Whitechapel Primary School

School Prospectus 2025/26



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'Growing & Learning Together'

WELCOME TO WHITECHAPEL PRIMARY SCHOOL

Whitechapel Primary School offers a unique educational experience set in the heart of an idyllic rural community. We are a forward-thinking school with high aspirations for all. Whitechapel is the school where children learn to achieve their goals in a caring, respectful environment. We work together to ensure that each child has the opportunity to grow and thrive in both the classroom and the outdoor learning environment so they become independent life-long learners.
It is our firm belief that our small size is a huge advantage. With enviable pupil to adult ratios, we quickly learn each child's interests and tailor learning experiences that engage and stimulate your child to achieve their potential. We educate your child for the modern world within a traditional country setting.

The Hornbeam maze, pond, school field, pavilion and raised growing bed enhance outdoor learning and the purpose-built Multi-Use Games Area (MUGA) and Village Hall spaces ensure that we can provide excellent sporting facilities all year around. The beautiful village, church, chapel and Beacon Fell are on our doorstep and the city of Preston and Longridge's facilities not too far away ensure that we have a rich learning environment within easy reach.

At Whitechapel, we firmly believe that we can only achieve the best for your child through close co-operation between home and school. Throughout your child's primary school career there will be many opportunities for you to share in your child's education. We do hope that you will work with us to make this a happy and successful learning period in your child's life of achievements.

This prospectus will give you information about the general organisation of the school and I feel sure it will answer most of your questions. I hope you will visit us soon to see for yourself how the whole school community work together for our children and so gain a sense of the caring, learning, thriving atmosphere throughout our school.

Mrs Nicola J. Noblett
Headteacher

Parents and the School

Welcome meetings are held at the beginning of the academic year to support children and parents with the transition to a new class and the differing expectations. A formal Parents' Evening is held early in the Autumn term to give all parents the opportunity to discuss how their children are settling and their progress.

Parents new to Reception are invited to attend an Induction meeting in the Summer term. This will be followed by a variety of open afternoons in the Autumn term to support the settling in process.

Parents are welcome to visit school at any time but if they wish to discuss children's progress or any concerns, it is better to make an appointment outside teaching hours, as there is very limited non-contact time. Any worries or concerns will be dealt with confidentially and sympathetically. The Class Dojo text service and teacher email is a secure method of communicating with your child's class teacher. Emails are checked on a regular basis but please phone the school office in urgent situations.
Parents are also invited to meet with teachers in both the Spring and Summer terms and a summative written report will be provided at the end of the Summer term.

Newsletters are sent regularly from School to home to keep parents informed of events and developments in School and our website is updated regularly and includes holiday lists, newsletters, photos of recent events etc.

The Parents, Teachers and Friends Association have been in operation since 1992 with parents elected as officers of the committee - Chairman, Secretary and Treasurer. Anyone is welcome at the meetings and the AGM is usually held in November.

UNIFORM

Uniform is available from Mary Frances, Derby Road, Longridge.

School sweatshirt/cardigan with logo (Colour-Winter Emerald)
White polo shirt (with collar)
Grey skirt/pinafore/trousers (no leggings)
White/grey socks or tights
Black shoes

In the Summer term, pale green gingham dresses and smart grey shorts may be worn.

PE Kit

PE T-shirt with school logo
Navy 'shadow' shorts or Navy skort
Black pumps-dance (optional)
Trainers –no flashing lights
Navy 'cuffed' jogging bottoms
Navy hoodie with school logo

NO jewellery may be worn at all in PE for safety reasons.

ALL CLOTHING/SHOES/WELLIES & COATS MUST BE CLEARLY NAMED so that anything that is mislaid can be easily returned to its owner.

Useful Information

The School day begins at 9:00am and ends at 3:30pm. There is a comfort break from 10:05am – 10:10am., morning break from 11:10am.-11:25am and a Key Stage 1 comfort break in the afternoon. The lunch break is taken from 12:30pm until 1:30pm when the majority of children have an excellent school meal cooked on the premises. The cost is £2.60 per day. Free school meals are available for all Key Stage One pupils. As a matter of courtesy, we ask that a **fortnight's notice** be given if children wish to change from dinners to packed lunch or vice versa. Milk is available for the infants and juniors and costs £18.00 per term. (free for those under the age of five years until the term of their 5th birthday)

Some children come to school by taxi, others are brought by private cars and some walk. Children who are aged under eight years and who live more than two miles from their nearest school are entitled to a place in the taxi and must apply to the Local Education Office for a taxi pass. Once children are eight years old the distance is increased to over three miles for free travel and so many children then have to pay for the use of the taxi.

Each year, we provide bicycle road safety training for our year 5 and 6 pupils through the company "Go Velo Bikeability". We also implement the LCC Road Safety Education Programme to all children in Key Stage 1 as part of our wider curriculum. To reinforce this learning, parental help is needed in setting safe examples for children to follow.

Admissions

Children may begin school at the beginning of the academic year (September 1st -August 31st) in which the child reaches their fifth birthday. At Whitechapel new starters begin an induction programme in June or July when the children will make four half-day visits. Children moving into the area can be admitted anytime in the school year by arrangement with the Headteacher and Lancashire Admissions service.

Reception Induction

This induction programme may alter from year to year according to the needs of staff and children, but parents will always be informed well in advance about all processes. Induction usually takes the form of weekly afternoon visits during the final summer term. The visits help the children to get to know each other and to find out a little about the school routine so that they make a happy and confident start to their school life. Our admissions number is fifteen and as a community school we follow the admission procedure as set out in the LCC booklet, "Information for Parents - Primary School Admissions".
Induction meetings for parents are held in the Summer term prior to the children starting. Subsequent meetings in the first term are designed to support parents with their child's blended learning, including a reading morning and a Wow afternoon.



British Values

The government has defined British Values as **democracy, the rule of law, individual liberty, mutual respect** and **tolerance of different faiths and beliefs.** We promote these values through our school using the curriculum and additional activities. Underpinning our school values is our family atmosphere and our strong, social, caring ethos.

Democracy

- We have an elected pupil council. This is used as an opportunity to promote and teach about democracy and the electoral process.
- We encourage children to take ownership and responsibility for different aspects of school life e.g. Table Servers, MUGA Pals
- The beginnings of democracy are taught through the historical research of the Ancient Greek civilisation.
- Democracy is also promoted through additional PSHE lessons and assemblies.

The Rule of Law

- We have high expectations about the pupil conduct and this is reflected in the Behaviour policy. There are rewards for exhibiting good and caring behaviour through things such as Class Dojos, Citizens'Award, Golden Awards and Headteacher's Awards.
- Through our school assemblies, circle time and PSHE children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even if that is difficult.
- The local police officer/PCSO visits school to talk to the children and explain about their role in society.

Individual liberty

- The school values and the PSHE programme, teaches children about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests in art, music, sport etc.
- Children are taught to keep themselves safe, including on-line. This is achieved through computing lessons, assemblies and outside organisations such as the NSPCC as well as through the PSHE curriculum.

Mutual respect

- We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and Single Equality Policy.
- Our school values, PSHE and circle time teaches children to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences.
- Mutual respect is also promoted through additional PSHE lessons and assemblies.
- Class and Playground charters are agreed with the children and are referred to regularly.

Tolerance of different faiths and beliefs

- Tolerance of different faiths and beliefs is promoted by the Lancashire Agreed Syllabus for Religious Education. Children learn about different religions, their beliefs, places of worship and festivals. The children's work is displayed in the classroom or around the school.
- This is supplemented by assemblies which also mark and celebrate significant religious festivals such as Christmas, Easter, Ramadan and Diwali.
- Visits are made by local religious leaders and children have the opportunity to visit places of worship.

Whitechapel Pre-School Playgroup

School maintains close links with Whitechapel Pre-school, which offers outstanding indoor and outdoor facilities, along with mature caring staff, to give children the very best start in their education. It is open Monday to Thursday 9am-3.30pm with Breakfast Club offered on Tuesdays, Wednesdays, and Thursdays (8am-9am). Their Afterschool Club runs on Mondays, Tuesdays, and Wednesdays 3.30pm-5.30pm, subject to availability. Pre-school accepts free government funding for eligible 2, 3 and 4 year olds and specialises in speech, language and communication. Places for the Pre-school fill up fast and it is advisable to book your child's place as early as possible.

Early Years Foundation Stage

When young children start school they will have had a wide range of different experiences, arriving with very different skills and interests. Teachers use these interests to help build and shape the curriculum. The aim is to provide well-planned and resourced experiences and enrichment activities that move children's learning forward in a fun and exciting way. We aim to help them to succeed in an atmosphere where they feel safe, secure and valued.

The Early Years Foundation Stage Framework

There are four guiding principles of the EYFS which are:

A unique child – every child is a competent learner from birth and can be resilient, capable, confident and self-assured.
Positive relationships – children learn to be strong and independent from a base of loving and secure relationships with parents and practitioners.
Enabling environments – Children learn and develop well in enabling environments with teaching support from adults, who respond to their individual interests and needs and help them to build their learning over time.
Learning and Developing – children develop and learn in different ways and at different rates. All areas of learning and development are equally important and inter-connected. The framework covers the education and care of all children in early years including those children with SEND.

These guiding principles are used to underpin the learning that your child will take part in during their time in the EYFS. Play underpins all development and learning for young children and therefore your child will take part in many practical indoor and outdoor learning experiences. This will help them to learn and develop their inquiring mind, while they are having fun!

Within the Early Years Foundation Stage Statutory Framework 2021 there are Early Learning Goals. These are divided as follows:

Three Prime Areas:
Communication and Language
Personal, Social and Emotional Development
Physical Development



Four Specific Areas:
Literacy
Mathematics
Understanding the World
Expressive arts and design

We recognise that parents and carers are a child's first, and most enduring, educators. It is essential therefore that we try to work together with parents ensuring :

- There is daily informal contact between parents and the key people at the end of the school day.
- Parents are welcomed into school to help in class on either a regular or occasional basis.
- A reading diary is used to encourage two-way communication between school and home.
- Parents are encouraged to become involved with their child in completing practical homework tasks.

Formal feedback about progress is provided at parents' evenings and in the annual school report.

Our School Curriculum

Whitechapel Primary School's bespoke curriculum is tailored specifically to the needs of our children. It has been designed by staff, in full consultation with governors, parents and children. Clear strategic planning ensures our curriculum is dynamic, broad and balanced, and well-matched to the context of the school and children. The curriculum ensures we build upon the life experiences of the children and provide opportunities for them to learn in a variety of environments.

Our carefully crafted curriculum incorporates the statutory requirements of the Early Years Foundation Curriculum and the National Curriculum. In addition, we include a wide range of learning experiences to develop essential life skills: self-control, confidence, social skills, motivation and resilience.

Each year we review our curriculum provision. Curriculum overviews are enhanced with greater opportunities for work outside the classroom to enhance learning and these are displayed on the school website under the 'School Curriculum' heading.

Children learn to read using the Red Rose Letters and Sounds programme. Reading books are closely matched to phonological knowledge to enable children to apply their learning when reading at home and at school. The reading schemes used in KS1 are rising stars 'Reading Planet' and Oxford Reading Tree 'Songbirds'.

English

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature by reading widely for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, and an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening: making formal presentations, demonstrating to others and participating in debate.

Mathematics

The National Curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Science

The National Curriculum for science aims to ensure that all pupils:



- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics

- develop understanding of the **nature, processes and methods of science** through different types of science enquires that help them to answer scientific questions about the world around them.

- Are equipped with the scientific knowledge required to understanding the **uses and implications** of science, today and for the future.

Computing

The National Curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science. including abstraction, logic, algorithms and data representation

- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.

- can evaluation and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

- are responsible, competent, confident and creative users of information and communication technology.



Design Technology

The National Curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products and the work of others
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Religious Education

RE is taught in line with The Lancashire Agreed Syllabus for RE 2021 “Searching for Meaning”. The syllabus aims to support pupils’ search for personal meaning exploring answers offered by religion and belief.

The syllabus is taught using the field of enquiry. In RE pupils are involved in enquiry into what it means to be human: knowing about and understanding religious and world views, and expressing and communicating ideas related to religion and world views.
Enquiry is active and explores:

- shared human experience
- living religious traditions
- beliefs and values
- the search for personal meaning

Pupils study Christianity, the other principle religions present in Great Britain, and philosophy.

Geography



The National Curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
    a) collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    b) interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    c) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

History

The National Curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Physical Education

We have excellent facilities for the provisions of P.E. children have access to the Sports Hall with full gymnastic equipment and the MUGA for team based games. PE takes place each Thursday and Friday and children are expected to attend school in the appropriate PE kit for the learning taking place. In addition, children in Year Four receive swimming tuition in-line with national expectations.

The National Curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
- have access to specialist coaches.

As part of our extra-curriculum provision, there are opportunities throughout the year for children to take part in Judo, fencing and other sporting activities. In 2019 the children achieved the School Games Silver Mark Award for their successes in local competitive sport and the bronze award in 2022. We look forward to applying again in the future.



Modern Foreign Languages

Learning a foreign language helps children to be outward-looking and to experience other cultures.
The National Curriculum for MFL aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

The modern foreign language studied at Whitechapel is **French**.

Music

The National Curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices
- create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately
- have the opportunity to progress to the next level of musical excellence

- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Children at Whitechapel have the opportunity to learn to play the guitar/ukulele from Year 2 onwards.

Art & Design

The National Curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.









Outdoor and Forest School Activities

At Whitechapel Primary School we are fortunate to have access to outdoor areas, including a maze, a pond and areas to plant and grow produce. We run forest school sessions where children can experience a variety of activities allowing them to develop problem solving skills, engage with risk taking and develop a thirst of knowledge of the natural environment, whilst improving motivation, resilience and team building skills.

Enhanced Learning Experiences

Across all subjects of the curriculum, we aim to enrich the children's learning by bringing in specialists, taking trips out for hands-on experiences and enjoying themed weeks. Recent events have included; Robinwood Residential Trip, 'Parliamentary Campaign for Change', theatre visits and a call from the History Man.

Extra-Curricular Clubs

The school offers several extra-curricular clubs for the children. These include; Dance, Sports, Film Club, Gardening, Netball and Football although this does vary throughout the year. Some clubs are so popular that the children have to attend on a rota basis so that most of the children have a chance to participate.

Charging for School Activities

As part of our curricular provision the children are involved in a number of educational visits. The school reserves the right to charge for these activities, although no child will be excluded from a visit if their parents do not pay. However, if there is insufficient support then it may be necessary to cancel the visit. In Year 5 and 6, the children take part in a residential visit and the school reserves the right to charge in full for the cost of board and lodging. Our PTFA often subsidise trips to keep costs down.

Special Educational Needs

How we meet the special educational needs of our pupils SEND
At Whitechapel Primary School we ensure children with SEND make good progress. We use the SEND code of practice as a basis for organising our SEND provision. Our school SENCO is **Miss R Paul** and she is available to discuss your child's needs via appointment.
rebecca.paul@whitechapel.lancs.sch.uk

If we find that a pupil is falling behind we will take action to meet your child's needs ourselves. This may include in-class support from the class teacher or withdrawal work with the SENCO or specialist teacher. We call this **School Support** and your child will be provided with an Individual Educational Plan (IEP) If extra help is needed we will involve outside agencies for advice and support and create a **School Support Plan** to match your child's needs. This could include discussions with the school's Educational Psychologist on specific assessments carried out by external providers. An EHC plan is provided by the LCC SEND team for children with complex special Education Needs.

Further details can be found in the school's SEND policy, which is available on the website or can be photocopied for a small charge. Please ask if you would like a copy.

Complaints
Should you have any complaints about the provision made for your child you should in the first instance discuss them with their class teacher. If there continues to be a problem this should be brought to the notice of the Head. In very rare circumstances it may be necessary to involve governors. In these cases the concerns should be put in writing to the SEN Governor.
The SEND Governor is Mrs Julie Seed.

Local Offer – see website for full details. http://www.whitechapel.lancsngfl.ac.uk/

School Council

The purpose of the School Council is to help children learn about democracy and develop an understanding of their ability to create positive change by:

- involving pupils in decision-making
- respecting pupils as partners in their own education

- involving the whole school community in developing and maintaining shared standards of behaviour.

Each year group from year two to year six has a democratic vote for its spokesperson. These representatives attend School Council meetings with the Headteacher and have the opportunity to put forward their class' views on agreed subjects. Meetings are run with agenda and minutes taken so that priorities can be acted upon.

BEHAVIOUR See website for full Behaviour Policy http://www.whitechapel.lancsngfl.ac.uk/

Statement of intent

Whitechapel Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Our school behaviour policy is based on the principle that people matter and that productive relationships are at the centre of what we do. At Whitechapel Primary School it is important that every member of the school community feels valued and respected and that each person is treated fairly and well. Our aim is that all pupils should be able to achieve their potential in a safe and happy environment. The school's behaviour policy is designed to promote an environment in which all members of the school community can live and work together in a supportive way.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Managing behaviour

REWARDS

Whitechapel has a clear system of incentives designed to promote good behaviour and positive choices. It is important that these rewards are awarded not only for academic achievement but also for social achievement. Rewards are given in the form of verbal praise, stickers, team points, certificates and prizes.

A range of rewards is used at present chosen at the teacher's discretion.

- Positive comments on a personal level
- Written comments, stars, 'smiley faces', team points
- Table points to promote cooperation
- Class Dojo system
- Public praise in front of peers and adults
- Weekly 'Golden Book' assemblies with public mention of good examples of work and/or behaviour
- Reward stickers
- Certificates and stickers awarded at 'Good Work Assembly'
- Recording achievements in Record of Achievement
- Sharing achievements with parents and the wider community
- Publishing achievements in the local press
- Giving opportunities for greater responsibility in class and school
- Special privilege time

Incentives are decided by each individual teacher, such as star system, stickers, team points and always individual praise.

All staff use the reward incentives for good behaviour and this includes lunchtime behaviour. At every stage the children and staff are actively involved with Rules, Sanctions and Rewards. Welfare Assistants are key to actively monitoring and reinforcing the positive behaviour routines of the classrooms.

This system allows Welfare Assistants to participate in the same discipline system of incentives and sanctions, and so raises their status and authority in the children's eyes. This, therefore, raises the supervisors' self-esteem and makes the children feel much safer, in a system which is constantly applied and upheld by all adults in school.

Every aspect of our policy is under constant review with staff and children. Regular circle times, assemblies and Good Work Assemblies will re-establish all agreed guidelines. Further

negotiation may result in changes to our system – always keeping our sights on our initial relationships using skills of respect, genuineness and empathy.

SILVER BOOK

Integral to behaviour management at Whitechapel Primary School, is the Silver Book. The Silver Book is a playtime monitoring book where positive and negative aspects of children's behaviour are recorded. Children can receive "reminders" (see SANCTIONS point 1 and 2) and "stars". Pupils whose behaviour is commended receive rewards. Pupils whose behaviour requires persistent "reminders" are referred to the behaviour lead for further action.

In addition, children identified as vulnerable are monitored and supported during playtimes. A list of these children is included in The Silver Book. This list is updated during regular staff meetings.

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

SANCTIONS

If a pupil has behaved inappropriately or has broken the school rules, they will have to take responsibility for their actions and undertake a consequence linked to their behaviour. This will be directly related to what they have done and will help them to learn how they can put things right.

Sanctions have been drawn-up with the children to be applied consistently.

1. Non-verbal reminder
2. Verbal reminder
3. Loss of free time (playtime or part of playtime)
4. Loss of free time (extended period)
5. Loss of privileges
6. Speak to the behaviour lead
7. Speak to the headteacher
8. Contact parents
9. Interview with parents to set targets
10. Possible exclusion should targets fail

In the case of deliberate physical harm to another child the teacher then uses his or her discretion about where to enter the list. It is possible to by-pass 1-5 and continue from number 6 on the list. Also, discussion with parents may take place at all or any other stages of the list.

All incidents requiring contact with parents are recorded in the class ABC log. Each entry includes Antecedents (what led up to the incident), Behaviour (what happened) and Consequences (what action was taken). Any pupil responsible for three incidents in a half term will be referred to the behaviour lead.

All incidents of physical harm are recorded and reported to the behaviour lead.

All ABC forms, initial concern forms and monitoring forms are kept alongside secure pupil records in the Headteacher's office.
Lunchtime Welfare Assistants note down any incidents in the Silver Book and complete ABC forms, concern forms and monitoring forms as necessary.
When an incident has occurred where a pupil has behaved inappropriately the school has adopted a restorative approach to help solve the problem. This will help the pupils to take responsibility for their actions while making them aware of how their behaviour has affected others. Pupils will be asked:

- What happened?
- What were you thinking/feeling at the time?
- What do you think/feel now?
- How have you and others been affected?
- What do you need?
- What do you need to put it right?

We believe that this helps children to take responsibility for their own behaviour and also promotes self-respect and respect for others.
Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- The headteacher investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the headteacher deems the incident to be unacceptable behaviour, they will record the incident, and record it on the pupil's behaviour contract if they have one. The behaviour will also be recorded on the pupil's permanent record.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the headteacher will determine the period the pupil will be removed from the classroom, as well as any other follow up action.
- The headteacher will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

<u>Exclusion</u>
It is necessary to have procedures in place to exclude a pupil who is disruptive in the classroom and habitually disobeys the school rules. At Whitechapel Primary School we firmly believe that exclusion should only be carried out if all other sanctions have failed.
Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be excluded, in line with the school's Exclusion Policy, and will determine the length of the exclusion.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

PREVENTING BULLYING

We firmly believe in developing excellent relationships at Whitechapel Primary School. This is the basis for a productive school where all can work together profitably. Pupils are taught the importance of respect and, through positive relationships, this is incorporated into all that we do. We believe that bullying is unacceptable and incidents or reports of bullying are always acted upon.
Procedures followed for incidences of bullying are held in our Anti-Bullying Policy a copy of which is available from the school office.
Whitechapel Primary School follows the following Best Practice procedures to prevent bullying:

- Recognise that bullying is a problem that happens everywhere
- Raise awareness of bullying as an issue to be tackled in our school
- Explicitly teach anti-bullying strategies and actively promote the anti-bullying message
- Investigate allegations of bullying promptly and thoroughly
- Work to resolve bullying incidents clearly and decisively to show bullying will not be tolerated
- Take a fair but firm approach to bullying and get agreement between both parties for it to stop
- Refer all incidents of bullying to the Headteacher
- Record all disclosures of bullying
- Offer support to children and families affected by bullying
- Ensure the anti-bullying policy and practices are shared with staff, parents and children (annually)
- Report incidents of bullying to the School Governing Body (termly)

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow Whitechapel Gold Standards.

CLASSROOM MANAGEMENT

The school has a number of rules but our behaviour policy is not primarily concerned with rule enforcement: it is a means of promoting good relationships so that people can work together with the common purpose of helping everyone learn.

Consistency

Staff understand the need for consistency in creating a successful learning environment. Rules must be followed throughout the school and the children are made aware of the rewards and sanctions that are in place. All children are treated fairly.

Choice

Children are taught that they must take responsibility for their own behaviour. They are made aware that behaviour is a choice.

Curriculum

The importance of an appropriate curriculum is crucial. Well-prepared and stimulating lessons generate good behaviour and earn respect. Learning needs to be fun and we believe in a curriculum that caters for all children's needs and differing skills. The importance of developing children's social and emotional skills is essential for promoting good self-discipline.

RULES

At Whitechapel Primary School we have established our 'Gold Standards' showing respect and caring towards each other. These standards have been reached collaboratively with pupils and staff. The standards are expressed in a positive format and are displayed prominently in each classroom, on the playground and in the dining hall.

CLASSROOM GOLD STANDARDS

We will always put 100% into our learning.
We will always use good manners and listen to others.
We will always respect our own and others' property.
We will always move around school sensibly.
We will always be friendly, caring and helpful to others.

PLAYGROUND GOLD STANDARDS

We will always include others in our safe and sensible games.
We will always keep our hands and feet to ourselves.
We will always play by the rules.
We will always ask for help if we need it.
We will always think before we speak.

LUNCHTIME GOLD STANDARDS

We will always use inside voices.
We will always use good table manners.
We will always listen and be respectful to the table monitors.
We will always keep our table clean and tidy.
We will always be willing to try new foods.

As classroom dynamics change and develop, the teacher and class may need further guidelines for behaviour and discipline in individual classrooms. At times each teacher may draw up Classroom Rules, Circle Time Rules, etc. These too provide further guidance, reminders and incentives for acceptable behaviour.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within

the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.
Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.

Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Sickness, Absence and Leave

We must be notified of any absences in an email or by a phone call on the first day of absence, so that the necessary records may be kept. This also applies to medical appointments. Medical appointments should be supported with accompanying documentation and notification made as early as possible. When collecting children to attend an appointment, adults **must sign** children out and in on return.

Under Government Regulations, holidays during school time should not be authorised. Leave will only be granted under **exceptional circumstances.** Children are tracked and assessed throughout their time in school so there are no convenient times for children to be absent. The school considers 96% is the minimum acceptable attendance level and attendance below this will be monitored. Attendance below 90% is considered as persistent and will be subject to an action plan and referral to the attendance officer.

Leave from school must be requested **prior** to the leave taking place. Request for absence forms are available from the School Office. Any child arriving after 9:00am is late and must be brought into school and **signed in by an adult.** Persistent lateness will be monitored and also subject to an action plan.

Safeguarding (Child Protection)

All staff receive annual Safeguarding training and understand their responsibilities to keep all children safe in education. Here at Whitechapel there are clear procedures in place to monitor any concerns regarding a child's welfare. Because of the day-to-day contact with children, we are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop. Parents should be aware, therefore, that where it appears to a member of staff that a child may have been abused, the school is required, as part of the local Safeguarding Procedures, to report their concern to the Children's Integrated Services Department immediately. The Designated Safeguarding Lead at school is **Mrs Nicola Noblett** and any concerns regarding child protection should be reported directly to her.

High Schools- Transfer to Key Stage 3

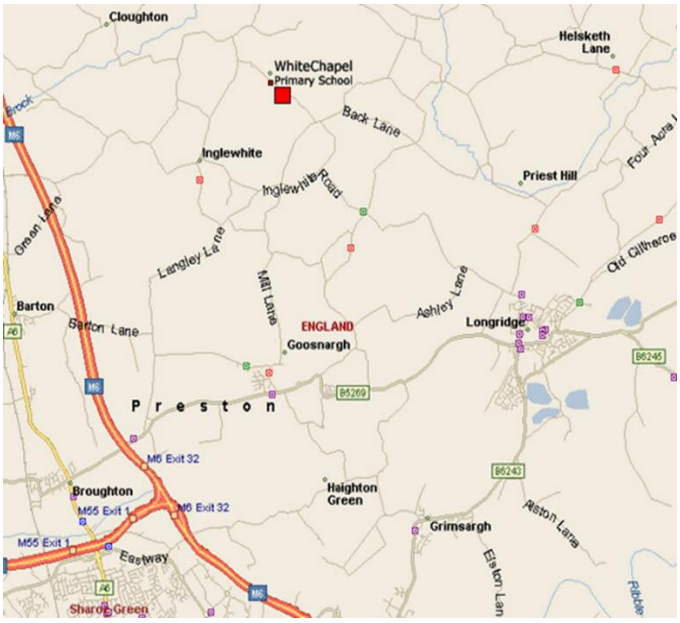
Traditionally our children move on to Longridge High School, but children are now attending a wider variety of schools including; Garstang High, Hutton Grammar School, Kirkham Grammar, Westholme, Archbishop Temple and St Cecilia's.

Parental Involvement

At Whitechapel Primary School the welfare of each child is paramount. Whitechapel is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
All staff understand their responsibility to safeguarding and promoting the welfare of children. All staff receive regular training regarding Safeguarding and Child Protection and the Headteacher is the designated Safeguarding Lead with responsibility for Child Protection in the school.

People at School

Headteacher	Mrs Nicola Noblett
Willow Class (Rec/Year 1)	Miss Kirsty Baron (EYFS Lead Teacher)
Rowan Class (Year 2)	Miss Rebecca Paul (SENCO)
Maple Class (Years 3 & 4)	Mrs Michelle White (Senior Leader)
Oak Class (Years 5 & 6)	Ms Melissa Connell Mr Aaron Denver
Teaching Assistants EYFS/KS1)	Mrs Denise Butler Miss Elisabeth Garside (Language Lead)
KS2	Mrs Amanda Loughnane
Learning Support Assistants	Miss Meg Lawrenson (One to One Support) Miss Sascha Procter (One to One Support) Miss Kirsty Thomas (One to One Support) Mrs Dawn Gnoyke (SEN Support)
School Business Manager	Miss Rachel Burrow
Site Supervisor	Mr Greg Holt
Cook	Mrs Shirley Whiteside
Welfare Assistants	Miss Lesley Brownrigg Miss Elisabeth Garside Miss Amanda Loughnane
Out of School Club	Mrs Sharen Butler Mrs Rachel Pearson Miss Joanne Muller



Mrs Rachel Pearson

Find Us

Below are directions from Junction 32 on the M6 to Whitechapel and a map of the schools surrounding area. If you are unsure of directions from your area please give us a ring or consult multimap.co.uk for accurate directions from your front door!

- Exit roundabout onto A6 Garstang Road
- Turn RIGHT (East) onto B5269 Whittingham Lane, 0.3km
- Turn LEFT (North) onto Langley Lane, 3.6km
- Turn LEFT (North-West) onto Silk Mill Lane, 1.2km
- Bear RIGHT (North) onto Button Street, 1.7km
- Turn RIGHT (East) onto Church Lane, 0.7km
- Turn LEFT (North) onto Local road(s), 0.7km

COMPARATIVE REPORT

KS2 TEACHER ASSESSMENT and TESTS COMPARATIVE REPORT

The Government will not publish the school level data for academic year 2021-22 following the disruption of COVID. We are however, required to publish our most recent set of published data - which as you see, is from 2018-19. However, the DfE have archived this data as they understand it will no longer reflect the current performance of the school.

EXS = Expected Standard, GDS = Greater Depth within the Standard

The number of eligible children is 14 Figures may not total 100 per cent because of rounding

Teacher Assessments				
	Reading		Writing	
Result	School	National	School	National
GDS	-	-	43	20
EXS	-	80	29	58
WTS/HNM	-	16	29	17
PK6	0	4	0	4
PK5	0		0	
PK4	0		0	
PK3	0		0	
PK2	0		0	
PK1	0		0	
BLW	0	1	0	1
D	0	0	0	0
A	0	0	0	0

TEST RESULTS								
		Percentage at outcome						
		B	Not Achieved Standard	Achieved Standard	Exceeded Standard		U	A
Grammar Punctuation & Spelling*	School	0	21	79	29		0	0
	National	3	19	44	34		0	0
Reading	School	0	21	79	21		0	0
	National	3	21	47	28		0	0
Mathematics	School	0	14	86	29		0	0
	National	3	21	52	24		0	0



W O O S C

Whitechapel Out of School Club

Do you need out of school care?
Open Monday – Friday (Term Time only)
Breakfast Club 8:00am – 9:00am
After School Club 3.30pm – 5.30pm

Please complete a booking form with your Club requirements.

Qualified staff in a safe friendly environment come in and have a look.
For further information, contact
WOOSC on 07733 696980

WHITECHAPEL PRIMARY SCHOOL
HOME SCHOOL
PARTNERSHIP AGREEMENT

Child: ……...

Ethos of the School

Whitechapel Primary is a school where children learn to achieve their goals in an enjoyable, caring and respectful environment. We work together to ensure each child has the opportunity to thrive: developing drive and determination alongside resilience and resourcefulness to achieve aspirations. Pupils develop a strong thirst for learning that prepares them well for their next stage of education and learning. The staff lead by example, engendering respect for others as well as self-respect and self-discipline. Whitechapel Primary is a school at the heart of the community and we aim to promote caring, honesty, appreciation, respect and tolerance in all relationships with others.

What the school will try to do for the parents/carers:

- Provide a high standard of education for all children, encouraging a positive attitude to learning
- Provide a safe and happy learning environment
- Offer straight-forward ways for parents to communicate with the school
- Give regular feedback on progress and achievements, and alert parents to any difficulties as they appear
- Be open and welcoming at all times and offer opportunities for parents/carers to become involved in the daily life of the school
- Reward good behaviour and encourage the children to follow the "Golden Standards"

What the parents/carers will try to do to support the school:

- Make sure that the children arrive at school on time, refreshed, alert, correctly dressed and ready to learn
- Support children in their home learning, especially reading, and other learning opportunities
- Maintain a two-way dialogue between home and school by attending parents' evenings and supporting other home/school initiatives
- Contact school to discuss any difficulties or worries as soon as possible
- Inform school of any concerns or problems that might affect a child's work or behaviour
- Support the school's policies and guidelines for behaviour
- Avoid taking holidays within term time

We understand and support the statement of partnership as set out above:

Headteacher…… Parents/Carer……..

List of School Governors 2026/2027

To contact Governors please phone the school – 01995 640364

Mr D Armstrong
Miss Rebecca Paul
Mrs H Hall- vice chair
Mrs J Pike
Mrs J Seed-Chair of Governors
Mrs K Winfield
Miss L Williams

Privacy Notice - Data Protection Act 1998

Under the General Data Protection Regulation (GDPR) all schools and early years settings must inform parents and carers that they hold personal data about each pupil, and they must inform their staff that they hold personal data about them. Schools must also explain how they intend to use the data and provide information about who the data may be forwarded to.

For more information, go to the Information Commissioner's Office website at https://ico.org.uk. The Information Commissioner is the UK's independent authority set up to uphold information rights in the public interest, promoting openness by public bodies and data privacy for individuals.

Whitechapel Primary School is registered as a Data Controller with the ICO, as required. Our registration reference is Z2058570.

Holiday List 2026-2027

Autumn Term 2026

INSET DAY	**Tuesday 1st September 2026**
Re-open on	Wednesday 2nd September 2026
Half-Term closure	Monday 26th-Fri 30th October (inclusive)
INSET DAY	**Monday 2nd November 2026**
Re-open	Tuesday 3rd November 2026
Close after School	Friday 18th December 2026

Spring Term 2027

INSET DAY	**Monday 4th January 2027**
Re-open on	Tuesday 5th January 2027
Half-Term closure	Monday 15th –19th February 2027 (inclusive)
Re-opens	Monday 22nd February 2027
Easter Holidays	
Close after school on	Thursday 25th March 2027

Summer Term 2027

Re-open on	Monday 12th April 2027
May Day closure	Monday 3rd May 2027
INSET DAY	**Friday 28th May 2027**
Half-Term closure	Monday 31st May – Fri 4th June 2027 (inclusive)
INSET DAY	**Monday 7th June 2027**
Re-opens	Tuesday 8th June 2027
Close after school	Wednesday 21st July 2027

Please note: Headteacher's **cannot** authorise any leave of absence during term time unless they are satisfied that there are exceptional circumstances.