

BRITISH FORCES SCHOOL NAPLES

AJFC HQ NAPLES, BFPO 8

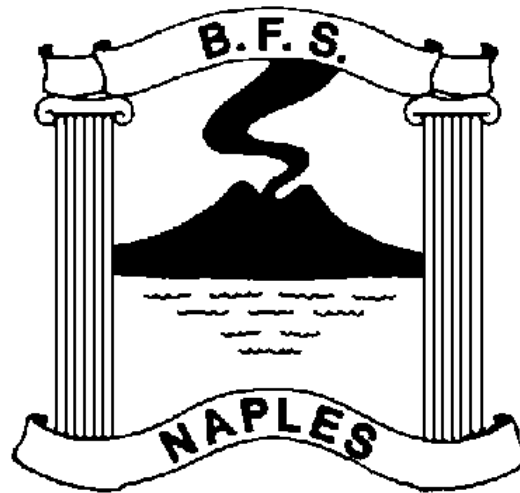
Tel: (0039) 081 509 1653

Fax: (0039) 081 509 6555

Email: sce.naples@scschools.com

HEADTEACHER: MR CHRIS HOTHAM

WORKING TOGETHER FOR THE SUCCESS OF ALL



Information for Parents

Service Children's Education is an Agency of the Ministry of Defence
Chief Executive Mrs Lynda Fisher M.Sc B.Ed Hons



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WORKING TOGETHER FOR THE SUCCESS OF ALL

Dear Parents

I would like to welcome you to Naples and especially to our school.

We are very proud of our achievements and everyone at the school will work very hard to ensure your child is happy and makes good progress. Italy is a beautiful country and Naples has much to offer, with many historical and geographical sites to visit. Our curriculum builds on these opportunities and provides the children with a wide and varied range of experiences.

We believe you play an essential role in your child's education. There are numerous opportunities to support your child in school, from helping with homework, volunteering for school visits, helping in school or sharing any special skills you may have. We welcome parents as partners and believe your partnership with us is key to your child's learning.

Our school is friendly and open and we welcome the opportunity to discuss our work, any concerns or questions.

This booklet outlines our work and will help to answer some of the questions you may have.

We wish you a successful and enjoyable stay in Naples

Yours,

Chris Hotham
Headteacher



SERVICE CHILDREN'S SCHOOLS

The school comes within the responsibility of Service Children's Education (SCE), an agency of the MOD based in Wegberg, Germany. It is headed by a Chief Executive who is responsible to the Adjutant General for providing education for the children of service personnel and UK based support staff. For further information visit www.sceschools.com

SCE's Vision

SCE aims for excellence, both as a provider of educational services to the children and families that it serves and as an employer. It will do this by:

- having in place the strategies, resources and infrastructure to ensure that every child receives tailored support to ensure they reach their full potential in every aspect of school life whilst with SCE.
- providing a robust inspection and advisory service that challenges underachievement, supports schools in raising achievement and in so doing raises levels of attainment.
- providing high quality professional development and career progression for the workforce in all locations to improve outcomes for all children and young people.
- raising aspiration as well as achievement.
- providing quality support to parents in the form of information, advice and signposting to other services, and more specialised targeted support for families facing additional difficulties.

The contact address for SCE is:

HQ SCE
Wegberg Military Complex
BFPO 40



AIMS OF BRITISH FORCES SCHOOL, NAPLES

These aims should not be read as having a particular order of priority.

The activities of the school promote:

- The development of a child's lively enquiring mind, imaginatively, creatively and honestly. To develop the ability to question and discuss matters rationally.
- The acquisition and development of attitudes and skills which encourage learning that is meaningful, enjoyable and relevant, using a broad range of appropriate work and structured play, throughout both key stages, enabling each child to develop to their full potential.
- A planned progression of work throughout the school, building on each child's individual experience and skill level.
- A sense of responsibility, confidence and independence towards work and behaviour, fostering a child's feelings of pride and achievement.
- Constructive relationships between home, school and the community based on trust, communication, shared values and understanding.
- Equal opportunities and the positive elimination of gender stereotyping, with understanding and respect of self and others and for different races, religions and cultures, especially the host nation.
- The development of the appropriate skills, knowledge and understanding to have the confidence, creativity and capability to use ICT throughout their lives. We will enable our children/staff to learn about ICT, learn an increasing range of ICT skills and learn how to use them in a range of subjects. We will enable them to become thoughtful and independent users of ICT.
- Experiences which enable pupils to understand that every individual has an important contribution to make to the well being of the local and wider community.
- Good working relationships between all members of staff where each individual feels valued.



INTRODUCTION

The British Forces School is located in Parco Mazzola, Lago Patria, next to the HIVE and British Community Centre (BCC).

The main school building, contains the office, four classrooms and the computer suite. The library, staff room and the Foundation Unit are housed in two portacabins and a bungalow adjacent to the main building with the playground and grass area being central to all.

A new school is currently being built and is planned to open in January 2011. This is located on a site next to the new JFC project which is approximately one kilometre from the current school location.

The school is a Primary School, taking children in a single entry in the year in which they are 4 until age 11, when they move to Secondary School. The school follows the English National Curriculum and is regularly inspected by Ofsted.

Children are able to enter Foundation 1 (Nursery) from the term after their third birthday. Foundation 1 is a part of the school and works very closely with Foundation 2 in delivering the Early Learning Goals.





SCHOOL ORGANISATION

REGISTERING YOUR CHILD

Please return the enclosed registration form by post, together with a copy of the birth certificate. This allows us to plan classes and to keep teachers informed. On arrival in Naples your sponsor will bring you to the school. The Headteacher will give you a guided tour of the school and give you an overall picture of the curriculum, school organisation and expectations and introduce you and your child to the class teacher.

Please bring with you any books and reports from the previous school as this will ensure your child settles quickly and that teachers do not have to carry out assessments before they can plan appropriately for your child.

THE SCHOOL DAY

A school calendar is included in this pack. The timings are as follows:

Winter Routine

School Day	0825 - 1505	Monday to Thursday
	0825 - 1430	Friday
Break	0950 - 1010	
Key Stage 1 Lunch	1200 - 1300	
Key Stage 2 Lunch	1210 - 1300	

Children should not be left at school before 0815 without the permission of the class teacher as no supervision is available.

Summer Routine

In the extreme heat of the last few weeks of the summer term the school adopts summer hours. We will let you know the date that the school moves to summer hours through the weekly newsletter.

School Day	0825 - 1300
Break	0940 - 1000



LUNCH

We do not have the facilities to provide school meals. All children should bring a packed lunch and drink. Please provide drinks in cartons or plastic containers, rather than glass containers. They should also bring a small, healthy snack for the morning break. **We ask that no nut products are included in children's lunches.** This ensures the safety of any child who may have a nut allergy. Children are looked after over lunchtime by a team of lunchtime supervisors



STAFFING

The school employs UK qualified teachers who are kept up to date with current trends in education by attendance at regular training, either provided in school by visiting specialists or at training events in SCE Headquarters in Germany or the UK.

Due to pupil numbers children are taught in mixed age group classes, each with a qualified teacher and one or more learning support assistants who are either studying for an NVQ in role, or are already qualified. Current class organisation is outlined in the chart below but this can change annually depending on the numbers of pupils in each age group.

Class (Age Group)	Staffing
FS1 (3-4 year olds)	Miss McNally, Teacher Mrs McKee, Teaching Assistant Mrs Codd, Teaching Assistant
FS2/Y1 (4-6 year olds)	Mr Brown, Teacher Mrs Hallway, Teacher Assistant
Y2/3 (5-7 year olds)	Miss Manson, Teacher Mrs Richards, Teacher Assistant
Y4 (8 year olds)	Mr Marsden, Teacher Mrs Caddick, Teacher Assistant
Y5/6 (9-11 year olds)	Miss Haughton, Teacher Mrs Collins, Teacher Assistant (part time)
Assistant Headteacher	Ms Garton



TRANSPORT

Buses are provided by UKNSU to get children to and from school. Two bus escorts are employed on each bus to ensure the safety of children. When registering your child, transport arrangements will be fully explained. Please ensure, before accepting your house that it is within the school bus route boundary. All children must be taken to and collected from the buses by their parents. If you arrange for someone else to collect your child from the bus, you will need to write to the senior bus escort giving permission. If for any reason you are not at the stop to collect your child at the end of the school day they will be returned to school and looked after by staff until they can be safely collected. Please inform the escorts, morning and night, if your child is not using the bus. During the day this can be done by calling the school office, we will pass on the relevant information. Detailed bus routes with up to date timetables and contact information will be given to you when your child starts school.



MEDICAL PROVISION

The school has a number of First Aid qualified staff. In the event of your child needing medical treatment, we will try our best to contact you. Please make sure we have up to date contact information. If you are unavailable, in an emergency we would take your child to the British Clinic, or if necessary, to the Emergency Room of the US Navy Hospital. Please sign the permission slip enclosed with this pack.

THE SAFEGUARDING AND PROTECTION OF CHILDREN

Keeping children safe is at the core of what we do. If we have concerns about children and their welfare we have a statutory duty to speak to the safeguarding officer in Germany and/or the social worker in Naples. Where there are concerns the parents will be advised and the procedures outlined in the standing orders for British Forces Germany No. 3351 will be followed.

Other details of our safeguarding procedures can be found in the school's safeguarding policy available from the school office.

Please read the enclosed SCE e-safety parents leaflet for information on how we keep children safe when using ICT.

ABSENCE FROM SCHOOL

If your child is unwell and not able to come to school, please telephone the school office or send in a note on the first day of absence.

Requests for other absences should be made at least 1 week in advance on a form held in the school office. The maximum permitted authorised absence, in accordance with the DCSF regulations, is 10 days. This authorised absence is at the Headteacher's discretion. Anything over and above these 10 days cannot be classed as an authorised absence. The school is required to report absences to HQ SCE termly. **The school discourages absences not due to illness or exceptional circumstances. Work covered while your child is absent is often not revisited later in the curriculum, causing gaps in knowledge which can be detrimental to your child's later education.**

If it is necessary for your child to be absent from school for a portion of the day your child must be "signed out" in the secretary's office.



MEDICINES IN SCHOOL

British Forces School Policy is as follows:

“For safety reasons, medicines should normally be administered by the parent of the child”.

Please contact the school office if you require any further guidance.

In exceptional circumstances it may be possible to administer medicine for chronic conditions, e.g. asthma, but a parental consent form must be signed in the office authorising this.



LEAVING

As soon as you know that you are leaving, please inform the school secretary by letter or telephone. This gives us time to complete the necessary transfer documentation. All school documents, including reports and records of work, will be given to you to take to your child's new school, and must be signed for in the school office. Please take this with you in your hand luggage rather than your boxes so that you can pass it on to the new school as soon as possible. This will ensure a smooth transfer for your child as the new school will be able to immediately set work at the appropriate level of attainment.

BRINGING THINGS TO SCHOOL

Difficulties can occur when children bring toys or other things to school. Unfortunately they can get lost or broken. Please do your best to prevent your child from bringing items to school, unless they are connected with a class project or directly requested by the teacher.

SCHOOL UNIFORM



The school uniform is as follows:

- ✚ Grey, black or navy trousers or shorts.
- ✚ Grey, black or navy skirts or pinafore dresses.
- ✚ White polo shirts
- ✚ Blue checked summer dresses
- ✚ Suitable school shoes or sandals for summer
- ✚ Shorts and T shirt (summer) or track suit (winter) for PE with trainers or plimsolls

The school shop sells school sweatshirts, school PE bags and sun caps. You would be advised to bring a good stock of other items with you as they can be hard to come by and expensive in Italy.

On arrival your child will be given a school book bag. If this is lost or damaged replacements are on sale in the school office.

Girls have the option of wearing trousers or shorts rather than skirts and dresses.

All items of clothing must be marked with your child's name. This enables us to keep our lost property box (located in the school office) to a minimum as we can quickly return found items to their rightful owner.







Please note, jewellery presents many problems in school and should not be worn - this includes bracelets, rings and necklaces. For health and safety reasons children with pierced ears should only wear stud earrings and these should be removed for PE, games and swimming.

BEHAVIOUR

The school has a very positive and friendly atmosphere. We aim to foster good manners, respect and responsibility. Rules and consequences are decided upon and agreed with the children for all levels from the playground to the classroom. We rarely have consistent or extreme bad behaviour, including bullying, but if it is exhibited by a child then the parents of this child would be invited to the school to discuss the matter.



The school follows a set of 'Golden Rules' which are reinforced through assemblies and the PSHE curriculum.

-  Do be gentle
-  Do be kind and helpful
-  Do work hard
-  Do look after property
-  Do listen to other people
-  Do be honest

A copy of the Behaviour Policy and Home School Agreement are included in this pack.

If you do have any concerns about behaviour then please speak to your child's classteacher.

HOME SCHOOL LIAISON

This is not always as straight forward as it may appear. In order to establish a routine in the provision of information, the school will send a newsletter home each week, usually on a Friday. Please check your child's bag each Friday – **and please read the letter!** The letter is also posted on the school website in the newsroom section.

CURRICULUM

In common with England, the school teaches to the National Curriculum and carries out the Statutory Assessments at 7 and 11 years. A detailed curriculum statement will be sent home at the start of each term, outlining the work to be covered in each curriculum area.

The Foundation Stage follows the Early Years Foundation Curriculum and children follow stepping stones towards the Early Learning Goals. You will be invited to regular meetings by the FS staff to discuss your child's progress towards these goals.

It is our aim in school to promote and to care for the intellectual, creative, physical, educational, emotional, spiritual and social development of the individual child within the context of his or her age, personality and needs.



The National Curriculum lays down that education should be both broad and balanced and while emphasis is placed on the core subjects of English, Mathematics, Science and ICT, all foundation subjects of the National Curriculum including Religious Education, PSHE (Personal, Social, Health, Education) and Italian are also taught from Foundation Stage to Year 6. When planning we aim to make learning enjoyable, whilst teaching both the knowledge and skills needed to become a life long learner.

MATHEMATICS - NUMERACY

The school timetables an hour of Numeracy each day and children are taught in groups with children of a similar ability range, to enable lessons to accurately targeted to children's needs. The Numeracy framework is used for planning work. The aims of the Numeracy strategy are for children to:

- ✚ be confident, competent and proficient with numbers and measures
- ✚ be able to tackle mathematical problems independently
- ✚ have a sense of size of a number and where it fits in the number system
- ✚ know by heart number facts such as number bonds, multiplication tables, division facts, doubles and halves
- ✚ use what they know by heart to figure out answers mentally
- ✚ calculate accurately and efficiently, both mentally and on paper, drawing on a range of calculation strategies
- ✚ recognise where it is appropriate to use a calculator - and where it is not - and be able to use one effectively
- ✚ make sense of number problems, including non routine problems and recognise the operations to solve them
- ✚ explain their methods and reasoning using correct mathematical terms.



Investigating Capacity in Maths

Areas of Mathematics covered throughout Key Stages 1 and 2 include: Using and applying mathematics; Counting and understanding number; Knowing and using number facts; Calculating; Understanding shape; Measuring (time, length, volume, capacity); Handling data.

ENGLISH - LITERACY

The school timetables an hour of Literacy every day. The three main strands are Speaking and Listening, Writing (including grammar and handwriting) and Reading. Reading is taught through whole class text analysis and guided reading sessions, aimed at the correct level for your child. Children are also encouraged to read independently and will bring home books to read as part of their homework. The aims of the programme are for children to:

- ✚ learn to read fluently, to understand and enjoy books
- ✚ be able to talk about what they like in their reading
- ✚ use a variety of books
- ✚ use a range of reading strategies
- ✚ obtain information from books using contents and index pages
- ✚ understand how letters build sounds in words and use this to read and spell accurately
- ✚ be able to structure a variety of writing genre (fiction and non fiction correctly)
- ✚ plan, draft, re-read and check their own writing
- ✚ have fluent and legible handwriting

Children are encouraged to use their literacy skills in many other subjects of the curriculum through careful cross curricular planning: e.g. reference skills in history, report writing in geography, drama skills in RE etc



SCIENCE

Science is taught using the National Curriculum programmes of study. The aims of the science teaching at the British Forces School are for children to:

- ✚ show accurate knowledge and understanding across the National Curriculum programmes of study for Key Stages 1 and 2
- ✚ use and develop their scientific understanding through planning and carrying out their own scientific investigations
- ✚ apply their knowledge and skills to unfamiliar contexts
- ✚ show an appreciation of the nature of scientific knowledge
- ✚ understand the contribution science makes to society
- ✚ communicate scientific findings, using mathematical, scientific and geographical skills, and to use computers to store, retrieve and present information.



Forces: Testing Spinners in Y5/6

Areas of science covered in Key Stages 1 and 2 include: Scientific Enquiry; Life Processes and Living Things; Materials and their Properties; Physical Processes (Electricity, Forces, Light and Sound, Earth and Beyond)



Investigating Materials in Y3/4

INFORMATION COMMUNICATIONS TECHNOLOGY (ICT)

The British Forces School recognises the importance of the fast moving world of ICT and the impact technology will have on the future of our children. The broad aims of the programme are for children to:

- ✚ become confident and enjoy working with computers
- ✚ become familiar with computers and appreciate how they contribute to everyday life
- ✚ acquire the necessary skills to become fluent users of computers
- ✚ develop the skills to work independently
- ✚ use computers to complement learning all areas of the curriculum.

ICT is also widely used by staff when teaching and the school is well equipped with a fully networked computer system, a computer suite, interactive white boards in each classroom and wireless internet access, the use of which is strictly controlled for children.



Writing a programme for a computer controlled toy.



Using a computer to enhance the curriculum

RELIGIOUS EDUCATION

The British Forces School, in common with all SCE schools, follows the agreed syllabus for Religious Education.

The syllabus has been written with the needs of children in a Forces community in mind. It offers Religious Education for all pupils, based on sound educational principles, which include the preparation of pupils to live and work in a multicultural society.

PE GAMES AND SWIMMING

Due to lack of space on the school campus, games sessions are held at a nearby sports complex, one afternoon per week. Other sessions are held within the school.









Badminton in KS2

Swimming lessons are held in the second half of the summer term for all classes. The school follows the ASA award scheme and all children take part.



For PE children must have separate clothing including suitable footwear.

-  Training shoes/PE shoes
-  Shorts
-  T shirt
-  Tracksuit - it is cold in winter
-  Swimming costume
-  Towel and flip flops for the short walk to the pool

HISTORY, GEOGRAPHY, ART and DESIGN TECHNOLOGY

These are all foundation subjects of the National Curriculum and are planned using the programmes of study for each subject. There is a great deal of overlap, particularly in the skills needed, for example reference skills in History and Geography. Where possible, units of work are planned to make these links for children and to put learning into a meaningful context.



Use is also made of the rich resources for history and geography in the local area.

Art and design projects are linked to other learning, whilst making sure that the full range of skills is covered.

ITALIAN

To help children to make full use of their time in Italy, Italian language is taught to all classes from FS1 to Y6 by an Italian instructor. The course is mainly oral, particularly for the younger children.

MUSIC

Children study music of different styles and from different periods and cultures, as well as having opportunities to engage in a variety of musical activities. These range from singing, composing and evaluating music and experimenting with rhythm and sound to playing pitched and unpitched instruments. In addition, the school offers subsidised music lessons for individual instrument tuition in conjunction with a local music school. Please ask in the school office on arrival if you are interested.



Class 3 recorder group playing for the school in assembly



SEX & RELATIONSHIP EDUCATION

The sex and relationship education policy has been agreed by the School's Governance Committee and covers human development and changes at puberty. The policy is available on the school website. It forms an integral part of the Personal, Social and Health Education Framework.

Parents are routinely invited to preview and discuss the materials and resources used prior to the programme being taught. There is the right to withdraw your child from part of the programme if you wish.

SPECIAL EDUCATIONAL NEEDS






There is a Special Educational Needs Co-ordinator on the staff whose responsibility it is to support the class teacher in dealing with children who have identified special needs. All children with SEN are taught in mainstream classes and their needs are met by the production of an Individual Education Plan (IEP). These may be supported in class by a learning support assistant (LSA) in addition to the class teacher. Parents are always informed if an IEP is drawn up and invited to school to discuss its contents and to offer support at home.

Our policy is in line with the UK Code of Practice which gives guidance and lays down specific stages of Special Needs. Parents are fully informed and involved at each stage of the process and your permission is sought prior to requesting advice from an Educational Psychologist or Child Guidance Service. **It is important that the school is informed of any previous support your child has had, or any concerns you may have, so that we can continue to meet your child's needs.**

Support from an Educational Psychologist is provided by SCE in Germany on a needs led basis. Speech and language therapists visit each term and support for children between visits is provided by a trained member of the school's support staff.






HOMEWORK

The purposes of homework are:

-  to encourage children to develop the skills, confidence and motivation to study at home
-  to consolidate and reinforce the skills and understanding developed at school
-  to extend school learning, for example through additional reading
-  to develop and sustain the involvement of parents in their children's learning and to keep them informed of the work children are doing
-  to utilise the resources for learning, of all kinds, at home.



As a guide, the following are expected times for homework as laid down by the DCFS:

 Foundation 2	1 hour per week
 Year 1	1 hour per week
 Year 2	1 hour per week
 Year 3/4	1.5 hours per week
 Year 5/6	2.5 hours per week

Homework will always be a follow on from work covered in school and should not present anything that children have not seen before – unless asked to undertake a piece of research. If your child is finding any of the work set too challenging, please make an appointment to see the class teacher who will be happy to discuss it with you.






SPECIAL EVENTS AND EDUCATIONAL VISITS

Throughout the year, theme weeks are held such as Creative Arts Week, Host Nation Week and Science & Technology Week. This enhances the curriculum for children and places learning in context for them. During Creative Arts Week, drama and art specialists are invited into school to work with the children. Host Nation Week focuses work specifically on Italy and subjects studied have included Italian artists (including musicians), Italian produce, and Myths and Legends based in the area. Visits to local galleries and other sites are a feature of this week.

EXTRA-CURRICULAR OPPORTUNITIES

We aim to offer extra curricular activities to all children from KS1 and KS2 at some point throughout the school year, depending on the availability of volunteers to help to run clubs. The range of these activities has included football, art, country dancing, basketball, cross-stitch, table tennis, netball, board games, and chess. When clubs are available a letter is sent out to enable children to make their choices.

Other activities for children include:

-  Rainbows
-  Brownies
-  Ballet
-  Youth Club
-  Taekwondo



OPEN EVENINGS/ REPORTING TO PARENTS

There is an opportunity in the autumn and spring terms, for you to meet with the teacher and discuss your child's progress in depth. A detailed written report is issued at the end of the summer term and also when your child leaves the school. The results of the National Curriculum Assessments are reported to parents for Years 2 and 6 and individual progress to individual parents in all age groups. You are also invited into your child's class after their termly parent assembly, giving you the opportunity to see the work going on. In the summer term the school holds an open day when children are able to show their parents round the school.

Our "Open Door Policy" enables you to talk to your child's teacher at any time and appointments outside the designated open evenings can be made through the school secretary, or in negotiation with the teacher, at the end of the school day.

QUALITY AND STANDARDS

A Service Children's Inspector/Adviser visits the British Forces School at least twice a year. It also receives an OFSTED inspection approximately every three to five years.

All children are assessed in reading, writing, mathematics and science and National Curriculum Tests are administered at 7 and 11 years. For children in Foundation Stage 2, the Foundation Stage Profile is completed throughout the year and parents are invited in to discuss progress.

HELPING IN SCHOOL

It is the strength of the school that so many parents offer to come in and help out in class. You are welcome to help in the school day and there are a variety of activities in which you can assist, from listening to children read to assisting with creative activities.

EQUAL OPPORTUNITIES

It is the policy of the British Forces School to offer the full curriculum to all children. We are committed to developing the particular abilities of every child by providing equal opportunities and encouraging positive attitudes throughout the curriculum.

In addition to strategies in place for SEN pupils due attention is also given to particularly able children who may need extension work within the curriculum.



WHAT TO DO IF YOU HAVE CONCERNS

We are keen to ensure your time here is positive and beneficial. If at anytime you are unsure or concerned then please do not hesitate to contact us.

First Steps

Please speak to your child's class teacher in the first instance since they are more likely to know about your concern and be able to resolve the anxiety. They will know the context and the personalities involved and it is often the case that a quick word with them can resolve irritating concerns or problems.

If You Are Still Unsure

Where your concerns persist then please feel free to approach the Assistant Headteacher or the Headteacher. It helps to make an appointment as this provides the opportunity for the Deputy and Head to have some knowledge of your concern before the meeting. However we are where possible happy to meet the parents where the concerns are urgent and delay could create a bigger problem.

If you remain unhappy having spoken to the classteacher, Assistant Headteacher or Headteacher then you should approach the appropriate officer in HQSCE Germany. Up to date contact details may be found online at www.sceschools.com.

The school will be happy to help you find or contact the relevant person.



FRIENDS OF THE BRITISH FORCES SCHOOL (FoBFS)

The Friends of the British Forces School is a very active committee which mirrors a parent/teacher association. News of activities organised by this committee is sent out by the school and the UK Support Unit. An Annual General Meeting is held during the Summer Term to which all parents are invited. The Chair always welcomes new members to the Committee. Please contact the school office for more information if you would like to be involved

THE SCHOOL GOVERNANCE COMMITTEE

All Service Children's Education Schools have a Governance Committee (SGC) which fulfils the function of a Board of Governors, found in UK schools. The SGC is made up of representatives from the three services using the school, a fee payers rep, the welfare officer, parents and teachers. It currently runs under the chairmanship Col Rob Forster.

The committee meets termly to provide support and challenge to the Headteacher.

Areas of interest for the Committee are expected to follow broadly those that are discussed at meetings of Board of Governors in the UK. It is consulted in such matters as:

- ◆ Priorities in the School Improvement Plan.
- ◆ Standards
- ◆ Headteachers proposals for the allocation of the schools delegated budget.
- ◆ Review of OFSTED Reports and other external inspections.
- ◆ Whole School Policy.
- ◆ Sensitive or potentially controversial matters involving the school.

If you require further information, please contact Col Forster.



Finally,
We hope you have found this booklet helpful and we are happy to answer any questions you may have.

We look forward to having your child in school and to working with you and them.

Chris Hotham
Headteacher



BRITISH FORCES SCHOOL, NAPLES
HQ AFSOUTH, BFPO 8

Tel: (0039) 081 509 1653
 Fax: (0039) 081 509 6555
 Email: sce.naples@scschools.com

HEADTEACHER: MR CHRIS HOTHAM

WORKING TOGETHER FOR THE SUCCESS OF ALL

Home-School Agreement

	<i>Teachers</i>	<i>Parents</i>	<i>Children</i>
<i>Attendance</i>	The school will make the parents aware of any concern regarding their child's attendance.	Parents will ensure that their child attends school regularly and punctually, providing an explanation if their child is absent.	
<i>Behaviour</i>	The school will try to achieve high standards of behaviour through building good relationships and developing a sense of responsibility.	Parents will try to support the school's aims and guidelines for behaviour.	The child will try to keep to the school's golden rules and their classroom rules.
<i>Homework</i>	The school will provide a reasonable amount of homework in line with the homework policy and class curriculum statement.	Parents will try to support their child in homework and other home-learning.	The child will try to do all their homework as well as they can.
<i>Discussion</i>	The school will encourage parents and children to discuss any topics of concern to the school.	Parents will try to inform the class teacher of any concerns or problems, which might affect their child's work or behaviour.	The child will try to tell their parents and teachers of any concerns they have over work or behaviour.



<i>Involvement</i>	The school will try to be open and welcoming at all times and offer opportunities for parents to become involved in the daily life of the school.	Parents will try to attend school activities and special events.	
<i>Curriculum</i>	The school will ensure that the requirements of the National Curriculum and National Assessments are met.	The parents will try to attend information evenings and read papers issued by the school which relate to curriculum matters.	The child will try to take every opportunity to benefit from the National Curriculum.

Headteacher's Signature: _____
Parent's Signature: _____
Child's Signature: _____
Date: _____



BRITISH FORCES SCHOOL NAPLES
HQ AFSOUTH, BFPO 8

Tel: (0039) 081 509 1653

Fax: (0039) 081 509 6555

Email: sce.naples@scschoools.com

HEADTEACHER: MR CHRIS HOTHAM



WORKING TOGETHER FOR THE SUCCESS OF ALL

SCE FORM 3.8
Authorisation/Indemnity for the
Administration of Prescribed
Medication.

To the Head Teacher British Forces School Naples.

I authorise the staff of the above mentioned School to administer the medication described below:

Name of Medication: _____

Which has been prescribed by a recognised medical practitioner, for my child:

Full Name of Child: _____

I understand that the School is not obligated to administer this medication. I request that the medication is administered in the following manner:

Dosage: _____
Frequency: _____
Schools cannot administer medication that requires specific frequency or timing nor may they administer controlled drugs, drugs that require intimate contact or those that require medical or technical expertise.

I fully understand that the person administering the medication is unlikely to have any medical training. I will provide the medication in the container within which it was dispensed, labelled with my child's name and acknowledge that the disposal of unused medication is my responsibility.

Name of Parent _____

Signature _____

Date _____



**BRITISH FORCES SCHOOL NAPLES
PARENT CONSENT FORM**

SURNAME	FORENAMES	DATE OF BIRTH

MEDICAL

NAME OF DOCTOR	ADDRESS	TELEPHONE NUMBER

Please state any medical problems that we should be aware of (eg asthma, allergies) and details of any prescribed medication.

I CONSENT/DO NOT CONSENT FOR THE HEADTEACHER TO ACT AS NECESSARY IN THE EVENT OF AN ACCIDENT (eg use of private vehicle to transport child to hospital/clinic).
Please delete as appropriate.

SIGNATURE	FULL NAME OF PARENT/GUARDIAN	DATE



BRITISH FORCES SCHOOL NAPLES

Personal Record

Please complete all boxes

Child's Full Name:			
Address:			
	e-mail :		
Parents Name:	Mother:		
	Father:		
Parents Place of Work:	<u>Mother:</u>	<u>Father:</u>	
Contact Telephone No: (Must be completed)	Home:		
	Mobile:		
	Work:		
Alternative Emergency Contact: (Must be completed)	Name:		Contact details:
Medical Conditions:			
Allergies / Medication:			
Can the school administer plasters for minor injuries?			
Method of Travel to School	Bus 1 <input type="checkbox"/>	Bus 2 <input type="checkbox"/>	Parent Collected <input type="checkbox"/>
Any other information			
Expected date of departure from Naples			
Would you be interested in knowing more information about the Friends of BFS?			
Signature		Date	



BRITISH FORCES SCHOOL NAPLES

HQ JFC Naples, BFPO 8

Tel: (0039) 081 509 1653

Fax: (0039) 081 509 6555

Email: sce.naples@scschoools.com



HEADTEACHER: Mr Chris Hotham

WORKING TOGETHER FOR THE SUCCESS OF ALL

Dear Parents,

I have been asked by SCE to provide you with the following statement about data held by various agencies involved in the education and well being of your children.

As outlined, data held by the school is purely of an educational nature and is shared with you during parent meetings. It comprises attainment levels in terms of National Curriculum and end of year school reports. Children with Special Educational Needs (SEN) will also have an Individual Education Plan (IEP) which is always signed by parents. If you have not signed one, your child does not have one! All information is passed to you as your child leaves to hand on to the next school, ensuring continuity of educational provision at the relevant level for your child.

The only other information on file is relevant medical information provided by parents e.g. for asthma, nut allergies etc.

If you have any questions regarding the information held, please do not hesitate to get in touch.

Yours sincerely

Chris Hotham
Headteacher



SERVICE CHILDREN'S EDUCATION

School Census Fair Processing Notice

DATA PROTECTION ACT

Schools, Service Children's Education, Local Authorities (LAs), the Department for Education and Skills (DfES), the government department which deals with education, the Qualifications and Curriculum Authority (QCA), Ofsted and the Learning and Skills Council (LSC) all process information on pupils in order to run the education system and Department of Health (DH) and Primary Care Trusts (PCTs) process information on pupils in order to tackle the year on year rise in obesity among children, and in doing so have to comply with the Data Protection Act 1998. This means, among other things, that the data held about pupils must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The **school** holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, national curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. From time to time schools are required to pass on some of this data to LAs, the DfES and to agencies that are prescribed by law, such as QCA, Ofsted, LSC, DH and PCTs.

Service Children's Education uses information about children for whom it provides services to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the child may have. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. **The statistics are used in such a way that individual children cannot be identified from them.** Service Children's Education has a duty under the Children Act 2004 to cooperate with their partners in health and youth justice to improve the well-being of children in their areas. As part of this duty they will be required to maintain the accuracy of the information held on the Information Sharing (IS) Index (BFG pilot programme) about children and young people in their area (see IS Index under Department for Education and Skills).

The **Qualifications and Curriculum Authority** uses information about pupils to administer national curriculum assessments throughout Key Stages 1 to 3. This includes both assessments required by statute and those that are optional. The results of these are passed on to DfES to compile statistics on trends and patterns in levels of achievement. The QCA uses the information to evaluate the effectiveness of the national curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

Ofsted uses information about the progress and performance of pupils to help inspectors evaluate the work of schools, to assist schools in their self-evaluation, and as part of Ofsted's assessment of the effectiveness of education initiatives and policy. Inspection reports do not identify individual pupils.

The **Learning and Skills Council** uses information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way that individual pupils cannot be identified from them. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only. The LSC or its partners may wish to contact learners from time to time about courses, or learning opportunities relevant to them.



In England the **Department of Health** uses aggregate information (at school year group level) about pupils' height and weight for research and statistical purposes, to inform, influence and improve health policy and to monitor the performance of the health service as a whole. The DH will base performance management discussions with Strategic Health Authorities on aggregate information about pupils attending schools in the PCT areas to help focus local resources and deliver the Public Service Agreement target to halt the year on year rise in obesity among children under 11 by 2010, in the context of a broader strategy to tackle obesity in the population as a whole. The Department of Health will also provide aggregate PCT level data to the Healthcare Commission for performance assessment of the health service.

In England **Primary Care Trusts** use information about pupils for research and statistical purposes, to monitor the performance of local health services and to evaluate and develop them. The statistics are used in such a way that individual pupils cannot be identified from them. Information on the height and weight of individual pupils may however be provided to the child and its parents and this will require the PCTs to maintain details of pupils' names for this purpose. PCTs may also provide individual schools and LAs with aggregate information on pupils' height and weight.

The **Department for Education and Skills** uses information about pupils for research and statistical purposes, to inform, influence and improve education policy and to monitor the performance of the education service as a whole. The DfES will feed back to LAs and schools information about their pupils for a variety of purposes that will include data checking exercises, use in self-evaluation analyses and where information is missing because it was not passed on by a former school.

The Children Act 2004 provides for the Secretary of State to issue Regulations requiring the "governing body of a maintained school in England" to disclose information for inclusion on the Information Sharing (IS) Index. Service Children's Education together with UKSC(G) and other MOD agencies intend to mirror this initiative. The purposes of the index are to:

- help practitioners working with children quickly identify a child with whom they have contact;
- determine whether that child is getting the universal services (education, primary health care) to which he or she is entitled; and
- enable earlier identification of needs and earlier, more effective action to address these needs by providing a tool to help practitioners identify which other practitioners are involved with a particular child; and
- encourage better communication and closer working between practitioners.

In England the index will hold for each child or young person:

- basic identifying information: name, address, gender, date of birth and a unique identifying number based on the existing Unique Identifying Number/National Insurance Number;
- basic identifying information about the child's parent or carer;
- contact details for services involved with the child: as a minimum school and GP Practice but also other services where appropriate; and
- the facility for practitioners to indicate to others that they have information to share, are taking action or have undertaken a common assessment in relation to a child.

The index will **NOT** record statements of a child's needs, academic performance, attendance or clinical observations about a child.



To ensure high standards of accuracy, information on the IS Index will be drawn from a number of sources including the termly School Census.

The DfES will also provide Ofsted with pupil data for use in school inspection. Where relevant, pupil information may also be shared with post 16 learning institutions to minimise the administrative burden on application for a course and to aid the preparation of learning plans.

Pupil information may be matched with other data sources that the Department holds in order to model and monitor pupils' educational progression; and to provide comprehensive information back to SCE and learning institutions to support their day to day business. The DfES may also use contact details from these sources to obtain samples for statistical surveys: these surveys may be carried out by research agencies working under contract to the Department and participation in such surveys is usually voluntary. The Department may also match data from these sources to data obtained from statistical surveys.

Pupil data may also be shared with other Government Departments and Agencies (including the Office for National Statistics) for statistical or research purposes only. In all these cases the matching will require that individualised data is used in the processing operation, but that data will not be processed in such a way that it supports measures or decisions relating to particular individuals or identifies individuals in any results. This data sharing will be approved and controlled by the Department's Chief Statistician.

The DfES may also disclose individual pupil information to independent researchers into the educational achievements of pupils who have a legitimate need for it for their research, but each case will be determined on its merits and subject to the approval of the Department's Chief Statistician.

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 on their behalf if they are too young to do so themselves. If you wish to access the personal data held about your child, then please contact the relevant organisation in writing:

- the school at BFS Naples, HQ JFC Naples, BFPO 8
- the SCE Data Protection Officer Glynis Stainton at HQ SCE, Building 5, WMC, BFPO 40
- the QCA's Data Protection Officer at QCA, 83 Piccadilly, LONDON, W1J 8QA;
- Ofsted's Data Protection Officer at Alexandra House, 33 Kingsway, London WC2B 6SE;
- LSC's Data Protection Officer at Cheylesmore House, Quinton Road, Coventry, Warwickshire CV1 2WT;
- the DfES's Data Protection Officer at DfES, Caxton House, Tothill Street, LONDON, SW1H 9NA;
- the DH's Data Protection Officer at Skipton House 80 London Road London SE1 6LH;

In order to fulfil their responsibilities under the Act the organisation may, before responding to this request, seek proof of the requestor's identity and any further information required to locate the personal data requested.

Separately from the Data Protection Act, regulations provide a pupil's parent (regardless of the age of the pupil) with the right to view, or to have a copy of, their child's educational record at the school. If you wish to exercise this right you should write to the school.



British Forces School, Naples



WORKING TOGETHER FOR THE SUCCESS OF ALL

Behaviour Policy

This policy should be read in conjunction with aims of the school and the home school agreement.

The behaviour policy of the British Forces School has been written and agreed by teaching and non-teaching staff. All staff at the school have the responsibility of maintaining good behaviour and of encouraging children to understand what constitutes good behaviour. They will assist children in learning to play a responsible role both within the school and in the wider world.

The British Forces School recognises the achievements of children, has an easily understood set of rules, draws attention to unacceptable behaviour and teaches fairness and understanding. The role of the parents is recognised and they are encouraged to become involved in the school wherever possible.

Children are involved in the construction of a set of rules for the classroom and are taught the school's "*Golden Rules*" each year. Both the "*Golden Rules*" and the classroom rules are displayed in the classrooms. The rules are kept short, simple and realistic. Children are reminded frequently about the rules and why they were made. Class rules vary from class to class. It is however essential that they contain a method for the basic expectations of positive behaviour in the classroom.



Examples are;

- *Do things that help others to learn*
- *Show respect for others*
- *Help people feel wanted in school*
- *Do what the teacher asks*
- *Be kind and sensitive*
- *Work quietly and do not distract others*
- *Wait your turn and do not interrupt others*
- *Use equipment properly*

Supportive Rewards and Feedback

Supportive feedback is the way an adult provides a quick and positive message to the children that they are behaving well and to motivate them to do it again. It can be a quiet word or it can be more pronounced and significant, depending on the motivation of the learner. With children who have low levels of self esteem and confidence the level of incentive may have to be raised giving more supportive feedback and more tangible rewards, although the overuse of such things as stickers should be avoided.

The following is used as the system of rewarding good behaviour:

- Written comments in books.
- Public praise in front of peers through the giving of a certificate in the Friday assembly.
- The giving of stickers or smiley faces in children's work.
- Team points
- Sending the child to the Headteacher for a Headteacher's award.
- A note to parents to share their achievements.



- Teachers own classroom system rewarding through 'curriculum treats' (choice, computers etc).
- Specific privileges in use of school facilities or equipment.
- Golden Time

When a child's behaviour prevents teaching and others from learning, or threatens the safety of others and themselves, then effective action must be taken. No matter how well the class rules are set up there will be occasions when a child oversteps the boundaries or deliberately tests out the rules. Misbehaviour must not be left to continue until it cannot be ignored any longer, which would necessitate the use of a heavy sanction. Corrective feedback will be the first stage of changing behaviour.

- Stop the misbehaviour.
- Redirect the child to the correct behaviour.
- Provide supportive feedback as soon as the child is behaving well.

The following is the agreed system of sanctions:

- A clear statement of how the behaviour breaches a class or golden rule.
- A clear verbal warning (rebuke) of the consequences for continuing.
- Repetition of task, if not done satisfactorily.
- Loss of privilege.
- Consequence (moving place, sit apart from others for a specified time).
- Stay behind after the lesson for a specified number of minutes.
- Sent out of the room to the head teacher or other member of teaching staff.
- Inform and ask to meet the parents.



Unacceptable Behaviour

Certain types of behaviour will come under the heading unacceptable. This includes violence, theft, bullying, harassment, vandalism, and rudeness to adults or bad language. All occurrences of this type of behaviour will be noted in the incident book, which is kept in the office. The entry should be made as soon as possible after the event and signed by the child to show that they are aware of its contents. An accident book is also kept in which details of any incident involving physical injury to a child is noted. This is kept in the First Aid cupboards in the office and staff room.

Circle Time

Circle Time meetings are held regularly and are timetabled. The object of circle time is to give all children a forum to discuss their anxieties and concerns and to collectively devise alternative ways forward. Through circle time it is hoped that children will:

- Enhance their self esteem by knowing that they are able to make a difference and voice their concerns.
- Be assertive and stand up for themselves.
- Express their feelings.
- Support their peers verbally and emotionally.
- Resolve conflicts or disputes.
- Problem solve, resolve issues fairly without escalation.
- Learn to apologise and to understand that their behaviour can affect others.
- Learn positive behaviour.



The Golden Rules

Do be gentle

Do be kind and helpful

Do work hard

Do look after property

Do listen to people

Do be honest

Do speak politely

**Do act safely and with
consideration for others**

Do not hurt anyone

Do not hurt anyone's feelings

Do not waste your or other people's time

Do not waste or damage things

Do not interrupt

Do not cover up the truth

Do not shout or use bad language

Do not play roughly