of the new term.

6. Starting school

Pupils born between 1 September 2013 and 31 August 2014 (inclusive) are entitled to full-time schooling from September 2018. Parents can request that their child's admission is deferred until later in the school year (usually at the start of a school term and before the end of the academic year), but not beyond the point they reach compulsory school age, at the beginning of the term following their fifth birthday. Parents can request that their child attends part-time until the child reaches compulsory school age.

Children with birthdays between:

- 1 September and 31 December 2013 (inclusive) reach compulsory school age on 31 December 2018, at the start of the Spring term.
- 1 January and 31 March 2014 (inclusive) reach compulsory school age on 31 March 2019, at the start of the Summer term;
- 1 April and 31 August 2014 (inclusive) reach compulsory school age on 31 August 2019, at the start of the new school year.

Parents of children with birthdays between 1 April and 31 August 2014 (inclusive), whose child has not started in a Year R class during the 2018-19 school year, may wish to request admission to Year R in September 2019 rather than admission to Year 1. In these circumstances, all relevant factors will be considered in assessing the request; parents would be expected to state clearly why they felt admission to Year R was in their child's best interests. It is recommended

that parents considering such a request contact the local authority in the autumn term 2017 to ensure that an informed decision is made. [Parents should refer to the Hampshire County Council webpage: www.hants.gov.uk/ad-summerborn.]

7. Admission of children outside their normal age group

Parents can seek places outside their normal age group. Decisions will be made on the basis of the circumstances of each case; parents may be offered a place in another year group at the school.

8. Legislation

This policy takes account of all Equalities legislation, together with all relevant regulations and the School Admissions Code (published by the DfE in 2014).

Riders Junior School Admission Policy 2018-2019

This policy will apply to all admissions from 1 September 2018, including in-year admissions. It will be used during 2017-18 for allocating places for September 2018 as part of the main admission rounds for Year 3.

Hampshire County Council is the admission authority for Riders Junior School. The admission arrangements are determined by the County Council, after statutory consultation.

The published admission number (PAN) for Riders Junior School for 2018-2019 is 90. The County Council will consider first all those applications received by the published deadline of midnight on Monday 15 January 2018. Notifications to parents offering a primary or infant school place will be sent by the County Council on 16 April 2018.

Applications made after midnight on 15 January 2018 will be considered after all on-time applications have been fully processed unless exceptional circumstances merit consideration alongside on-time applications.

For the normal admission round, all on time preferences will be considered simultaneously and ranked in accordance with the admission criteria. If more than one school can offer a place, the parent's highest stated available preference will be allocated.

Admission Criteria

If the school is oversubscribed, places will be offered up to the PAN in the following priority order:

1. Looked after children or children who were previously looked after (see (i) in Definitions).
2. (For applicants in the normal admission round only) Children or families who have a serious medical, physical or psychological condition which makes it essential that the child attends Riders Junior School rather than any other. (Appropriate medical or psychological evidence must be provided in support.)
3. Children of staff (see (ii) in Definitions) who have, (1) been employed at Riders Junior School for two or more years at the time at which the application for admission to the school is made, or (2) have been recruited to fill a vacant post for which there is a demonstrable skill shortage.
4. Children who at the time of application are on the roll of Riders Infant School.
5. Children living in the catchment area of Riders Junior School (see (iii) in Definitions) who at the time of application have a sibling (see (iv) in Definitions) on the roll of the school or the linked infant school, Riders Infant School, who will still be on roll at the time of admission. [See 7 for additional children who may be considered under this criterion.]
6. Other children living in the catchment area of Riders Junior School.
7. Children living out of the catchment area of Riders Junior School who at the time of application have a sibling (see (iv) in Definitions) on the roll of Riders Junior School or Riders Infant School who will still be on roll at the time of admission. [Where a sibling was allocated a place at Riders Junior School or Riders Infant School in the normal admission round in a previous year because the child was displaced (see (v) in Definitions) from the catchment school for their address, the application will be considered under 4, above, subject to the siblings still living in the catchment area. In future normal admissions rounds a younger sibling will be considered to have been displaced where they were allocated a place at Riders Junior School or Riders Infant School under this criterion as a consequence of their elder sibling's displacement and they remain living in the catchment area].

8. Other children living out of the catchment area of Riders Junior School.

Definitions

(i) Looked after children are defined as those who are (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989). Previously looked after children are those who were looked after but ceased to be so because they became subject to an adoption order, child arrangements order or special guardianship order. An adoption order is an order under section 46 of the Adoption and Children Act 2002 or section 12 of the Adoption Act 1976. Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

(ii) 'Staff' includes all those on the payroll of the school. 'Children of staff' refers to situations where the staff member is the natural parent, the legal guardian or a resident step parent.

(iii) The child's permanent residence is where they live, normally including weekends and during school holidays as well as during the week, and should be used for the application. The permanent address of children who spend part of their week with one parent and part with the other, at different addresses, will be the address at which they spend most of their time.

(iv) 'Sibling' refers to brother or sister, half-brother or half-sister, adoptive brother or adoptive sister, foster brother or sister, step brother or step sister living as one family unit at the same address. It will also be applied to situations where a full, half or adopted brother or sister are living at separate addresses. Criteria 4 and 7 include children who at the time of application have a sibling for whom the offer of a place at the preferred school has been accepted, even if the sibling is not yet attending.

(v) 'Displaced' refers to a child who was refused a place at the catchment school in the normal admissions round having named it in the application and was not offered a higher named preference school.

Tie-breaker

If the school is oversubscribed from within any of the above categories, straight line distance will be used to prioritise applications; applicants living nearer the school have priority. Distances will be measured from the Ordnance Survey home address point to the school address point using Hampshire County Council's Geographic Information Systems (GIS). Distances to multiple dwellings will give priority to the ground floor over the first floor and so on. On individual floors, distances will be measured to the stairs leading to the communal entrance. Where two or more applicants are equidistant, random allocation will be used to allocate the place. An explanation of the random allocation procedure is available on the County website.

Additional Information

1. Pupils with an education, health and care plan or statement of SEN

The governors will admit any pupil whose final education, health and care plan or statement of special educational needs names the school. Where possible such children will be admitted within the PAN.

2. Multiple births

Where a twin or child from a multiple birth is admitted to a school under this policy then any further twin or child of the same multiple birth will be admitted, if the parents so wish, even though this may raise the number in the year group above the school's PAN.

3. Fair Access placements by the local authority

The local authority must ensure that, outside the normal admission round, all children, especially the most vulnerable, are placed in school as quickly as possible. It may therefore sometimes be necessary for a pupil to be placed by the local authority, or a local placement panel acting on behalf of the authority, in a particular school even if there is a waiting list for admission. Such placements will be made in accordance with the provisions of the local authority's Fair Access Protocol. The Protocol is based on legislation and government guidance.

4. School Closures

In the event of a school closure, pupils from the closing school may be given priority for any school nominated as the receiving school. Specific arrangements will be determined by the Local Authority in accordance with the School Admissions Code and will be published at the time for the specific schools affected.

5. Waiting lists

When all available places have been allocated, waiting lists will be operated by schools on behalf of the local authority. Any places that become available will be offered to the child at the top of the list at that time. The waiting list is ordered according to the criteria of the admission policy with no account being taken of the length of time on the waiting list or any priority order expressed as part of the main admission round. Fair Access admissions and school closure arrangements will take priority over the waiting list.

The waiting list will be reviewed and revised –

- each time a child is added to, or removed from the waiting list;
- when a child's changed circumstances affect their priority;

At the time of receiving an application decision from the County Council or a school, parents will be advised of the process for adding their child's name to a school's waiting list. Parents may keep their child's name on the waiting list of as many schools as they wish.

The waiting list will be maintained until 31 August 2019, at which point all names will be removed. Should parents wish their child to be considered for a place at the school in the following school year, they should complete and submit a fresh in-year application in the August preceding the new school year. Schools will send a decision letter within the first 10 days of the new term.

6. Admission of children outside their normal age group

Parents can seek places outside their normal age group. Decisions will be made on the basis of the circumstances of each case; parents may be offered a place in another year group at the school.

7. Legislation

This policy takes account of all Equalities legislation, together with all relevant regulations and the School Admissions Code (published by the DfE in 2014).

Riders Federated Infant and Junior School - Acceptable Use Policy **(including internet and email)**

At Riders Federated Infant and Junior Schools we encourage the pupil's use of rich information and communication resources available through the internet, together with the development of appropriate skills to analyse and evaluate these resources. These skills are and will be fundamental in the society our pupils will be entering. However we also recognise our responsibility as a school for ensuring and teaching the safe use of the internet and other communications systems for all pupils and this policy outlines our strategy to protect pupils.

Pupil Protection

It is our aim to protect pupils from inappropriate or undesirable material. This includes:

- Obscene, offensive and illegal materials.
- Pupils feeling uncomfortable threatened or worried by material or information on websites and from email.

Additionally the school will never publish photos with the names of individual children. Where photographs are used in published materials, including the school website or brochure, the school will ensure that:

- Parental permission is given.
- Photographs of groups of children will be described as 'children investigating a science problem' for example.

Internet Access and Filters

Access to the internet is via computers, tablets and laptops located in classrooms and shared areas around the school, including the library area. All computers linked to the internet incorporate anti virus protection provided by Hampshire County Council. The broadband internet connection provided by Hampshire County Council incorporates a firewall which filters out the majority of sites which are inappropriate or undesirable for our children. Pupils are not allowed to use memory sticks in school or to bring them to school.

Guidelines for and supervision of in school use of the internet by pupils

The ICT Leader has overall responsibility for ensuring that safe use of the internet skills are planned into the curriculum at suitable levels. Supervised internet access is planned and encouraged as part of learning activities. Children are either given particular internet sites to use or taught how to use internet search engines appropriately (e.g. Junior Librarian, Google, Ask etc). Children should always be supervised when using internet search engines.

It is important that responsible use of the internet is taught and modelled to all pupils routinely in ICT and other lessons. Therefore children are only allowed access to the internet when supervised by a member of staff or when given permission to do so under the guidance of a member of staff. However due to the nature of information available via the internet, it is not possible to guarantee that particular types of material will never appear on the monitor. However children will be taught what to do should that happen. Neither the school nor Hampshire County Council can accept liability for any material accessed or any consequences thereof.

Copyright

All internet users are expected to respect the copyright of the materials both on the school network and the internet. Permission must be gained before using someone else's work.

Monitoring of the internet / school network

The ICT Technician regularly monitors the children's use of the internet, whilst pupils are taught that all staff can monitor their internet history and usage if needed. All files stored on the school system can be monitored by staff if needed.

Misuse of the internet

Any misuse of the internet will not be tolerated. In the first instance either the class teacher or ICT Leader will deal with the incident, unless the misuse is deemed to be so serious that it is referred to the Head Teacher. If a second instance should occur the ICT leader will deal with the incident and would usually impose a sanction, to reflect the severity of the incident. Should a third incident occur, this will be dealt with by the Executive Head Teacher and the child's parents will be informed.

Use of email and chat rooms in school

Pupils may use email or send messages to their school friends. Pupils are not allowed to use any other email facilities or social network sites from school. Pupils will be taught about internet security and why they should never give out passwords or personal details online.

Guideline for action following an encounter with inappropriate material

Responsibility for handling incidents involving a pupil will be taken by the ICT Leader in consultation with the Head Teacher and the pupil's Class Teacher. If a pupil discovers inappropriate material, the first priority will be to support the pupil. The pupil's parents will also be informed. If a pupil or staff member discovers an unsuitable site, the ICT Leader must be informed. Action will then be taken to have the site blacked by the internet provider.

Updated May 2014

PRIVACY NOTICE

For Pupils in Schools, Alternative Provision and Pupil Referral Units and Children in Early Years Settings

Privacy Notice - Data Protection Act 1998

We **Riders Federated Infant and Junior schools** are the data controller for the purposes of the Data Protection Act. We collect information from you about your child(ren) and may receive information about them from their previous school and Hampshire County Council. We hold this personal data and use/share it to:

- Support your child(ren)'s teaching and learning;
- Monitor and report on their progress;
- Contribute to improving your child(ren)'s health and reducing inequalities;
- Provide appropriate pastoral care;
- Statistical forecasting and planning; and
- Assess how well their school is doing.

This information includes contact details, national curriculum assessment results, attendance information and personal characteristics such as their ethnic group, any special educational needs and relevant medical information.

We will not give information about your child(ren) to anyone outside the school without your consent unless the law allows us to.

We are required by law to pass some information about your child(ren) to the Local Authority and the Department for Education (DfE)

We also have local arrangements in place where the school exchanges information with the school nurse and between the Riders Infant and Junior schools.

If you want to see a copy of the information about your child(ren) that we hold and/or share, please contact **Debbie Young, Riders Junior School**.

If you require more information about how the Local Authority (LA) and/or DfE store and use your information, then please go to the following websites:

For Hampshire County Council:

The County Council has their own privacy notice, which can be accessed via the following link:

http://www3.hants.gov.uk/hcc_csd_privacy_notice_-_generic_sept_2013_.doc

To see how your information is used by the LA:

<http://www3.hants.gov.uk/education/schools/schoolsdataprotection.htm#section242880-3>

and

For the DfE:

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datamanagement/privacynotices/b00212337/datause>

If you are unable to access these websites we can send you a copy of this information. Please contact the LA or DfE as follows:

- Data Protection Team
Children's Services
Elizabeth II Court (East)
The Castle
WINCHESTER
SO23 8UQ
Website: <http://www3.hants.gov.uk/learning>
email: childrens.services.dp@hants.gov.uk
Telephone: 01962 845320

- Public Communications Unit
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
Website: www.education.gov.uk
email: <http://www.education.gov.uk/help/contactus>
Telephone: 0370 000 2288

Federation of Riders Infant and Junior Schools Equality Policy

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together - our pupils, staff, governors and parents/carers. This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff). We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups. We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability - we understand that reasonable adjustments may need to be made

- Gender (including transgender) - we recognise that girls and boys, men and women have different needs
- Religion and belief - we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race - we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- Age - we value the diversity in age of staff, parents and carers
- Sexual orientation - we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status - we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity - we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Executive Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs