

Prospectus
2025-2026

Bourne Abbey

Church of England Primary Academy

Striving For Excellence, Caring For All

Within a loving and caring Christian environment



‘Every child will be valued, cared for and excel in our academy’



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Bourne Abbey
Church of England Primary Academy

If you and your child are joining our school community for the first time we look forward to a positive and successful partnership. If you already have a child here, we are pleased to renew the links between us. The purpose of this prospectus is to provide you with helpful information about the school's philosophy, aims and organisation, though we encourage you to visit the school to experience this on a more personal basis.

As a Church School, we not only encourage our pupils to strive for excellence in the core subjects, but to broaden their education, to embrace and develop the concepts of faith and spirituality, of hope and charity and to enable them to make more informed decisions later in life as broad-minded and knowledgeable world citizens. Parents and carers of other faiths should be reassured that they are sending their children to a school where all faiths are respected, protected and encouraged.

We see the development of our children as a partnership between home and school, where we work together to ensure all children achieve their potential. The concept of 'Take Care' is central to the way we live our lives in school. We take care and respect ourselves, others, our school, the environment and the world in which we live.

Warm, caring and trusting relationships are established between staff, pupils and parents/carers throughout the school. This helps give the children confidence as learners. The staff, trustees and governors provide role models for the pupils through shared values and support for one another.

As a thriving and friendly school, we aim to provide a wide range of learning experiences where children gain a positive self-image to help them on their path as successful and happy, life-long learners.

Every child at Bourne Abbey Church of England Primary Academy is valued as an individual. Collaboration is at the heart of all we do and we share expertise across networks of schools for the benefit of all children and to drive continued school improvement.

There are many opportunities at our school for children to develop their skills whatever their level of ability and to achieve their personal greatness and success in an environment of equal opportunity. It is important that we provide as many opportunities as possible so that children will have many experiences to develop their skills and talents.

We have a vision of a community in which each person is offered the opportunity to fulfil their potential and to understand themselves to be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all members of the school community. As inclusive and caring church schools, our commitment is to help pupils become thoughtful, open-minded and compassionate human beings who have the knowledge, skills and motivation they need to bring about positive transformation in the world.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can."

John Wesley

Striving for excellence, caring for all
Within a loving and caring
Christian environment.

Mrs Anna Petrie, Acting Head of School



'"Learning is fun!' is how pupils describe life at Bourne Abbey. **Ofsted, July 2021**

Working in Partnership

Trustees, governors and staff work in partnership with home, school and the community. We strongly believe that education is a partnership between home and school and we place a great deal of emphasis on our relationship with parents/carers. Children learn best when home and school work together for their benefit. We encourage a strong community spirit, where we show consideration and support for each other and understand differences. At Bourne Abbey we work together to develop co-operation and collaboration between children, parents, carers, staff, governors and the community.

The school works closely with parents/carers and has an 'Open Door' policy.

A child's life in school is a shared responsibility and we encourage you to play an active role in the life of the school. It is a partnership where we try to achieve the very best for the children. In line with National requirements parents/carers, children and staff are asked to sign the school's Home/School Agreement upon a child's admission. A copy can be found on our school website.

We want our school to be a place where we can:

- Value and respect each other
- Care for others
- Be honest and be trusted
- Be polite and considerate

School will then be a place where we can:

- Learn to work together
- Enjoy achievements
- Find new friends
- Feel safe
- Share ideas and problems

Learning together we must:

- Always do our best
- Take pride in our achievements
- Enjoy other people's achievements
- Listen politely to others and consider their feelings
- Remember to say "please", "thank you" and "sorry"
- Keep our school and ourselves neat and tidy
- Always tell somebody if we are worried or upset by anything

Working with the school

- Make sure that your child attends school, arrives punctually and is picked up punctually
- Come and talk with the class teacher regularly
- Make sure that the teacher knows about any home circumstances which may affect how your child behaves at school
- Ask the teacher what you can do to help at home
- Let the class teacher know if your child is worried or has any problems at school
- Make sure that your child wears a uniform and has their P.E. kit at school

How can you best help prepare your child for school?

We rely on you to let us know of anything that is likely to affect your child at school. This may be something permanent like a food allergy, asthma, or a physical problem. If a particular treatment is called for, tell us before the sudden onset of an allergic reaction, for example. If there is a minor upset, such as the demise of a favourite hamster, it can help if we know about that too! Before starting school, your child will be invited to the Foundation Stage classes for some half day visits. This is good preparation for a happy start to school.

'A child's life in school is a shared responsibility and we encourage you to play an active role in the life of the school. It is a partnership where we try to achieve the very best for the children.'

A message from the Interim Chief Executive Officer

Mrs Megan Shears



We fully embrace the thinking behind 'Every Child Matters' and feel that high expectations and a broad approach of supporting children and parents/carers are fundamental features of the provision at Bourne Abbey Church of England Primary Academy. We embed Christian Values and ensure they permeate throughout our policies, practice and every aspect of the children's learning and lives. Made in the image of God, all our children deserve to be the best they can be, regardless of background, faith or ability.

The school holds an important position as a long-established and highly-regarded educational establishment within the Bourne community. We have close links with our own Abbey Church and other local churches, charity groups and the Town Council, organising events and forums in association with them. Our pupils reach out to groups in the town and the wider environment, for example choir and music ensemble visits to senior citizens. We take part in music festivals and we also visit and learn about festivals of other faiths and religions, as well as supporting charities near and far. We have close links with other local primary and secondary schools.

It is the elements of 'Excellence and Enjoyment' that define our learning and teaching. This means that we are proactive in trying to ensure that all pupils' abilities and preferred learning styles are identified with appropriate learning and teaching strategies employed across all areas of the curriculum. We are not just a Thinking School, or Sport or Creative School; we strive to provide as many opportunities as possible. We seek high levels of attainment and achievement in the core subjects and across a broad curriculum. We encourage pupils to have a very positive self image and to be confident in their learning.

The PTFA, and parents/carers in general, play many important roles in the life of the school and as partners in the education process. These range from fundraising to helping in a multitude of planned and focused ways in class-based learning, out-of-school clubs and educational day and residential visits. We organise curriculum evenings, open days, workshops, training and coaching and Family Learning sessions to support this. Most importantly, we value and nurture this vital partnership and see it as a central feature of providing a quality and relevant education for all our pupils.

At Bourne Abbey Church of England Primary Academy you can be assured that your child's first steps on the ladder of education will be both happy and fulfilling. I look forward to welcoming you and your child into the community of our school. Please feel free to contact the school directly with any queries you may have.

'So in everything, do to others what you would have them do to you.' **Matthew 7:12**



An Inclusive & Caring School

"Through the '3 Rs' they learn about the importance of demonstrating respect for themselves, each other and the world around them." **Ofsted, July 2021**



3Rs

- Respect and take care of each other
- Respect and take care of ourselves
- Respect and take care of the environment and the world in which we live

RIGHTS RESPECTING SCHOOLS

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As a Church of England School we are inclusive & caring

Our Christian & British values are important to us. We clearly provide opportunities to develop deep understanding of core Christian values and how we can live our lives by these where we are guided by God to be the best we can be.

Our school values are based on our Three Rs:

- Respect and take care of each other
- Respect and take care of ourselves
- Respect and take care of the environment and the world in which we live

High aspirations

We offer our pupils a dedicated team of staff who are committed to developing the knowledge, skills, attitudes and understanding which will enable children to enjoy learning, achieve success and to feel content and fulfilled.

We know that the bar is, quite rightly, set high for education and we welcome this. We continue to develop our academy and be 'architects for the future of outstanding education' based on our partnership with Bourne Elsea Park Church of England Primary Academy and Colsterworth Church of England Primary School.

We encourage our children to have high aspirations and strive for the best. We want our children to be responsible and effective by the time they finish their journey at Bourne Abbey and move onto the next phase of their lives.

We believe that:
Together Everyone Achieves More...

At Bourne Abbey the aim is to empower all children to make good, positive decisions about behaviour, and to ensure there is a loving, caring and warm environment in which they can learn and feel part of a family. Our inclusive learning environment teaches our pupils to celebrate differences, help one another and promote a culture of tolerance and mutual respect. **In October 2022 we were re-accredited as a Gold Rights Respecting School.**

"Pupils feel safe at school. They know that everyone has a right to be treated fairly." **Ofsted, July 2021**

Before we say anything ...we check:

• Is it true? • Is it necessary? • Is it kind?



Central to our aim is the expectation that the children of Bourne Abbey Church of England Primary Academy will display high standards of behaviour and treat other people as they would wish to be treated themselves. At the heart of our belief is that all children are loved by God, are individually unique and that our school has a mission to help each child to fulfil his/her potential in all aspects of their personhood – physical, academic, social, moral and spiritual.

High standards of discipline are expected both in and out of classrooms. We have a positive approach to discipline, rewarding the good behaviour and manners expected of all children. Our Behaviour and Bullying Policy is based on reinforcing positive behaviour, as this is how children learn. There are a series of consequences if behaviour is not acceptable and rewards for good work and good behaviour, one of which is a weekly certificate presented in a Golden Book Collective Worship and to children in each class who have made an extra special effort during that week. All children are able to receive this as it is for a small area of improvement, especially in something they have found difficult. There are 'Lessons from the Geese' awards for those who support others. Remember that geese fly in a "V" formation so that they can support each other in a variety of ways.

Our Behaviour and Bullying Policy is available for all parents to read and outlines how we can learn to live together in work and play. Parents/carers are informed immediately if a child's behaviour gives cause for concern and a meeting is held to try and resolve any difficulties. There is a parents/carers booklet available that can be read with children.

Parents'/Carers' support

If you have worries or concerns about your child, do please let us know. If the matter is urgent, it is usually possible to have a quick word with your child's teacher at any time. If not, then the staff are always willing to make appointments to see you after school.

Bourne Abbey as a Church of England School

At Bourne Abbey, we provide a safe and stimulating environment where all can flourish as children of God. Core Christian values permeate all aspects of school life and the children live out these values in all that they do. Each term has a different Christian Value as a focus and the children take great pride in demonstrating how they are able to live this value out.

Collective Worship takes place daily and contributes significantly towards children's spiritual development. Spirituality is valued and scope for reflection is provided both within the curriculum and throughout the school. This deepens children's spiritual, moral, social, and cultural (SMSC) development.

We have close links with our own Abbey Church and other local churches, whilst also visiting and learning about festivals of other faiths and religions. We visit Bourne Abbey Church to celebrate Christian festivals and clergy from the Church frequently visit school.

The Christian distinctiveness of this excellent school draws on biblical teachings to underpin all actions and policies that enable all to flourish.
SIAMS, May 2023







Promoting British Values

The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs."

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. At Bourne Abbey, these values are reinforced regularly alongside our key Christian Values and Christian ethos.

Appreciation of diversity and difference
is enriched through the school.
SIAMS, May 2023

Democracy

Bourne Abbey is a UNICEF Rights Respecting school. Each year the children decide upon their class charter and the rights associated with these. All the children contribute to the drawing up of the charter. Children have many opportunities for their voices to be heard. We have a Student Council which meets regularly to discuss issues raised in class council meetings. The council has its own budget and is able to genuinely effect change within the school. All Student Council members for each class are voted in by their peers. The Student Council ensures that all pupils have ownership of the school, how it operates and therefore their education. At Bourne Abbey 'Every Child has a Voice'.

Rule of Law

The importance of laws, whether they be those that govern the class, the school or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school Collective Worship. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.



Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect

As a Rights Respecting School, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of those with different faiths and beliefs

Bourne Abbey is situated in an area which is not greatly culturally diverse, therefore we place a great emphasis on promoting diversity with the children. Collective Worships are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE, PSHE and Rights Respecting School Award teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths.


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Admission to School

The present policy for admissions into school is for all children to have the opportunity to start school in September following their fourth birthday to enable six full terms in the Reception classes. Admission information such as personal details, including emergency telephone contact numbers and medical problems are recorded. Please ensure that these details are kept up to date in the school office. Copies of the Admission Policy for School and Nursery are available from school.

Parents/carers of children about to start school are given the opportunity to visit the Reception classes to meet the class teacher and other key staff. We hold open days for prospective parents/carers and children. Dates of these can be obtained from the school office and are published on the school website.

Admissions to year groups other than the intake year

The governors and trustees will accept admissions into other year groups up to the published admission number (PAN) through Lincolnshire County Council's Co-ordinated Admissions Scheme unless this would cause an infant class to be unlawfully large or prejudice to the provision of efficient education or the efficient use of resources. If there are more applications than places then the current over-subscription criteria will be used to decide who should be offered the place. If there are no places then you will be told about the independent appeal system.

Abbey Ark Childcare

Abbey Ark Childcare caters for children from 2 to 4 years of age. Our opening hours are 7:30am - 6:00pm, 51 weeks of the year - we are closed between Christmas and New Year. Parents/carers can choose to use their government funded hours in the setting and also take advantage of the flexible sessions and 'top up' to meet their childcare needs. High quality wrap around care is available for school aged children (Reception - Year 6). This is available through fee-paying sessions at our Breakfast Club and Kids' Club (open from 7:30am and 3:15 - 6:00pm). For more information and a list of our competitive prices please contact the school on 01778 422163.

"Ambitious word choices and meaningful role play help children in the early years to encounter rich vocabulary." **Ofsted, July 2021**

Early Years Foundation Stage

Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage your child will embark on an incredible learning journey, full of exciting and stimulating experiences that lay firm foundations for the rest of their school life.

The Early Years Foundation Stage consists of:

- Abbey Ark Childcare which offers sessional and all-day care for children aged 2-4 in a caring, safe environment. This includes funded places for those meeting the eligibility criteria for children aged 2-4.
- The Reception classes for 4-5 year olds.

Introducing your child to school

Your child will already have learnt a great deal by the time he/she enters our school. Most children attend a nursery or playgroup, but for others school will be his/her first experience as part of a group. We make this transition as smooth as possible.

The children will attend school full-time in September. We will invite your child to visit school for short taster sessions and one full morning session in the term before they start school. We find this helps children develop confidence before they join us. We want this to be a happy experience for your child. If you believe he/she will be unsure in any way, you may stay for the early session to help settle him/her. We will let you know the dates by letter.

Our aims

The aims of the Reception Team are to:

- Provide a well planned and resourced curriculum
- Meet the emotional, spiritual and educational needs of each child
- Help children learn and provide opportunities for all children to succeed
- Provide an atmosphere of care and feeling valued
- Encourage each child to become independent

Tapestry Online Learning Journal

During your child's time in Reception, staff will make observations about their learning and development. Observations may take the form of photographs, videos and conversations. Observations will be uploaded onto your child's online Learning Journal called Tapestry.
We will ask for your email details and then a login will be provided giving you access to the Learning Journal. Please feel free to add to your child's journal by including comments about the observations or uploading those 'WOW' moments from home. We hope that you enjoy the instant accessibility to your child's Reception journey and an insight into their school day!




Little Rabbit Foo Foo

Article 28: You have the right to a good quality education.

Article 29: Your education should help you use and develop your talents and abilities.

Article 42: You have the right to know your rights.

School Curriculum

Our Vision

We have a vision of a community in which each person (child and adult) is offered the opportunity to fulfil their full potential and to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all members of the school community. As inclusive and caring church schools, our commitment is to help pupils become thoughtful, open-minded and compassionate human beings who have the knowledge, skills and motivation they need to bring about positive transformation in the world. This is because we know we are all God's children and all can articulate this.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can."

John Wesley

The curriculum is at the heart of our school and vehicle to achieve our vision because it is through a broad, balanced and engaging curriculum that a life-long passion for learning is ignited and children are given the best possible chance to succeed. We recognise that children are created in the image of God but also value their individuality as they explore their own God given talents and are treated with respect and dignity at all times. Our children's spiritual development is not left to chance. Opportunities for spiritual discussion are planned throughout the curriculum. Our intent is to give all members of our community every opportunity to achieve the highest of standards and a a wealth of cultural capital and the essential knowledge and skills that children need to prepare themselves for future success. We believe that our broad and balanced curriculum, underpinned by British and Christian values and rich in language, knowledge and skills, plays a major part in delivering excellence. Our curriculum development journey will always be ongoing as we are constantly revisiting and revising our curriculum design in light of research and our children's needs. Our curriculum drivers for the journey are...

- Respect for all
- Spirituality
- Personal Growth
- Success and Flourishing
- Community – local, national and global

How does our curriculum work?

The objectives set in the National Curriculum ensure that children are working to the national standard and being continually supported and challenged. However, the National Curriculum is just one element in the education of every child. It provides a brief outline of objectives around which teachers and subject leaders base the core knowledge, creating exciting and stimulating lessons with the understanding that they have the freedom to extend beyond the National Curriculum specifications to meet the needs of the children in our care.

Our curriculum is implemented through meaningfully linked topics, however we

understand the importance of subject specific knowledge and skills and where meaningful links cannot be made subjects are taught discretely so that children can develop deep and embedded subject knowledge. The curriculum offers clear progression and provides many opportunities for pupils to develop a wide range of skills. Pupils frequently revise key elements of each subject, supporting their retention of key information.

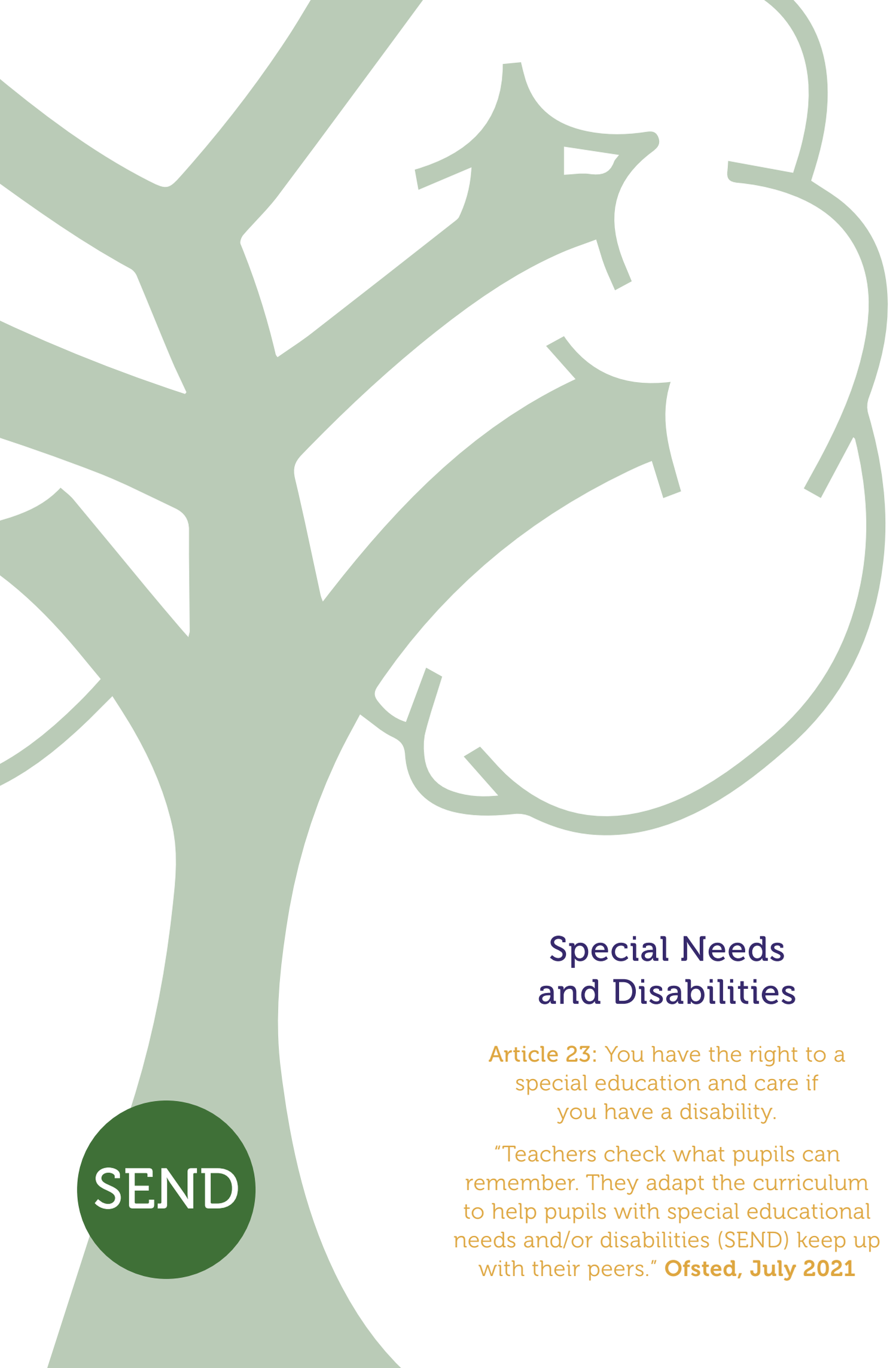
Our curriculum is brought to life through a range of teaching and learning styles, visits out, visitors to school, role play, theme days and many more creative and imaginative activities which help deepen and strengthen learning throughout a topic, building on skills and knowledge from previous years. We actively seek to overcome the barriers to learning that can hinder or exclude individual pupils, or groups of pupils. We make this a reality through the attention we pay to the different individuals, and groups of children within our schools.

In KS2 we really enjoy working with our local secondary schools to enhance our pupils' learning through the use of subject specialisms. Our broad and balanced curriculum is complemented by a fun and vibrant range of extra-curricular clubs, which take place at lunchtime and after school. We always seek to discover and nurture special talents within each child. There is something for everyone in our extra-curricular programme!

"the school provides a stimulating, engaging and challenging education for all. This promotes curiosity and the pursuit of excellence."
SIAMS, May 2023

Please see our school website and Teaching, Learning and Curriculum Policy for further information on our intent, implementation and impact of the curriculum.





SEND

Special Needs and Disabilities

Article 23: You have the right to a special education and care if you have a disability.

"Teachers check what pupils can remember. They adapt the curriculum to help pupils with special educational needs and/or disabilities (SEND) keep up with their peers." **Ofsted, July 2021**

Pupils are celebrated as individuals and encouraged to be the best they can.
SIAMS, May 2023

The school has a policy for meeting the needs of children with special educational needs, whether an EHC Plan or statement of those needs has been issued by the County or not. Our SEND Policy is reviewed annually and from September 2014 it reflects the changes arising from new legislation.

The SEND policy includes information about the school's processes and procedures. The school attempts to identify any problems at an early stage, monitors progress, involves parents/carers as much as possible, and then, while matching work to the child's needs, provides support, both from the school's own resources and from outside agencies.

A copy of the full policy is available in school, and on the school website detailing such things as admissions, access facilities, use of resources, monitoring, staff training and partnership with parents/carers. Our SEND information report is also available on our school website. This details information about the provision that is made for our pupils with SEND.

We have a close relationship with our local secondary schools, which receive most of our children after their final junior year. A lot of care is taken to ease the transfer from primary to secondary school of all children, but special attention is paid to supporting those who have particular reasons for concern. A great deal of work is done throughout the Bourne family of schools on meeting the special needs of all children, and is an example of shared expertise and experience across a supportive group of schools.

The staff, trustees and governors of Bourne Abbey C of E Primary Academy believe in a whole school approach to special needs. Where, working together with parents/carers, we develop the greatest possible degree of partnership, co-ordinating all that we do for the benefit of the children.

We accept the fact that any child, at any time, could have a special need, which must be addressed. We aim to remove the barriers to learning and encourage each child to develop their full potential intellectually, emotionally, physically, socially and be fully integrated into school life. Equally we recognise that some children are 'Able and Talented' and we make provision for this in the curriculum.

We aim for every child to receive a broad and balanced curriculum with early identification of needs, well organised and individually structured programmes of work, regularly monitored and reviewed by staff and parents with purposeful involvement of the child concerned. All children participate in the full curriculum to the best of their ability. Learning experiences are closely matched to their needs. Homework is set at their level and is achievable.

The school finances Learning Support Teaching Assistants to support SEND in conjunction with the Local Authority.

The school is well resourced to allow for the admission of pupils with a disability and such pupils, while receiving appropriate specialist support, are treated as favourably as all the pupils in the school.

If a child has complex needs requiring specific arrangements they may undergo a Statutory Assessment Process which can be requested by the school, a parent/carer or other professionals. The application for an Education, Health and Care Plan will combine information from a variety of sources. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Further information about EHC Plans can be found via the SEND Local Offer. Search for Lincolnshire Local Offer online.

Educational Visits and Health & Safety

Educational Visits

All our children are given the opportunity to take part in school visits. These happen throughout the academic year. They may range from a visit within easy walking distance, a day visit further afield or an extended residential stay. The first of these residential visits is for Year 4, who visit a PGL centre at Caythorpe. This involves a two-night stay, where expert tuition is given in a wide variety of adventure activities. In Upper Key Stage Two, the children have the exciting opportunity to venture further afield.

Charging and Remissions Policy

The trustees and governors have a policy of charging for board and lodgings on residential visits and for individual music tuition. Parents/carers are asked to make a voluntary contribution to the cost of travel and entrance fees on day visits. No child is prevented from attending, or is otherwise penalised, if his/her parents do not pay. However, our ability to provide a programme of day visits clearly depends on the level of contributions received.

Health & Safety

Children should not wear jewellery to school as it is not only unnecessary but can also be dangerous. Jewellery, including all ear-rings, must not be worn during P.E. lessons or swimming sessions. Children with newly pierced ears are permitted to retain the studs if the ears are taped with elastoplast.

Children on medication

Each teacher accepts responsibility for the care of the children in their class. Confidential records are kept in school so that staff can act quickly if individual problems occur. You will be asked to complete a form giving such details as doctor's name and telephone number and a contact number in case of emergency.

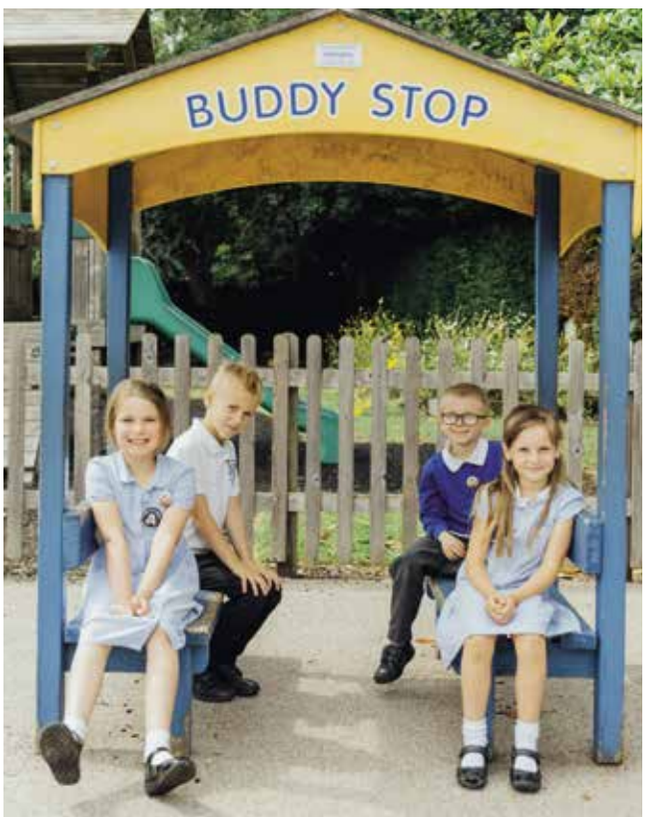
Parents/carers of children diagnosed as asthmatic are asked to complete an asthma form, providing information regarding their medication. A copy of the form can be found on our website.

The school has adopted Local Authority guidelines in this matter. If your child is ill, or has an infection, they should be kept away from school until no longer contagious. This includes head lice which can become a problem if not contained immediately. A letter will be sent home if this occurs. If your child needs medication at school, a form, which can be obtained from the school office, needs to be completed. However, parents/carers should make every effort to administer medication at lunchtime themselves. Where possible, doses can and should be altered so that no lunchtime dose is necessary. With all medications, the Medicines in School Policy is closely followed for the storage, administration and recording of medicines.

Safeguarding and Child Protection

Every school in Lincolnshire is required to follow a set procedure in cases of suspected child abuse. Headteachers are required to refer their concerns to the Lincolnshire Customer Services Team for further investigation so that children at risk can be identified quickly.

This procedure is intended to protect children from abuse. When a school refers a concern about a pupil to the Customer Service Team/Social Services it is not accusing the parents/carers of abuse but requesting that further investigation takes place to establish whether a child is at risk.





Personal, Social & Health Education and Citizenship

The PSHE and Citizenship curriculum at our school is intrinsically linked to the 'Every Child Matters' agenda:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-Being

We encourage the children to stay as healthy as possible, including having an awareness of E-Safety. We strive to give the children self-awareness and confidence to keep themselves and others safe. We give the children positive self-esteem, to enable them to have worthwhile and fulfilling relationships, while respecting the difference between people. We develop their independence and responsibility so that they can make the most of their own and others' abilities and play an active role as members of a democratic society.

Citizenship forms an integral part of the PSHE curriculum. It highlights the opportunities we have to make a positive contribution to society and helps our children to grow into informed reasonable citizens. We address this through Collective Worship, school visits, community events, rewarding good behaviour, dealing with unacceptable behaviour and playtime organisation. We also involve the children in the running of the school through our Student Council.

Mental Health and Wellbeing

At Bourne Abbey, we have a number of dedicated Teaching Assistants, who support pupils' emotional wellbeing. They are trained as Mental Health and Wellbeing First Aiders and work with individual children and small groups, supporting a number of different issues including building resilience, dealing with grief and managing worries.

RSE (Relationships & Sex Education and Drugs Education)

Children are taught at an age-appropriate stage about health and hygiene, medicines and drugs, relationships (especially friends and family) and puberty. Parents and carers are seen as partners in this process and are kept fully informed of the work undertaken, particularly in Years 4, 5 and 6.

Healthy Schools Award

The Healthy Schools initiative's mission was to ensure that all children have access to healthy school environments where they can learn and thrive.

The school must be informed of the cause of any absence by telephone before 9.30am on the morning of the first day of absence. **Please call: 01778 422163**

Attendance and Punctuality

The school day is 8:45 – 3:15 for Reception to Year 6.

Regular, punctual attendance is important if children are to achieve to the best of their ability. All absences must be reported to the school by letter or telephone so that registers can be marked accordingly. It is essential that your child arrives at school on time. This develops good habits and, if your child is late, valuable learning time is lost and a poor start made to the day. Lateness is noted in the attendance register. Regular late attendance can seriously affect a child's education and create bad habits. If persistent lateness or attendance is not resolved through school, other agencies may become involved.

Authorised absence includes; illness, sickness, medical appointments or a religious observance. Holiday during term time is not allowed and all requests for 'leave of absence' for any reason must be done through the school office. If you need to take your child out of school for an appointment, please inform your child's class teacher or contact the school office. Absence must, by law, be recorded and reported to parents/carers as part of each child's annual school report.

Absences

Parents and carers are asked to contact the school office by phone or in person before 9.30am if their child is absent from school. They are asked to update the school on a daily basis during the absence. We would appreciate notification of any infectious illness after this has been diagnosed.

If the school has not been notified of a child's reason for absence, a member of the Attendance Team will contact the parent/carer on the first morning by phone to ascertain the reason for the absence. Unexplained absences will be classed as 'unauthorised absence'.

If school cannot get in touch with you, we will follow the Local Authority 'Children Missing in Education' procedures.

Every effort should be made to arrange medical appointments outside school hours. If it is necessary for a child to be out of school for this reason, the child should be returned to school directly after the appointment.



School Meals

School meals are cooked on-site by our third party provider Ideal School Meals. For information on the cost please speak to the school office. The website and sample menus can be accessed at www.schoolmealsonline.co.uk. If hot meals are not ordered then parents/carers provide a packed lunch.

All pupils in Reception and KS1 are provided with a free school meal. We believe that the school lunchtime is a great opportunity for all our children to sit down together and enjoy their healthy and tasty meal, while developing their social skills. So we hope that all parents/carers will take up the offer of a free school meal for our Reception and KS1 pupils. It is very important that you still register for free school meals if you are in receipt of benefits, as the school will receive pupil premium funding for free school meals pupils. Further details are available from the school office.

School Milk Scheme

We are a 'Cool Milk' School. Parents/carers who wish for their children to continue to receive milk at school can pay for daily milk through the Cool Milk scheme.

Children who have free school meals are entitled to free milk up to their 7th birthday. All children need to be registered even if they are entitled to free milk.

All school children aged 4 to 6 are entitled to a free piece of fruit each school day.

School Uniform

The children are encouraged to wear school uniform; wearing clothing in combinations of royal blue and light grey with white shirts.

Smart sweatshirts, coats and P.E. kits marked with the school's logo are available through school. Please see the office team. Plain navy tracksuit trousers are permissible for P.E.

Jeans and trainers are not acceptable. Clothing should be sensible, and suitable for an active school day. Please ensure that all items of clothing are clearly named.

P.E. kit of a plain white T-shirt or house T-shirt and dark blue shorts should be kept at school in a clearly named bag. Plimsolls or trainers will also be needed for outdoor activities. Indoor activities are normally done in bare feet. Earrings should not be worn.

It is also advisable for each child to have an old shirt to wear to protect clothes from paint, clay and plaster. This can be kept in the P.E. bag and used as necessary. Aprons are provided for use in Infant Classes.

Swimming

We have swimming sessions at Bourne Leisure Centre.

When it is your child's turn for swimming sessions, swimming kit should be brought in a suitable waterproof bag on the appropriate day. If your child has to be excused from swimming on a particular day, a note of explanation should be sent in and given to the child's teacher.

Please note that for your child's safety, they should not wear baggy shorts or bikinis. Goggles can only be worn if a note is received at school. Earrings should not be worn by children during swimming sessions and all children should wear a swimming cap.



Open Evenings

There are two main open evenings a year, in the autumn and spring terms, that provide parents/carers with an opportunity to view their children's work and have a discussion with the class teacher. In the summer term parents/carers receive a written report and are invited into school to discuss any issues and to look at their child's progress.

Newsletters

We keep you informed of important events and activities by sending home regular newsletters via ParentMail and through updates on our website.

Ofsted

The school and Abbey Ark (pre-school provision) was last inspected by Ofsted in July 2021 and SIAMS in May 2023. Copies of the summary reports are available on request or on our school website.

Disclaimer

The school reserves the right to change or amend the arrangements laid out in this brochure should circumstances make it necessary. Parents/carers will, of course, be informed of any changes as they occur.

Complaints Procedure

We believe that children will thrive in the right environment, and we try hard to make our school a happy, safe and caring place. Sometimes things do go wrong however, and if you have a concern or a complaint we want to know about it so that we can do our best to put it right.

If parents/carers are unhappy with anything about the school they should be encouraged to talk to the teacher by contacting the school to make an appointment.

Parents/carers may be invited to speak to the Year Leader at this informal stage. If this is not appropriate the Deputy Headteachers should be contacted. All concerns will be reported to the Head of School, Executive Headteacher/CEO so that they are aware of the concern and what action is being taken.

In exceptional circumstances a parent/carer may feel that their complaint has not been resolved through the above stages, in which case they may wish to pursue the matter further and more formally. Please contact Mrs Jill Bates (Executive Administrator) who is Abbey Academies Trust's Complaints Co-ordinator. These details are available from the school office on request.



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bourneabbeyprimary.co.uk



Bourne Abbey

Church of England Primary Academy

Acting Head of School: Mrs Anna Petrie
01778 422163
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Abbey Road, Bourne,
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'Every child will be valued, cared for and excel in our academy'