



Garlinge Primary School and Nursery

“Inclusion at our heart”

Mr J Williams, Headteacher

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Tel: 01843 221877 www.garlingeprimary.co.uk

Dear Parents and Carers

Welcome to Garlinge Primary School and Nursery.

The staff, governors, children and parents at Garlinge Primary School and Nursery are very proud of our successful school. We have served our local community since the 1930's and in 2014 Garlinge was judged to be a 'Good School with Outstanding Behaviour and Leadership and Management (Ofsted, June 2014).' As of September 2015, the children all benefit from a brand new building, comprising of 8 new classrooms, a large new multi-purpose hall and an IT space. In total, more than half of our classrooms are less than 3 years old.

We provide our children with a variety of learning opportunities that are challenging and exciting, creating a joy and a thirst for knowledge in each individual child.

At Garlinge we celebrate diversity and respect all children regardless of ability, gender, ethnicity or religion. Ofsted found that we provide a '*calm atmosphere where pupils work hard and take pride in their achievements. Pupils are respectful and always demonstrate courteous behaviour. The quality of teaching is consistently good with examples of outstanding practice; this enables pupils to make good progress in all parts of the school enabling children to achieve success.*'

Garlinge pupils experience a wide and varied curriculum and are offered many opportunities through extra-curricular activities and clubs to enrich further their time at our school. Every child experiences a **free** annual school visit to enhance their learning and understanding of the curriculum, and in August 2015 we invested heavily in our outdoor learning environment to ensure that we can offer the very best provision.

We are committed to working in partnership with parents and welcome you to take advantage of the many informal and formal occasions to enhance home school relationships.

Prospective parents are invited to look around our inclusive school. The office staff will be only too pleased to arrange an appointment alongside our open days.

May I take this opportunity to welcome you and your family to our school.

With best wishes

J. Williams

Mr J Williams
Headteacher





Garlinge Primary School and Nursery

Our Vision

At Garlinge Primary School and Nursery we aim to provide a caring, exciting and inclusive learning environment where every child and family really matters. We will inspire, respect and celebrate everyone's achievement and diversity; ensuring children are given opportunities to help them grow into independent and responsible adults.

Our Aims

At Garlinge Primary School and Nursery we aim to provide a safe, caring, supportive and stimulating environment with high quality teaching to achieve:

- Enjoyment for all
- An inclusive learning environment with equality of opportunity
- Independent young people who are confident, flexible and able to cooperate with others
- A diverse, broad and engaging curriculum
- Academic success and progress across all curriculum areas
- A high level of functional English and Maths skills
- A high level of computing and technological competence
- Creative expression, and develop imagination through a wide range of media
- Conscientious young citizens who are tolerant and respect the values of others
- Effective links between the school, the home and the community
- Celebration, good humour and teamwork

We aspire for Garlinge Primary School and Nursery to be the best place for our children to come to learn; where they are supported by adults who are positive and show a love for learning; where children respect each other and take responsibility for their own learning.

All who work at Garlinge Primary School and Nursery believe that it is vital that we are all responsible for improving the skills of all children and we are here to support the raising of standards for everyone.

'BE A PART OF GARLINGE'
PERSEVERANCE, ASPIRATION, RESPECT AND TEAMWORK



The School

The school opened in September 2007 and is termed a Primary School. It is co-educational with a rising roll of approximately 660 children between the ages of 3 and 11.

The school has 29 classrooms which are carpeted and equipped with interactive whiteboards, 3 multi-purpose halls, a Special Educational Needs Department, therapy room, IT mobile tablet trolleys, an administration area and a school kitchen. We also have two libraries, three playgrounds, three adventure areas, a large school field and an IT space.

We are the specialist provision school in the area for children with physical impairments and have the pleasure of having link a class from the Foreland School (Class GS) on our site.

Our Mission Statement, 'Inclusion at our Heart';

Garlinge Primary School and Nursery is fully committed to raising standards in the basic skills of English and Mathematics as well as developing children's abilities in all curriculum subjects.

We aim to ensure that a happy and stimulating learning environment exists within the community in which children can:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing

Admissions Policy

For full details see Admissions Policy for children entering Year R, the year of a child's fifth birthday, on our school website www.garlingeprimary.co.uk or call into the school where they will be able to help you.

During November each year the school holds an Open Day for parents who are considering sending their child to the school. This is an opportunity for parents to look round the school and ask questions.

Following confirmation of places for admission (April 2016), parents are invited to meetings in the summer term, giving their child an opportunity to spend time in their new class before they start officially in September.

The Local Authority (LA) is responsible for coordinating the scheme for entry to Year R for community schools and Garlinge Primary School and Nursery is classed as a co-educational Community School.

In-Year admissions changes from September 2015

Garlinge Primary School and Nursery as a community school is responsible for our In-Year admission arrangements. Parents are able to obtain information about the process, other authority processes and In-year forms (IYCAF) from Kent County Council's Admissions and Transport Office, on line www.kent.gov.uk/education-and-children/schools. or from any local Kent school.

Applicants must use one form per child for each school they wish to apply for.

Determined Oversubscription Criteria for Garlinge Primary School and Nursery (co-education community school):

- Children in Local Authority Care
- Current Family Association
- Health and Special Access Reasons
- Nearness of children's homes to school

Admissions Policy for children entering Nursery (the term after a child's third birthday)

Garlinge Primary School and Nursery are responsible for the admission arrangements of their Nursery.

Children are admitted on the same basis as Kent County Council's Admissions "entry into year R" admissions criteria. *For full details see Admissions Policy for children entering Nursery, the term after a child's third birthday, on our school website www.garlingeprimary.co.uk or call into the school where they will be able to help you.*

School Time Table

School begins at 8:45am where children go into their classroom to begin their learning. The class register is taken at 8.55am. School finishes at 3:10pm for years R, 1 and 2 and at 3.15pm for years 3, 4, 5 and 6.

We do ask that children are collected as soon as possible at the end of a school day unless they are attending a club or games activity.

The lunch break times are:

- 11.30am to 12.30pm Year R
- 12.00pm to 1.00pm KS1
- 12.25pm to 1.20pm KS2

Lunchtimes have been staggered to ensure all Years R, 1 and 2 children receive the Universal Infant Free School Nutritious meal entitlement.

All children have a mid-morning break for 15 minutes and children in Key Stage One may have a break in the afternoon.

Organisation through the School

The school is divided into four departments – Foundation Stage, Key Stage One, Lower Key Stage Two and Upper Key Stage Two with senior staff acting as a leadership team who are responsible for the day to day running of the school.

The school is organised into class groups at the beginning of the school year. Hopefully, the children will remain with the same teacher. Whenever change takes place, either through movement of staff or for the child's benefit, parents are notified.

Behaviour

Ultimately, we aim at self-discipline and a high standard of behaviour. Those children who behave in any way which is unacceptable to our society are kept apart from their friends at play times and lunchtimes with a senior member of staff in the school hall. They are kept in school for a period of time varying from one playtime to one week dependent on the severity of the case. The children are frequently reminded of the school's "Golden Rules".

School Rules

General

Children are expected to behave in an orderly manner, both in school and in the playground, to have respect for adults and each other.

1. Bullying is unacceptable.
2. No gangs or play fighting - not even for a game.
3. Children to walk, not run, while in the school building.
4. Children to talk in reasonable voices, not shout, in school.
5. No child is allowed to leave the school premises unless:
 - Accompanied by a parent or adult,
 - Letter or telephone call from parent has been received by the school, giving permission.
6. No toys to be brought to school unless especially requested for topic. Key Stage Two pupils may bring balls (sponge only for playground use) on the condition that they accept full responsibility for their own belongings. Teachers can not be responsible for these or similar items.
7. If mobile phones need to be in school they must be handed in at the school office.

Our Golden Rules

1. I will do as all adults in school ask me, the first time.
2. I will keep hands, feet and all objects to myself.
3. I will listen carefully and stay on task.
4. I will move politely and quietly around school.
5. I will only say kind things and keep unkind thoughts to myself.

A Home/School Agreement exists which parents are requested to sign prior to their child starting school.

Curriculum

The Governors, who are ultimately responsible for ensuring the delivery of the school curriculum and have adopted the Aims of School Education as presented by the Kent Curriculum Statement in accordance with the National Curriculum.

The Kent Local Authority requires all schools to adopt the following educational aims:

- To maintain and develop in pupils lively enquiring minds; to promote the ability to question and argue rationally and to encourage pupils to apply themselves to a range of tasks and skills.
- To emphasise the importance of language, number, the aesthetic and physical areas of learning and to develop competence in them.
- To foster attitudes which will instil self-confidence in pupils, create in them a sense of personal excellence and help them to acquire knowledge and skills relevant to life and work in a fast changing world.
- To help pupils to develop perceptive, spiritual and moral values and an understanding of the religions and beliefs of others.
- To help pupils to understand the world in which they live and the interdependence of individuals, groups and nations.
- To develop in pupils the ability to appreciate critically human achievements and aspirations.

Each year group, with the exception of the Foundation Stage, follows new National Curriculum statutory programmes of study for English, Mathematics, Science, ICT, Geography, History, Art, Music, Physical Education and Design Technology. Religious Education, Personal, Social and Health Education and a Modern Foreign Language are also part of the school curriculum. Some subjects may be taught through a cross-curricular approach.

The curriculum is divided into three Key Stages. Foundation Stage is for Nursery and Reception, Key Stage One is for children in Years 1 & 2, and Key Stage Two is for children in years 3 to 6.

The school operates a policy of equal access to all areas of the curriculum for children regardless of gender, race or disability.

Children may be grouped according to ability within the class and, for some subjects, there may be setting across the year groups.

The school has its own curriculum guidelines which correlate with those of the new National Curriculum. Integrated themes are incorporated within the Science, Geography and History programmes of study.

English

Garlinge Primary School and Nursery follows the 2014 National Curriculum guidelines for a daily English session. The children will work together sharing ideas as a whole class being directed by the class teacher. During this period, the teacher works with groups while the other children work on their own or with teaching assistants. Children also have the opportunity to take part in guided sessions.

Phonics, Reading and Handwriting

At Garlinge Primary School and Nursery we follow the scheme "Letters and Sounds". Children explore a variety of texts and learn about many genres. We use letters and sounds to support reading and writing. Children are given the opportunity to choose their own reading books within a specific level. The cursive style of writing is used throughout the school. Every child has some formal hand writing lessons.

Library

We aim to develop and foster an enjoyment for reading. The school has two well stocked libraries of fiction and non fiction books, which may be borrowed on a regular weekly basis.

Mathematics

Garlinge Primary School & Nursery follows the 2014 National Curriculum guidelines for a daily Mathematics session (*further details are available on our school website*).

In a daily lesson, the first few minutes will often be spent on a counting activity as a whole class. This would be followed by individual whiteboard work as a 'warm up' to the maths lesson. Children use this time to learn and practice number facts such as times tables, doubling and halving numbers and addition, subtraction, multiplication and division methods.

The main part of the lesson is spent on introducing or practicing new work. The children will spend some time listening to or watching their teacher demonstrating and modelling the work, giving plenty of examples and opportunities for the class to demonstrate on their individual whiteboards.

Children will be given time to practise – demonstrating on the board, sharing answers, working out problems and discussing calculation methods.

The teacher will then set the class to work practising the maths they have just covered. They might work with a friend playing a number game, join a group to discuss an investigation or work on their own trying out a

quick method of calculation that has been introduced by the teacher. The teacher will work with one group of children daily. During the Mathematics session the teacher will call everybody together again to talk about what they have learned to check their understanding.

History

In Key Stage one children are encouraged to develop their knowledge, skills and understanding of changes in every day life, famous people from British history and notable events.

In Key Stage Two children cover a range of topics encompassing local, British, European and world history.

Geography

Schemes of work have been organised which help to develop investigatory work and observation skills as well as knowledge of the world around us. Children are taught about physical features, man-made land marks, differences in localities, the effects of weather, and are encouraged to recognise patterns and processes and to understand environmental change.

Religious Education

Under the 1988 Education Reform Act, Religious Education is part of the 'basic curriculum'. Each child receives RE unless withdrawn by their parents. Religious Education is taught in accordance with the locally agreed syllabus which reflects the fact that the religious tradition of this country is, in the main, Christian whilst taking into account the teaching and practices of other principal religions.

Science

The work aims to give an introduction to basic scientific principles, and encourages the development of an enquiring mind by forming hypothesis through problem solving activities related to everyday life. Children are taught about living things, life processes, physical processes and materials and their properties.

Design and Technology

Children are given the opportunity to design and construct models using a variety of materials and components. They are encouraged to select appropriate tools, use them carefully, and evaluate the processes and products involved.

Computing

Work in ICT is often linked in with other subjects and includes experience of communicating and handling information, controlling and monitoring. Children gain experience through a range of programs. A set of rules for e-safety are displayed near each access point, and a copy of these rules are also available from the school office. We follow the KCC's e safety recommendations.

Physical Education and Games

All children take part in activities which include dance, games, gymnastics, swimming and athletics (unless there are medical grounds for not doing so). Children in Key Stage Two are given the opportunity to take part in rugby, netball, cross-country, football, and cricket amongst others. Children are expected to wear the correct clothing for PE and to remove all jewellery.

Sport

The school encourages children to participate in competitive sports and tries to promote a positive attitude to winning and losing. The school believes that sporting opportunities should be available for all, regardless of ability or disability.

Children who have a natural talent for games will be encouraged to excel in their own sport, but our prime objective is to give every primary child a varied experience of individual and team games, and instill in them the necessary skills to appreciate some of the national games. Qualified coaches are invited to the school to work with groups of children.

The school participates in inter-school competitions at Rugby, Netball, Gymnastics, Basketball, Cross-country, Football and Athletics. Clubs for these sports are outside of school hours. In addition the school holds its own internal sports day competitions.

The school halls, playgrounds and field are used for the practising of sport.

Music

All children participate in music lessons as well as expressing themselves through movement and drama. Children are encouraged to develop their skills in performing, listening and appraising. The School provides some music lessons and has a junior choir which takes part in activities throughout the year.

Sex Education

Sex Education forms part of our school policy and is taught as part of a planned curriculum wherein children can learn about growth and development in a gradual way, gaining healthy, positive attitudes to the wonders of life.

In order to fulfil the objectives and educate the 'whole' child, the following considerations are heeded:

- any information to match the maturity and understanding of the child,
- the approach to be sensitive and take into account the child's 'family' background,
- the importance of a moral framework,
- the need to be frank and truthful,
- the development of self-respect for personal privacy and one's own body
- the introduction of the correct vocabulary.

Drama

Many opportunities are given for expressive movement through music, spontaneous drama and mime and the writing and acting of plays in connection with classroom work. Nursery, year R and year 2 perform at Christmas, year 1 at Harvest, year 4 at Easter and year 6 in the summer.

Art and Craft

Each child is given the opportunity to work with a wide variety of materials, and will develop skills and techniques as they progress. Children are encouraged to evaluate their work as well as that of famous artists.

Foundation Stage

The Foundation Stage curriculum aims to make all children feel included, secure and valued as an individual learner. We recognise that the Early Years experience should build on what children already know and can do and allow experiences that develop the next step. We value parental involvement. The curriculum offered to the children is encompassed in three prime areas: Communications and Language, Physical Development and Personal, Social and Emotional Development, and four specific areas: English, Mathematics, Understanding of the World and Expressive Arts and Design (*further details are available on our school website*).

Children are involved in teacher initiated and child initiated activities within the Foundation Stage. Teachers and teaching assistants involve the children in "hands on" practical activities and make observations which enable children's learning to be developed further. The indoor and outdoor learning environments are accessible to all children as they make progress in their next stage of the Learning Journey.

Provision for Additional Educational Needs

Those children who experience difficulties in learning, for whatever reason, are given extra support under the direction of the school's Inclusion Leader. Learning support assistants also work with individuals or small groups of children in all year groups. These pupils are given individual targets and their progress towards meeting these are reviewed termly so that the nature or level of support may be changed if necessary. Additional resources are purchased annually and made available for classroom use.

A register is kept of children with additional educational needs. Parents are informed by letter if their child has been included on the register and there is an opportunity to discuss this with the Inclusion Leader at consultation evenings. Sometimes, after discussion with parents, a referral to support agencies, such as the Speech and Language Therapy Service, Specialist Teaching Service or the Educational Psychologist may be appropriate.

Any parent who feels that their child is having difficulties, should discuss these with the class teacher so that suitable action may be taken.

We recognise that there are children who may have particular talents in some areas. Should this arise it will be discussed with parents about how their needs will be met.

Our Learning Mentors run different programmes of intervention support. Please see the letter at the end of the pack for more details.

Collective Worship

The act of collective worship takes place daily. The grouping of children may be by class, year, key stage or whole school, and may take place at different times for different groups. In accordance with the Education Reform Act of 1988, on the majority of days, collective worship is broadly Christian. However, material from other traditions may be included, and outside speakers are, on occasions, invited to lead sessions. Parents have the right to withdraw their children from acts of collective worship. The right of withdrawal may involve the child remaining present but not taking part, or not being present at all.

The Arts

Children are encouraged to appreciate the Arts throughout their time in the school. Opportunities exist within the curriculum for children to view works of art, listen to music and to read fiction. The school displays a number of paintings within the buildings and there are occasional visits by theatre groups and musicians. This appreciation has led to the school being awarded the Gold Artsmark Award.

Homework

Children are given work to take home. This will take the form of reading, spelling or maths facts to learn e.g. multiplication tables. Independent study is encouraged by the set tasks, which are project type activities. Parents are asked to co-operate and to help when required.

Extra-Curricular Activities

All children from the age of five are given the opportunity to join the school clubs which are held outside school hours. These vary from time to time but generally include football, netball, cheer leading, music and craft. A letter of parental consent, provided by the school, must be signed and returned to school via our Clubs Co-ordinator.

Secondary Education

The Kent Test, or 11+ as it is commonly known, still takes place in this area. At the end of year 6 children move on to the type of secondary education best suited to them. *For further information please visit www.kent.gov.uk/education.*

Parental Help in School

Parents are encouraged to become involved in their child's school life by participating in various ways:

- assisting with out-of-school activities and clubs
- accompanying the teacher and children on visits either on occasional or regular basis

Parents wishing to volunteer their help on a regular basis will need to undertake a Disclosure Barring Scheme check.

Pastoral Care

We are fortunate enough to have a Pastoral Care Team lead by the Assistant Headteacher for Inclusion. We have a Welfare Officer, Family Liaison Officer (FLO), 4 Learning Mentors, a Speech and Language Teaching Assistant and an AEN Assistant, all of whom will be pleased to meet with you if you have any problems that are not directly concerned with school.

Parent/Teacher Contact

Parents have the opportunity three times a year to formally meet the teachers by appointment to discuss their child's progress and to view the work on display. Parent Information Afternoons are held during the Autumn Term.

The annual report to parents is sent home during the Spring Term.

Should a parent or carer, experience any particular problem or difficulty an appointment to see the child's class teacher can be made. More serious problems may be referred to Department Leaders in the first instance. If an indication of the nature of the problem is given when making an appointment it would assist the process. If problems have not been resolved, parents are encouraged to make an appointment with the Senior Leadership Team.

Visiting the School

The staff are always pleased to discuss current activities of the school or any matters that may arise. However, parents are requested not to disturb class teachers during lesson time.

In the interests of security all visitors, including parents, are asked to arrive via the main school entrance in Westfield Road and sign in and out using the Visitors' book. All visitors and parents are asked not to use their mobile phones whilst on the school premises.

The school operates a "no smoking" policy throughout the premises and grounds. Dogs, with the exception of guide dogs, are not allowed anywhere on the premises or grounds.

Parent, Teacher and Friends Association

The school has a supportive PTFA. Every parent is automatically a member as soon as his/her child joins the school.

The Annual General Meeting of the Parent, Teachers, and Friends Association is held during term 1 each year when a committee consisting of Head Teacher, Deputy Head Teacher, teachers, parents and friends is formed. The committee meets two or three times each term to organise functions, both social and educational. Many of these functions are fund-raising but the committee strives to achieve the aims of the Association which are:

- to assist the school in satisfying the full educational needs of the child,
- to foster a good parent / teacher relationship,
- to arrange and provide occasional social functions to promote good fellowship between the members.

Head Lice

Routine head inspections no longer take place. Parents/Carers are asked to check their children's hair regularly. If any problems occur, please contact our school Welfare Officer, where the latest information on the treatment of head lice infestation is available.

Jewellery

Children **should not**, for their own safety and the safety of others, wear jewellery. If earrings are necessary, they should be the stud type only. All jewellery must be removed by the child for PE, Games and Swimming. It must be emphasised that it is the responsibility of parents for any accident which occurs as a result of jewellery not being removed.

Medicines

If it is necessary for your child to take medicine while in school either for long term complaints such as asthma, diabetes, epilepsy etc, or completion of a course of antibiotics, please ensure that the prescribed medicine is brought to school by a parent or adult (not the child) and handed in to the school's Welfare Officer with an accompanying School Medicine Record, clearly marked with dosage and child's name.

Uniform

The children are encouraged to wear uniform, which is:

Trousers, skirt or pinafore dress	Grey/black
Pullover, sweatshirt or cardigan	Jade green
Shirt, blouse or polo shirt	White
Fleece	Black with school logo
Footwear	Black (preferably no trainers)

Children may wear long trousers, but please be prepared to accept that young children do tend to "go through" the knees. Sensible and comfortable shoes should be worn. Hair styles should be appropriate for school. No beads should be worn in the hair.

Sweatshirts bearing the school name are available from the National Schoolwear Centre, 56 Addington Street, Margate, Kent; Tel: 01843 293555

Lost Property

The School and Kent County Council do not accept responsibility for loss or damage to personal property of pupils. Marking clothes and other property with the owner's name, is therefore, of the greatest importance and parents are requested to ensure that all property brought to the school is identified

Clothing for Art & Craft

Some form of protective clothing is necessary, either:

- a) An overall with sleeves or
- b) An adult's shirt or blouse - to be worn back to front.

Kit for PE, Movement & Games

Children need plimsolls that have a rubber sole. Trainers with plastic soles are not appropriate because they slip on the hall floor. However, trainers should be worn for outdoor games.

Other dress should include black shorts and a white or coloured T-shirt. Track suits may be worn for outdoor games during cold weather. A clearly marked drawstring bag is necessary for storing PE clothes, which should remain at school during the term time.

Children **should not**, for their own safety and the safety of others, wear jewellery in school. If a child is wearing a watch or earrings they will be asked to remove it themselves for the duration of the sports activity.

Please note that every child takes part in these lessons unless there are medical reasons to prevent it. In such cases, a note will be required by the school, as a child's word is not acceptable.

Charging

The school does not charge for admission. No charges will be made for education in any form within the school sessions, except for individual music tuition where parents have made such arrangements. No charge will be made for the provision of books, materials, instruments or other equipment.

Voluntary contributions may be requested for certain activities and visits during school time, but no child will be excluded from the activities on the ground of the parents' inability to contribute. However, if insufficient funds are received, then certain activities may be cancelled.

Parents may be requested to pay for the cost of a deliberate breakage to school property on behalf of their child.

School Dinners

Meals are currently £2.15 per day/£10.75 a week. Payments for school dinners must be made in advance and no later than Monday at the beginning of the week. The school cannot accept "last minute meal requests" and late monies will be returned and you will be required to provide a packed lunch for your child.

Children have the opportunity to have a meal on "Wonderful WEDNESDAYS and/or Fantastic FRIDAYS". The payment for these meals must be paid on the Monday at the beginning of the week.

Two weeks' notice will be required for children who wish to change from a school meal to home provided packed lunch. Please notify the school office direct.

On-line payment facility - there is a facility for parents/carers to make meal payments via www.principals-catering.com please follow the on screen instructions. Cheques must be made payable to "Principals Catering". If paying by cash, please ensure the correct money is put in a sealed envelope with your child's name, class and the words "school dinner". *Sorry, but the school office cannot give change.*

Parents who are in receipt of some benefits are currently entitled to free school meals and application forms are available from the School Office. All meals are cooked on the premises by the school's catering provider, Principals Catering, and there is a choice of both main course and dessert.

Children may bring a packed lunch. This must be contained in a named special box (available from most general stores). Drinks should be in polythene containers or special cardboard cartons and placed within the lunch box. No glass bottles or canned fizzy drinks are allowed. We are a nut allergy school therefore no nut products are permitted. As a Healthy School we ask that parents follow guidelines for a healthy packed lunch.

Playtime Snacks

Please keep these to a piece of fruit. No sweets, biscuits, crisps, nuts or sandwiches are allowed. Children in Key Stage One are provided with free fruit. This is mainly to promote a healthy lifestyle but also to avoid litter.

All children should have a refillable water bottle.

Documentation

School policies and schemes, governors' reports, DfE circulars etc, are kept in the school office and may be viewed by prior appointment, but not removed.

Documents can be translated into other languages or provided in Braille format by prior request.

Data Protection

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising this right if they are too young to do so themselves. If a parent wishes to access the personal data held about their child, he/she should contact the relevant organisation in writing:

- The school
- Michelle Hunt
The Information Resilience & Transparency Team
Kent County Council
Room 2.71, Sessions House,
County Hall,
Maidstone, Kent, ME14 1XQ
Email: michelle.hunt@kent.gov.uk
Or dataprotection@kent.gov.uk
- Further advice and information can be obtained from the Information Commissioner's Office, www.ico.gov.uk or ICO helpline on telephone: 0303 123 1113

During their time in school, children may on occasions be photographed, recorded or filmed whilst taking part in their work, activities or school visits. The results are used to celebrate our school achievements and to further promote the school. Should any parent wish that their child should not be photographed, recorded or filmed at any time he/she should write to the Headteacher.

Complaints

Most problems can be solved by talking to the child's class teacher. However, a complaint about the school, its curriculum or collective worship, should be referred to the Headteacher or Assistant Headteacher. In the unlikely event that the complaint has not been resolved in this way, the complainant may then write to the Chairman of Governors or the Local Authority, asking for it to be considered by a panel of governors. If still not resolved, the complainant may then ask the LA to refer the complaint to a panel of Elected Members. Finally, if still dissatisfied, the complainant must refer the matter in writing to the Secretary of State.

In order to avoid misunderstandings, it is always recommended that any complaints should be made in writing. A copy of the school's Complaints Procedure is available on request.

And Finally...

We trust you have found the information useful. If you would like to discuss any of the points raised, we are only too happy to arrange a meeting with the appropriate teacher or governor. Either way, we are sure your child will be very happy at Garlinge Primary School and Nursery.