

From the Headteacher

On behalf of the staff, Governors, parents and pupils, I am delighted to welcome you to this happy and successful school.

The Redhill School philosophy supports children through their personal learning journey with a positive focus on celebrating success.

We provide our pupils with the opportunity to become lifelong learners by having high expectations and giving them the capacity to realise their own potential. We encourage the children to reach for the stars!

The School Vision Statement “Our School, our Future” encapsulates this ideal.

To develop the children of today and citizens for tomorrow we want all our children to have

- Pride in themselves
- Pride in their work
- Pride in what they achieve
- Pride in each other
- Pride in our fine school building

Our aim is to cater for the whole child by –

Developing academic excellence through the National Curriculum
Promoting creativity and thinking skills
Developing ICT skills across the Curriculum
Promoting spiritual, moral and cultural development
Increasing financial capability and independence
Developing an engagement with enterprise education and a sustainable world

The “Every Child Matters” agenda also promotes this approach by encouraging children to –

Be safe and healthy
Have economic wellbeing through good preparation for adult life
Being able to make a positive contribution to the society they live in
Enjoying life and achieving well

The whole school community is committed to maintaining and improving the school building and local environment.

You are warmly invited to contact me if you would like to visit the school – please contact the office to make an appointment.

J. JONES (Mrs.) B.Ed. Hons.
Headteacher

ABOUT OUR SCHOOL



Welcome to Redhill Primary School. This is a co-educational primary school which reflects the rich cultural diversity of the community of Hay Mills. On our site we offer

Nursery 3 - 4 years old
School 4 - 11 years old (maximum 30 pupils per class)
Out of hours school clubs/activities
Work experience and student placements
Parent and community courses in partnership with a range of community providers

We all work together to provide a stimulating environment with the philosophy of life long enjoyment of learning.

This booklet will give you some information about our school, about ways in which you will be able to support your child's education and some ways in which you can extend your skills while younger children are cared for, all on one site. If you require any other information please do not hesitate to visit the school or to telephone us.

The Nursery currently has spaces for 26 children in the afternoon.

Reception (or The Early Years Unit) and Years 1-6 have places for 30 children in each class.

The school follows the Local Education Authority's admission policy.

We welcome visits from prospective parents. Please phone or call in to make an appointment to come and have a look at our school working.

HOW TO JOIN US



For entry to Nursery (3+) parents should register at the school office as soon as possible and preferably before the end of January in the year that they are due to begin. It is useful to bring a proof of address with you and the child's birth certificate when you come to register. Registration for Reception class (4+) is now being handled by the Birmingham Education Authority (LA) direct. Parents will receive a preference form in September and they should fill in their school preferences and return it as instructed before the date stated. Parents will be informed directly to their home about the school to which their child has been allocated a place.

Nursery

The children are admitted in the September between their 3rd and 4th birthdays. Parents are generally advised to register their children after the age of 2 years as demand often exceeds the placements.

N.B.

If your child attends our nursery it does not automatically guarantee a place in our Reception Class. All places are now allocated by the LA Admissions Department (not by Redhill Primary School) according to the LA criteria outlined below.

Reception

In Birmingham children are admitted to reception classes at the start of the academic year (September 1st - August 31st) in which they have their 5th birthday. This means that if your child is 4 years old before September he or she can be admitted to our Reception Class.

The L.A. Admission Criteria are applied strictly and places are allocated in the following order:

- Children with statements of special educational needs who have been identified as needing to attend specific schools with units to accommodate them.
- Children with brothers or sisters already at a school and who will still be attending the school when they start school themselves.
- Children who live nearest to the school by walking distance measurement.

Admission at any other time

Parents seeking entry for their child to the school at any other stage between current Reception and Year 6 classes should contact the school office.

Waiting List

At any stage the school may not be able to offer a place because we are oversubscribed. If this is the case children will be placed on a waiting list, which again will operate in accordance with the LA Admissions Criteria.

Appeals Procedure

Parents have the right to appeal against the decision made if we have not been able to offer a place to a child or family. Parents wishing to appeal against the decision should write or telephone the L.E.A. Admission and Appeals Section at: -

School Admissions & Pupil Placements Service
PO Box 16513
Birmingham
B2 2FF

Tel: 0121 303 1888

The School Day

8.55 a.m. School starts- Session 1
10.10 a.m. Assembly
10.30 a.m. Break – Reception –Y6
10.45 a.m. Session 2
12.00 p.m. Key Stage 1 lunch
12.15 p.m. Key Stage 2 lunch

1.00 p.m. Sessions 3/4
3.00 p.m. School finishes



Teaching and Learning Time

	Key Stage 1	Key Stage 2
Hours per day	4 hours 50 minutes	5 hours 5 minutes
Hours per week	22 hours 50 minutes	25 hours 25 minutes

REDHILL PRIMARY SCHOOL AIMS

At Redhill School we aim to provide the environment, stimulus, ethos and facilities to enable children to become independent individuals, increasingly taking responsibility for their own actions and learning.

For all our children, we aim to –

**develop lively and enquiring minds
develop the ability to question and argue rationally
develop creative and imaginative approaches
increase their reflection, adaptability and understanding
value what they have to offer as an individual
encourage the appreciation of the benefits of being part of a local,
national and global community**

- To engender in each child a respect for themselves and others.
- To foster each child's self esteem through the valuing of his or her cultural and ethnic origins
- To develop attitudes and acquire knowledge, skills and conceptual thinking that will help each child to reach his or her full potential through a well planned and appropriately delivered curriculum in a purposeful and stimulating environment.
- As a school to improve on previous best through regular review and monitoring of standards, reflecting on our current practice to inform future planning.
- To encourage each member of the school community to have high expectations of themselves and others.
- To encourage the children to develop values that reflect self-discipline and an understanding of the needs of others. We provide pupils with the opportunity to become increasingly thoughtful about their world.
- To create a caring, listening school based on principles of respect, tolerance, courtesy and good manners.
- To foster a climate where children will appreciate the need for rules and to understand what is right and wrong.
- We encourage good behaviour through praise and a reward system, with planned opportunities to celebrate achievement.

Redhill is proud to be the primary school of Hay Mills. We aim to prepare our children for their role as citizens in their multi-cultural society and to enrich the education of our children by forming a partnership with parents and other members of the community.

REDHILL – A SHARED VISION

“Our School, Our Future” – A mission statement

Knowledge and Skills

- To provide a range of experiences to equip the staff team with a variety of skills
- To equip children with the necessary skills for life
- We aim to draw on previous skills to ensure progression
- To improve and extend staff's knowledge and skills to reflect current research

Teaching for Learning

- To foster an atmosphere of learning that extends beyond school
- Flexibility and adaptability of learning styles
- Strive to make learning fun
- Provide a varied and interesting curriculum
- Clear learning objectives at heart of teaching
- Use assessment as ongoing process to inform, direct and improve teaching

Ethos

- We welcome people into our school
- We embrace the diversity and recognise the richness it brings to our community
- Value and respect all the members of our community and provide equality for everyone

Success for All

- We embrace the expertise of all our community members
- We strive for all children to achieve full potential in all areas
- We encourage children to succeed emotionally, socially, spiritually and academically - to develop the whole person and believe in themselves
- Challenge underachieving and stereotypes

Ownership

- We encourage individuals to have the confidence to challenge themselves
- We encourage independence and responsibility for learning
- We encourage responsibility and ownership of the school environment by all members of the community

Lifelong Learning

- We aim to provide opportunities to help develop skills for life
- We provide children with the knowledge, skills and experience to enable them to become valuable members of society
- To instil a love of learning
- To place the child at the heart of their learning so that they can access what they want to learn

Community

- We value and respect all members of our community and appreciate their involvement while celebrating their diversity
- We build all possible links between school and home, business and the wider community
- We develop both local and global links to promote community cohesion

The Whole Child

- Provide opportunities for children to develop through a range of activities
- Create opportunities for choices beyond the classroom
- We work as a team
- Encourage spirituality
- Develop physical wellbeing

As individuals, as members of a class and as part of the school community, to instil and develop a feeling of -

Our School, Our Future

CHARGING AND REMISSIONS POLICY

VISITS

1. If a visit takes place during school time or is curriculum related outside school time there is no obligatory charge. However, if an activity cannot be funded without voluntary contributions this will be made clear to parents at the outset.
2. If a visit takes place outside school hours and is not curriculum related a charge will be made to cover costs.
3. If a residential visit falls **mainly** in school time, e.g. Monday-Friday or Wednesday-Sunday (3 + 2 days), then voluntary contributions may be asked for but charges can only be made for accommodation and food. However, again, if a visit cannot be funded without voluntary contributions this will be made clear to parents at the outset.
4. If a residential visit falls mainly outside school hours, e.g. Friday-Sunday (and is not curriculum related) a full charge can be made to all children.

COMPLAINT PROCEDURES (Summary)

Redhill Primary School has a complaint procedure, which follows Government and Birmingham local authority guidelines. If you wish to see a copy please ask at the school office.

CURRICULUM MATERIALS

All materials used by the children as part of their regular curriculum entitlement will be provided free. If children wish to take particular items home (and this is agreed by the school) then they will be asked for a voluntary contribution.

VISITORS AND SPECIAL EVENTS IN SCHOOL

As part of the curriculum any event in school time will be provided free although the school may sometimes ask for voluntary contributions to help cover costs. The school subsidises such curriculum enrichment from our school fund, balances permitting.

EXTRA CURRICULAR ACTIVITIES

The majority of activities provided by Redhill Primary School are free. Other providers may make a charge for services.

VOLUNTARY CONTRIBUTIONS

Where these are needed to make an activity viable then the school may, at short notice need to cancel events if there are insufficient contributions.

Naturally Governors may require parents to be responsible for the cost of any damage to school property if this is a result of the child's behaviour. We are glad to say this rarely happens at Redhill

REDHILL PRIMARY SCHOOL GOVERNORS' CURRICULUM STATEMENT

"Education is a lifelong process..... all of us, children, parents, teachers, Governors and the community, are involved in education." (The Birmingham Curriculum Statement).

At Redhill Primary School we believe that learning is a life long process which enables us all to play a full part in the development of our society, to contribute to it and benefit from it. It is an active and exciting process rather than passive, and one in which we provide an excellent start.

Our school curriculum is the total of everything that is offered to your child at Redhill and it is lived and shared in partnership with the school and local community.

At Redhill we emphasise that all children have an entitlement to:

equality of opportunity, contribution and esteem

a curriculum that recognises the individuality and special needs of each child

a curriculum that provides continuity and progression through well organised and researched learning experiences

a curriculum that involves children in the learning process as much as possible

"The child is at the heart of the education process because the curriculum exists to enable each child to secure maximum benefits from education." (The Birmingham Curriculum Statement)

At Redhill all activities focus ultimately on the curriculum and the teaching and learning process, and we judge our success on the impact we have on these.

Redhill School has developed a curriculum that encompasses the requirements of the National Curriculum and the Birmingham Curriculum Statement. It presents an approach, which is:

- organised into 24 terms (8 years)
- made up of broadly based themes and discrete knowledge areas. Subjects stand-alone or are integrated where appropriate
- taught in continuing or blocked elements according to suitability
- organised into a wide range of teaching settings - whole class, grouped, individualised
- communicated and shared with parents
- planned, monitored and recorded by staff
- discussed with parents and pupils at regular intervals
- assessed and evaluated

"Good practice is most likely to be advanced when members of staff are committed to the same aims; providing a broad, balanced, relevant and differentiated curriculum and raising standards for each of the pupils they teach." (National Curriculum Council)

At Redhill we have a highly committed staff and modern curriculum addressing the above criteria. The curriculum also extends the enriching experiences and activities by themed events (citizenship, science/IT, etc.), extra curricular clubs, residential experiences, regular trips, visits, special events and visitors.

The Governors believe that this is a strong curriculum, dynamic and continually responding to meet the needs of our children and our community

"Our school, our future!"



EQUAL OPPORTUNITIES

We value all who work with or in Redhill School be it pupil, parent, staff or friend. All members of our school community are encouraged to respect and value their own background and culture and those of others. Our race equality policy promotes our commitment to this philosophy.

Every child has a right to develop to their full potential.

We must provide for the particular needs of all our children. These needs may have regard for the children's ethnic, cultural, linguistic or social background, for their gender, age or the quality of their experiences, for their emotional or behavioural development, for physical disabilities or for their own personalities.

Our school is committed to providing multi-cultural, anti-racist activities and calls for positive action aimed at countering all the inequalities, injustices and stereotyping that exists in society, including discrimination in all its many forms.

Children should have equal access to the curriculum. This may require staff to restore the balance of experiences gained by children outside school, to develop a variety of grouping strategies, to use bilingual, English as a second language and special needs support effectively, to plan and differentiate work and generally to reflect in practice to ensure all children have received their full entitlement to the curriculum.

The curriculum provided will recognise, value and celebrate all abilities, cultures and individual achievements.

Pupils will be provided with opportunities to reflect on and communicate their own experiences, values and language.

Redhill School welcomes the multi-ethnic nature of its pupils and is opposed to racism. We condemn and actively respond to all expressions of racism, sexism and discrimination of all kinds and encourage pupils and parents to adopt a similar attitude.

All schemes of work, topics, resources and the general ethos of the school will reflect this philosophy.

These principles must inform and guide every individual and group within the school.

ORGANISATION OF LEARNING

Each year group has only one class, which means that all the children quickly become part of the Redhill family and are known by name

Nursery

One teacher and two teaching assistants staff the Nursery. The children are encouraged to develop social skills and talk about their learning. They are placed in family groups but they move

around the nursery mixing with each other interacting with adults on a one to one basis, small groups or even whole family group basis.

Reception

A full time teacher and one teaching assistant staff this class. Developing from practise in the Nursery, the children mainly work in small groups at a wide variety of activities designed for their particular learning needs.

Both the Nursery and Reception children follow the Foundation Curriculum as issued by the DfE and as they reach 5 years old they move gradually on to the National Curriculum, to achieve the learning goals.

Key Stage One

Years 1 & 2

Working as groups and increasingly as a whole class as they mature and develop. Year 1 children sit a phonics test in June to assess their capacity to decode real and made up words. At the end of year 2 the children will take part in the National Assessments for 7 year olds (SATs). The results of the SATs tests will be issued to parents as part of the End of Year Reports These year groups are each staffed by one teacher with regular teaching assistant support.

Key Stage Two

Years 3 - 6

There is one teacher for each of the classes and a Teaching Assistant is also in the class to give extra adult help to the children. The children in these classes follow a mixture of whole class and group teaching. Every year we test the children using tests issued by the government which enable us to ensure that the children are making the progress we would expect and to help us plan for the next stages in their learning. At the end of year 6 the children will take part in the National Tests for 11 year olds (SATs)

All classes have at least two qualified adults in the room working with the children each day. The ratio of 1 adult to 15 children or less has helped develop the quality of education we provide. Children may be additionally supported by our non- class based teaching assistants, or by involvement in an initiative e.g. Reading Recovery or Every Child Counts. Parents are informed about children's inclusion in any additional support.

OUR CURRICULUM AT REDHILL SCHOOL

We plan a balanced and broad curriculum for the children to study at Redhill School. All of our schemes of work are based upon The Foundation Curriculum (3-5 years), National Curriculum (5-11 years) and the Birmingham Curriculum Statement which incorporates the national primary strategy.

Primary aged children learn most effectively when their interest and enthusiasm is engaged.

This means that at Redhill School we plan our curriculum for those children aged 3-5 years old around 'interest themes', which enables them to relate their learning across all subjects of the curriculum. Although in Key Stage 2 the learning becomes more subject based, we are

increasingly taking a cross-curricular approach to teaching and learning to enable pupils to see meaningful and relevant links across all subjects. The enhanced provision of ICT in school has greatly assisted this development.

Consideration is given to equal opportunities regardless of ability, gender, disability and race, at an appropriate level and across all aspects of the curriculum and school life.

LITERACY

At Redhill we encourage development of all pupils' ability to communicate confidently in speech and a willingness to listen with understanding. We ensure that they have the opportunity to become enthusiastic, responsive and knowledgeable readers. We achieve this by focusing on phonics in EYFS and Key Stage 1, with children having the chance to develop their skills through weekly guided sessions in reading. At Key Stage 2, children experience a weekly grammar lesson and follow a progressive spelling programme.

All of the children will be given the opportunity to read and be read to from a range of literature that includes poetry, plays, picture books, longer fiction books and stories from other cultures. We believe that our children are aware of the richness of experiences that living in a multicultural society offers them. Our reading scheme allows the children to develop skills in a progressive and coherent fashion and takes the children into Key Stage 2.

All of the classes from Year 1 to Year 6 have a literacy lesson every day as well as opportunities to focus on developing their writing skills through extended pieces of work. Reception children are taught all the elements of the literacy hour throughout the day. They develop their skills to enable them to have a full literacy lesson by the summer term.

MODERN FOREIGN LANGUAGES

In line with Government policy, we have introduced the learning of a modern foreign language at Redhill Primary. Children in Years 5 and 6 have 1 hour of French language lessons weekly with a French specialist, and children in Years 3 and 4 1 hour fortnightly. Children are encouraged to see the link between learning French and the skills required to learn any language. This is particularly important in a school where many pupils learn English as a second language. Children are taught to value other ways of speaking and grammar, and learn about other cultures in a fun and inter-active way. Emphasis is placed on Speaking and Listening, particularly in the younger classes.

MATHEMATICS

At Redhill School we aim to promote a positive attitude to mathematics as an interesting subject and enable children to use their mathematical skills in real life situations.

It is taught to comply with the National Curriculum, the national primary strategy and the Birmingham local authority policy.

Children are encouraged to use mental strategies to solve problems and often work with number lines and hundred squares. A daily numeracy lesson takes place in all classes and this is complimented by fun based basic skills activities (such as number songs and games).

COMPUTER SCIENCE

Children learn to use word processing programmes of increasing sophistication, data base programmes for sorting information and to use programming instructions for control purposes. In KS2 children begin to use computer programmes for monitoring purposes and use computer simulations to enter distant worlds in distant times. The school has broadband high speed access to the Internet and electronic mail. Children have access to notebooks and laptops in all classes including Numeracy, so that the development of ICT skills can be progressive and cohesive. The easy access of ICT equipment means that our children can use technology to assist their learning at every opportunity. We also have 9 interactive whiteboards and digital and video cameras for each classroom.

SCIENCE

In modern times science plays an important role in many aspects of everyday life. Our children need to be able to understand how things in the world around them work and to be able to apply that knowledge.

At Redhill School the approach to science is that it should be fun and interesting, helping the children to acquire scientific knowledge and understanding and the skills to devise their own investigations.

The subject has a large practical element, backed up by taught subject matter. We work to develop the skills of research, predicting based on experience, observation and recording and drawing valid conclusions. The children are assessed at the end of each unit of work and at S.A.T. level at the end of Key Stage 1 & 2.

MUSIC

Music is a vital part of our curriculum, offering children the chance to express their thoughts and feelings, to reflect on their own work and that of other people and to develop a set of skills that may benefit other areas of the curriculum and beyond.

Music is mainly about practical activity. Children sing, play instruments, explore various sound sources, compose (i.e. organising sounds into a structure), play games focused on the musical elements and perform for themselves or others. We also get to know music from a wide range of cultures, not least from our own cultures at Redhill.

Music is an integral part of our school day with opportunities to listen to and appreciate music

- in assembly
- in the classrooms whilst working

Apart from classroom music lessons we also have song practice in key stage groups. Music at Redhill is traditionally shared with the community and this is a tradition that we aim to continue through sharing e.g. assemblies and Christmas concerts with families and friends.

ART

The subject of art covers the areas of art, craft and display. It will provide pupils with opportunities to develop aesthetic and creative skills.

Art education at Redhill will encourage pupils to develop visual literacy and pupils will be taught the creative, imaginative and practical skills to help them to understand the different ways in which ideas, feelings and meanings are created in visual form.

At all times consideration will be given to working safely. Progression in skills, techniques and historical knowledge are built into our schemes of work and we shall value art of all cultures and civilisations.

The art curriculum can give a unique opportunity to develop an area of skills that can be experienced in no other subject - to develop the whole person with special consideration to developing feeling and expression with tangible products at its conclusion.

DESIGN AND TECHNOLOGY

Design and technology is made up of several parts. Designing skills where a need is identified and a solution proposed, making skills where the solution is modelled or made and then evaluated and investigation into materials, to enable children to decide which is the most appropriate for the task.

Children also look at available products and assess their function and fitness for the purpose, which helps them to evaluate their own work.

PHYSICAL EDUCATION

At Redhill we provide opportunities for all pupils to listen co-operate and act independently and responsibly.

Through enjoyable physical activities pupils learn to extend and improve their body control, co-ordination, their personal physical performance and an understanding of safe practice.

These activities include dance, gymnastics, games, swimming and athletics. Pupils are given opportunities to plan, perform and evaluate in all activities. The children are encouraged to be physically active and develop healthy lifestyles. Set rules and safety procedures for different activities are taught to the pupils. They are encouraged to develop positive attitudes towards fair play, as individuals, team members and spectators and to show consideration for others and the environment.

The timetable allows for 2 hours of PE for each class in line with government targets and as a result the school has been awarded an "active mark" award. In addition we offer a variety of extracurricular opportunities for all children during the school year with a focus on PE activities.



PE is a statutory requirement and all children must take part unless they are unfit to do so. If this is the case the child should have a letter signed by a parent/guardian explaining the reason.



HISTORY

It is partly through the study of history that pupils acquire a knowledge and understanding of places and times other than their own and to appreciate the diversity and development of a variety of cultures. In KS1, through half termly topics, children learn about changes in recent times and in familiar places, people, buildings and artefacts through a variety of forms of evidence including photographs and visitors. (The school is always happy to acquire or borrow artefacts of yesterday that lie forgotten in grandparents' attics.)

GEOGRAPHY

Geography aims to inform children about the world, its peoples, cultures and environments.

This is achieved by teaching children about places across the world, including their own locality, studying geographical themes such as weather, environment and settlement and through geographical skills involving mapping, compass skills and fieldwork.

Geography is taught in line with the National Curriculum and is delivered through first and second hand experience, often using real data. In many cases it forms the basis of a topic approach to teaching, encompassing other curriculum areas.

In KS2, through a succession of study units, children learn about the history of this country and others. Each theme is linked to other areas of the curriculum allowing depth of study to take place.

HEALTH EDUCATION

Health education is an important part of the school curriculum and during their time with us children will learn about healthy food, medicines and misuse, including smoking as well as developing their social and emotional skills through such activities as circle time. Sex and relationships (SRE) education is part of the health education programme that is undertaken by Year 5 or 6 pupils. It has been carefully designed to reflect the cultural and specific needs of our community and so focuses on puberty and the changes to the body which may begin to affect our pupils in the near future if not already.

Before this unit of study takes place you will be invited to school to see the resources used and talk to the Health Education Co-ordinator or the teachers (and school nurse when appropriate) involved in delivering the programme.

You are entitled to withdraw your child from SRE Education if you wish. However on some occasions when children have been withdrawn they have then be subject to second hand information (children do talk) rather than facts sensitively explained by trusted adults within a safe environment. We would urge you to discuss any concerns you may have before taking the decision to withdraw your child. Please contact school to speak to a member of staff you feel comfortable talking to.

RELIGIOUS EDUCATION

Religious education makes a distinctive contribution to the school curriculum by developing pupils' knowledge and understanding of religious beliefs, practices and traditions and their influences on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.

R.E. is taught across both Key Stages using the Birmingham Agreed Syllabus.

COLLECTIVE WORSHIP

Collective worship at Redhill conforms to the 1988 Education Reform Act.

Collective worship takes place daily and all pupils of any religion or none may comfortably be present and participate as appropriate. The worship element is usually in the form of a prayer or quiet moment linked to the assembly theme, and often is the school prayer devised by our pupils.

A wide variety of themes are offered for reflection and worship designed to enhance the spiritual and moral development of pupils. Collective worship is also an opportunity for pupils to celebrate the values and achievements of both the school and community.

Under no circumstances will pupils be asked to accept beliefs that are contrary to their family background. All should gain and feel involved whatever their beliefs.

Parents may withdraw their children from collective worship or religious education should they wish to do so but as we go to great lengths to ensure that these areas are accessible to all our pupils regardless of religious or cultural backgrounds we would urge you to discuss any concerns you have before withdrawing your child. In cases where parents have taken the decision to withdraw they will be asked to confirm this in writing and will be asked to provide work to complete for the duration of the collective worship and/or religious education lesson.

We believe it is a measure of our success in developing an ethos of respect, tolerance and value of diversity that there are no pupils at Redhill currently withdrawn for RE or collective worship.

RELIGIOUS OBSERVANCE

We value the richness of culture within Redhill and encourage children to share their experiences with us. We endeavour to acknowledge the major festivals and celebrations during the year, especially those directly applicable to our pupils.

Children who have time off for religious festivals, in accordance with authority policy, are recorded as having authorised absence. However, this is limited by government policy (not our school) to two non-consecutive days per year.

Many of our pupils are Muslims and, during Ramadan, some of the older children wish to take part in fasting. Whilst the Central Mosque advises that primary age children are not required to fast Redhill School respects their right to do so. A room will be made available for their use during the lunch break but parents must provide a contact number and written permission for their child to fast. Children fasting are expected to act respectfully as is appropriate to the fast, anyone not behaving so will be asked to go home at lunchtimes.

CITIZENSHIP

The role of citizenship within the curriculum has always been of great importance to us. We aim to foster the ethos that each individual has a role to play in society and that each one of us is as important as the next. This applies both within our own school society and the wider community in which we live.

The children are taught to question, reason, listen and discuss and we develop these skills through circle time, peer mediation and school council. Year 5 pupils are trained as “play leaders” to work with Key Stage 1 children at morning and lunchtime breaks as role models. They learn that they are able to choose their own actions but that they must take responsibility for the consequences of inappropriate choices.

Year 6 pupils undergo mediation training in order to support younger children in solving conflicts. This has a positive impact upon the Year 6 pupils as well as those children they help.

Our pupils move on to their secondary schools with highly valued skills that help to equip them for their life ahead.

ASSEMBLIES

Monday	Whole School	Collective Worship	Main Hall
Tuesday	KS1 & KS2	Collective Worship	Class Based
Wednesday	KS2	Singing	Main Hall
Thursday	KS1 & KS2	Class-based Worship/ Thought for the day	Classes
Friday	Whole School	Celebration Assembly	Main Hall

NURSERY

The nursery aims to be a community in which children, parents, teachers and key adults all work in partnership to create an environment that is rich in learning opportunities.

We aim to prepare the children for school by following school policy wherever appropriate and to develop curriculum skills through the foundation curriculum areas of learning experience - personal, social and moral education; language and literacy; mathematics; knowledge and understanding; creativity; physical.

Nursery children are encouraged to be part of the wider family at Redhill through attending assemblies and working on activities with the Reception children or children from older classes.

We value all our cultures, faiths and languages. We hope that our nursery creates an atmosphere of security, mutual respect, enjoyment, happiness and personal value and fulfilment.

SPECIAL EDUCATIONAL NEEDS

Redhill School aims to provide a broad and balanced curriculum for all its pupils.

We provide extra support for children who have special educational needs. This ranges from in-class support to group or individual teaching, depending on pupils' particular needs. We follow Birmingham Education Authority's Code of Practice, which ensures as far as possible that pupils have their educational needs met.

We monitor and record children's progress and provide programmes of work designed specifically for individuals. We have a range of teaching methods and materials to support children with special educational needs. We regularly review progress and welcome and actively encourage the involvement of the family in this process.

There are times when a child may require a specific intervention to support him or her to progress at the appropriate rate. At Redhill, children have the opportunity to be involved in the Numbers Count initiative to support numeracy skills, the Reading Recovery programme and Volunteer Readers to support literacy skills. Children can be part of an intervention for a short or longer time, depending on need.

LANGUAGE SUPPORT

At Redhill School we provide support in order to improve the language competence of all our pupils in specific subject areas. We plan towards increasing the number of pupils having access to all areas of the curriculum by improving their literacy and oral skills.

We provide support for pupils who have English as an additional language. In addition to this we also design a range of teaching materials and learning aids to support the teaching of English to all the children.

The school places a significant emphasis on developing speaking and listening skills for all our pupils. This is reflected in the planning of our curriculum.

HOW YOU CAN SUPPORT YOUR CHILD'S LEARNING -

HOMEWORK

We do set regular homework at Redhill School and all parents are given a copy of our policy when they start school. Every child in Years 2 - 6 has a homework diary that we expect the children to write their homework in and would encourage parents to look at and write any comments in. Children in Years 1 and Reception have a reading diary as we feel that it is vitally important to share the reading experience with your child at home in these very early years.

We have a homework policy at Redhill School. We ask parents to talk to their children about their homework and to encourage them to do it. For younger children it will take the form of reading, learning spellings and words or learning tables as they get a little older. Often with the older pupils the homework they are given forms the basis of the work they will be doing in class the next day. It may take the form of research or drafting written work and if they have not done it they may well be behind in their work in class the next day. Supporting homework from an early age encourages good habits for the rest of their life.

Your child is given a homework diary or book bag at the beginning of every term.

All children are provided with a Homework Book in which to do their homework. All worksheets and practice work can then be kept in the one place. It would help them if you asked to check this every night to see what their homework is. Please would you then sign it to show that you have helped them or seen them doing it and make sure that they bring it to school everyday in their homework bags.

Here are just a few suggestions of other ways in which you can support your child's learning at home:-

Play word games (like 'I Spy') and sing rhymes and songs with them – this can be in the car, on the way to the shops, at bath time, etc.

Listen and talk to your child about their day at school.

Talk about books with your child.

Listen to your child read.

Take your child to the library regularly and read books together.

Children will bring home library and reading books to read and share with you.

Words, spellings and tables to learn - please make sure they have somewhere and some time to undertake these tasks.

Always praise your child's achievements, however simple they seem to you (we all like praise).

Do practical things with your child (like cooking, modelling, gardening, visiting interesting places) and talk about what you are doing.

TAKING CONTROL!

Encourage your child to be organised about the routines of school and to remember to bring to school swimming kit, P.E. kit and books that they may have brought home.

Regular letters are sent home to you with information of activities and events taking place at school. Remind your child to give them to you.

It is vital that your child is punctual for school. It is important for a child's confidence and sense of belonging to take part in the routines that start each school day. A child who is regularly late for school is missing a vital part of the day of the school family and can be upset by this. Equally important is the fact that they are missing an essential opportunity to learn. It is first thing in the morning that teacher's inform children about the plan for the day and what is expected of them. Your child can be at a serious disadvantage if he or she is not in school to share this information. A few minutes missed each day may not seem like much but can quickly add up to a lot of learning time lost – even 5 minutes a day is 25 minutes over the week. We want to instil good habits in our children which will be valuable for them throughout their lives – your support in this is very much appreciated.

SPECIAL NEEDS

Staff are careful when they are planning to ensure that their lessons will meet the needs of all levels of ability. Children experiencing difficulties are supported with individual activities and programmes of work where needed. Extension and enrichment activities and material is available for children who need more challenge.

In both cases children are helped by the flexible grouping arrangements and deployment of staff to groups of needs. Many children have marked special needs during their schooling. This may be for a short period in a specific area or may be longer term and more general in nature. This includes able as well as less able children.

There are clear procedures and a range of support that is activated for these children. The school Special Needs Co-ordinator (SENCO) oversees our Special Needs (SEN) work with the support of the School Educational Psychologist. All schools are required to keep a register of children with special educational needs.

Children are identified at a number of actions. They can pass up, down and off these stages as their needs change. There are built-in review procedures at every action to ensure that children's special needs are actively met and decisions are made on the basis of evidence and progress. Redhill Primary School has adopted actions of identification and assessment endorsed by Birmingham Local Education Authority and recommended in the Special Needs Code of Practice. Parents should be, and are actively encouraged to be, involved at all stages.

- 1) Early Years Action - 3 - 5 year olds.**
- 2) Early Years Action Plus - 3 - 5 year olds**
- 3) School Action – Years 1 – 6**
- 4) School Action Plus – Years 1 – 6**

5) Statement Provision – Years 1 – 6

An Individual Education Plan is devised for children on these levels. Targets are set and their achievements are reviewed at the end of each term.

Extra support is given to pupils on the SEN register whether it is resources, Redhill support staff time or from outside agencies. The SENCO monitors the support given to pupils. Parents are welcome to make an appointment with the SENCO if they wish to discuss any SEN issues.

SPECIAL ARRANGEMENTS FOR PARTICULAR CATEGORIES OF PUPILS

Children with Statements or a personal provision plan (PPP) may have a range of special arrangements organised to meet their needs. On occasions there may be the support of an Integration Assistant. This staff member works with the pupil to ensure he or she has access to the curriculum provided by the school. The pupil will be supported to work with other children in the class and to complete planned activities. This provision is dependent on the availability of LEA finance. Within the resources available to the school we deploy members of staff to support small groups or individuals with SEN for regular short periods

Children with physical disabilities can be catered for although modifications to our environment might need to be built into any specific Statement of Need.

The application of the LA admission criteria ensures children with disabilities are given their entitlement to a place at Redhill.

Children with disabilities are welcomed at Redhill and provision is carefully planned prior to their arrival in every case possible through strong partnerships with a range of professionals.

SAFEGUARDING and CHILD PROTECTION STATEMENT

It is of paramount importance that our children feel safe at school. As a result we place great emphasis upon the wellbeing and care of our pupils.

Policy and practise ensure that there are high expectations of behaviour including anti-bullying strategies, e-safety education is part of the curriculum so that children act responsibly with modern technology, risk assessments are in place for e.g. outings and trips and child protection procedures are always followed. We also adhere to Birmingham City Council guidelines for the recruitment and retention of staff.

In line with Birmingham Local Education Authority recommendations, Redhill Primary School has adopted their procedures for child protection and has guidelines and school policies available for all staff, Governors and visitors to school.

The school, and individuals within the school, have the duty to refer children to social services for child protection if there is a suspicion of neglect or abuse. The well-being and safety of all our children is paramount.

Our first priority is your child's welfare and, therefore, there may be occasions when our concerns about your child means that we have to consult other agencies even before we contact you. The

procedures we follow have been laid down by the Birmingham Safeguarding Children Board. If you want to know more about the procedures please speak to the Head Teacher.

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school, or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school's behaviour policy for dealing with these situations.

DATA PROTECTION

The school will comply with the terms of the 1998 Data Protection Act, and any subsequent relevant legislation, to ensure personal data is treated in a manner that is fair and lawful.

SECONDARY SCHOOL LIAISON AND CONSULTATION

Preferences regarding secondary transfer are now required by the LA in the early autumn term for all children in Year 6. Places are offered late in the spring term.

In the summer term secondary liaison teachers will meet Year 6 pupils who transfer in September and a citywide induction day opportunity is arranged usually in July.

Redhill forwards essential records and information to the secondary school to ensure a smooth transition in the children's progress and development.

We readily accept secondary student placements on community and work experience placements.

OTHER ACTIVITIES AND COMMUNITY ASSOCIATIONS

The school is continually developing and extending our programme of educational and residential visits that enrich the learning opportunities for all our pupils. We believe that children grow in independence, responsibility, learn to develop relationships and broaden horizons through this type of activity. Each year different opportunities arise but these could include -

Mount Pleasant Farm
Blakesley Hall
Birmingham Nature Centre
Museums & Art Galleries
Birmingham Repertory Theatre
Sea Life Centre
Thinktank
Birmingham Council House
Ecopark
Asda
Science Centre
Local police and fire stations

EXTRA CURRICULAR ACTIVITIES

We aim to provide a wide variety of extra curricular activities. Activities that the children may be involved in during the year include -

Football	Art	Hockey
Library	Basketball	Cricket
Homework/revision	Art and crafts	

COMMUNITY LINKS

Redhill believes that community involvement is a vital part of broadening our children's experiences. We have links with -

Cole Heath Consortium	Asda
Local police	Local fire station
Local Library	Yardley's Children's Centre
St. Cyprian's parish church	Tesco
Small Heath Mosque	Fox Hollies Children Centre

BEHAVIOUR

Our behaviour policy sets out a coherent and clear structure for all our pupils and staff. It provides a framework in which the children can develop:-

pride in themselves
pride in their work
pride in what they achieve
pride in each other
pride in our beautiful school building
pride in the environment we create.

Our school rules are -

1. Respect yourself and others
2. Respect your school and the personal belongings of others
3. Move safely around your school
4. Talk to an adult if you have a problem

These are linked in with class rules that are negotiated with each class, written up and prominently displayed.

POSITIVE REINFORCEMENT

- 1) a. Verbal praise, quiet word, a public word of praise in front of a group/class.
b. Positive written comment - effective use of marking strategies.
c. Non verbal praise - smiles, pat on shoulder.
- 2) Each pupil is allocated to a house - red, blue, yellow or green.
 - i In addition the children can celebrate their achievements as a house.

- ii Class teachers and dinner ladies will award house points for appropriate behaviour (conduct and work), kindness, politeness, effort, helpfulness, punctuality, attendance, etc.
 - iii To standardise the distribution of house points (and to avoid house point inflation) one or two will be given at any one time.
 - iv Year 6 will have two captains per house, voted for by their house. The Year 6 captains will collect trophies, etc. as necessary.
 - v Year 6 pupils will be responsible in turn for collecting house points each Monday morning.
 - vi Class teachers should use a few minutes at the end of the day to total the points with the children and celebrate the successes.
 - vii In an assembly the winning team will receive a shield/cup with their colour ribbon on it. This will be displayed on a shelf in the large hall.
- 3) For commendable/special work or deeds then the children can receive a sticker on their achievement card. These cards are kept in school. Stickers accumulate into award certificates which are presented at our Celebration Assemblies on Fridays.

12 squares	Bronze Award
24 squares	Silver Award
36 squares	Gold Award
48 squares	Super Gold Award
60 squares	Platinum Award

Every child begins a new achievement card each year.

- 4) Class or table square
- The numbers on a 100 square can be initialled in recognition of whole class achievements and when all the squares are filled there should be a pre-agreed treat for the whole class. A new class 100 square can then be started.
- Where there are particular aspects of class behaviour that staff wish to improve the square may have a specific target focus (for all or part of its completion).
- 5) Good work and class assemblies
- These are opportunities to share and value the good work of classes and individuals. Class assemblies should reflect the range of work from that term or a particular subject theme.
- A letter home to parents congratulates children who have 'gone the extra mile'. These "Excellence Slips" are signed by parents and displayed on return to school. At the end of each half term they all go into a lucky dip and the winner receives a small prize.

A special Top Table is laid at lunchtime on a Friday. Support staff choose a child from each class from Y1-6 to be included at this table, to eat their lunch with a member of the senior leadership team or the senior lunchtime supervisor. Children are rewarded for good manners, behaviour and citizenship skills.

NEGATIVE CONSEQUENCES

- 1) Warning and stating of next consequence. Name recorded on the 'Sad Side' of the board in class.
- 2) Move to another area of the class *or* another activity.
- 3) 1-5 minutes at break/lunch with teacher.
- 4) Time out in another class (up to 30 minutes). A consequence slip is completed by the class teacher which is given to the Headteacher to record in the Behaviour File.
- 5) Send to Head/Deputy - Serious Offences

If a pupil is violent
engages in bullying
wilfully destroys/vandalises property
refuses to do as requested
racist

then the child should be brought to the Headteacher/Deputy or,
they should be called for assistance.

Incidents resulting in a visit to the Head teacher or Deputy can be recorded if deemed to be sufficiently serious. Standard letters inform parents of incidents of which the school feels they need to be aware. It is important in these instances that parents and school present a united front in the messages we give to the children.

In rare instances of severe or repeated bad behaviour the Headteacher is able to exclude a child from school – this action is considered very serious at Redhill and we rarely need to use it. However, the availability of this sanction is a clear indication that the action leading to exclusion is unacceptable.

PUNCTUALITY & ATTENDANCE

Children must realise that being on time for school and attending every day is very important. (See also the section headed "Taking Control!".)

- a) Children come into school calmly and in an orderly manner
- b) Registers close at 9.05 a.m. Any one arriving after this time will be recorded as late
- c) Certificates and prizes are awarded weekly and termly for good attendance.
- d) A special Governor's Attendance Certificate is awarded for 100% attendance over the year – or the closest to 100%.

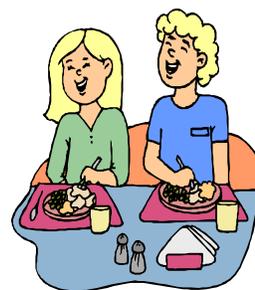
BREAK TIME

At break time children in KS2 may bring a piece of fruit to be consumed in the playground. KS1 have fruit supplied for their mid-morning break. Water is freely accessible to children at all times during the school day.

At lunchtime children may stay for a school meal or bring sandwiches. "Direct Services Division", the caterers we use, supply a good choice of healthy meals with full options for vegetarians, provision of halal meat and for those with special dietary needs.

If children stay for lunch payment can be made in a number of ways –

1. Weekly, in advance on Monday mornings only, with the correct amount in an envelope clearly labelled with the child's name and class to be given to the class teacher. No change can be given.
2. By cheque. Paying by cheque means there is no need to find the correct change each week and there is no risk of the cash envelope being lost on the way to school. Cheques should be made payable to "Redhill Primary School".



Daily cost of a school meal	£ 2.25
Weekly cost of 5 school meals	£11.25

[Prices correct in January 2018. Refunds due to absences, etc. can be adjusted the following week.]

LUNCHTIME SUPERVISION

During the lunch period the lunchtime supervisors supervise the children. The same style of school rules, rewards and sanctions apply at lunchtime with minor additions (see Behaviour Policy section).

REWARDS FOR GOOD BEHAVIOUR AT LUNCHTIME

- 1) Verbal praise
- 2) Stickers - of a general nature - house point stickers (to be shown to teacher to add to list)
- 3) Very special achievements - sent to Head or Deputy for congratulations card sticker.
- 4) Lunchtime Supervisors may award special certificates to individuals or classes for very good behaviour, improved behaviour or a caring attitude to others.

- 5) Top Table – children who are noted for their good behaviour are asked to join Senior Staff at lunch time on Fridays to eat their lunch at a special table with a tablecloth and flowers.

An appendix to our behaviour policy details rewards and sanctions employed by our dinner supervisors. This is available on request.

PARTNERSHIP WITH PARENTS



PARENTS IN SCHOOL

We believe we have very supportive parents who care about the work and behaviour of their children. The school, in turn, tries to foster this two way process to enrich the children's experiences.

PARENT CONSULTATIONS

The welfare and pastoral care of all children at Redhill School is the shared responsibility of all the staff and the school is supported by local health and welfare agencies.

Parents meetings are held three times a year and there are activities which involve parents, e.g. celebrations, sports day, fund raising events, etc.

If you are worried about your child's welfare or progress at school, do visit the school and discuss your worries with the Headteacher or class teacher - try not to show your concern or anxiety in front of your child (if your child knows you are worrying too it can make the situation worse).

Teachers are available each morning before school from 8.45 - 8.55 a.m. However, if you need a longer time with a member of staff it is important to make an appointment either to see the Headteacher or class teacher so that a time and place can be arranged for you and the teacher to talk together for as long as you need to, and with complete confidentiality.

At the beginning of each school year you will be asked to complete a form giving details of whom we could contact during the day in case of emergency. Please make sure you fill in and complete this form and return it to your child's class teacher. It is **VITALLY IMPORTANT** for the welfare of your child that this information is kept up to date.

HOME / SCHOOL AGREEMENTS

We ask all parents to sign our Home/School agreement at the beginning of each year. A copy of this is with every school prospectus pack and available from the school office.

LIFE LONG LEARNING

We believe that a family that works and learns together benefits their community as a whole therefore we have made the community a priority at our school. Redhill School works closely with the Community Education Project to provide courses for the children as part of their Citizenship and Health Education, but also courses for Parents.

The courses we have run recently include:

- ESOL literacy for beginners (WEA)
- Anti Bullying strategies
- Health Education classes
- Home Learning for Nursery and Reception children
- Pre school skills

Many of these are a partnership programme with Birmingham Colleges and WEA, run in Redhill School, during school hours.

Mrs Naseem Iqbal, our Parent Partnership Worker, is a key person in developing these courses and we are very grateful for all her hard work.

So, remember that when your child comes to Redhill School you have the opportunity to extend your own skills and the sky is the limit. At some schools where the Parent Partnership Project has been working for a few years they are now offering NVQ's, and even Degrees, without having to travel backwards and forwards to college all the time. So please come and support us and develop those hidden talents that you thought you had and can now prove you do have!

SCHOOL FUND

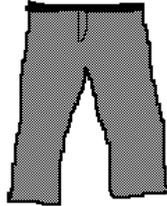
The School Fund is raised by voluntary contributions by parents and friends of the school. Please support our fund-raising efforts – watch out for information about e.g. non-uniform days which help to raise funds for Christmas parties, trips out of school etc.

SCHOOL UNIFORM

All children at Redhill School must wear their school uniform every day. No jewellery except for ear studs and watches

Our school uniform is:

DARK (grey or black) TROUSERS, SHORTS or SKIRT



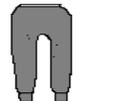
RED JUMPER, CARDIGAN or SCHOOL SWEATSHIRT (the school offices places an order once a year)



RED/WHITE STRIPED/CHECK SUMMER DRESS for GIRLS if desired



RED, GREY or BLACK SHALWAR KAMEEZ



P.E. CLOTHING

Children require suitable clothing to change into for P.E. Please make sure they have:-

Shorts, T-shirt and pumps for indoor activities
Tracksuits may be worn outdoors in cold weather

In order to ensure that children always have their kit available we suggest that they bring it at the start of each half term and leave it here until the holiday when it can be taken home and washed

FOR SWIMMING ...

A costume or trunks and a towel sufficiently large enough to enable the child to dry himself/herself easily. Girls who wish to cover their bodies can wear long-sleeved T-shirts and leggings.

Jewellery must not be worn for P.E. or swimming

So we would suggest that earrings are not worn on PE or swimming days as children will be asked to remove them.

Parents are politely reminded that PE, including swimming, is part of the statutory curriculum (meaning it is a legal requirement) and children must take part unless they are ill in which case they should be at home. School cannot give permission for children not to take part in swimming.

If you have any concerns about swimming or P.E. lessons please contact school immediately.

PERSONAL BELONGINGS

All personal belongings should be clearly labelled with name and class. Valuable/precious items/money should not be brought into school or left in coats or bags in classrooms. Children should not bring mobile phones to school but if this is absolutely necessary (by prior arrangement with the Head) they should hand it into the school office for safe keeping. **The school cannot take responsibility for personal property.**

REMEMBER

Primary schools are practical places and some of the activities the children take part in can be messy. We take every care that clothes are not damaged by glue, etc. and provide aprons to cover the clothing of the younger children. Junior children can bring an overall or apron to wear for art and craft.

Please do not let your child bring sweets, biscuits, crisps or chewing gum to school. They will not be allowed to eat them during the school day and if found they will be confiscated.

Please avoid shoes with heels (these are not suitable wear for children in school). No jewellery should be worn. If your child has pierced ears, please ensure he/she only wears studs in school.

Please make sure that all clothing that will be removed during the day, e.g. outdoor coat, gloves, P.E. kit, etc. is marked with your child's name.

HOLIDAYS

Despite what many parents believe, children are not entitled to any holiday leave during term time.

Please consider the educational implications of taking a holiday during school time. If you need to take your child on annual holiday and it cannot be done other than in term time then please complete a holiday form. This is available from the school office. This extended leave cannot exceed 10 school days in any one year. Children in Years 2 and 6 who undertake SATs assessments during the school year will never be granted leave during the year.

All parents are aware that an extended absence from school can have a long-term detrimental effect on a child's education and achievements. When children return after a long absence they have missed all the materials covered in that class during their holiday. Schools do not have the resources to set aside additional teaching time to cover all the work a child has missed and it is not fair to other children if their progress is halted so that an individual child can catch up on several weeks work.

On occasions parents have risked not returning within the agreed time and because of the pressure on school places they have returned to find that their child's place at school has been lost. In a recent case, we re-admitted a child who has been out of school for 18 months as he lost his place due to an extended holiday. This is a very long time to be missing out on teaching and learning and all the fun aspects of life at school.

The following statement has been kindly provided by a parent who was thrilled to be able to get their child back into school following an anxious time on our waiting list....

"As a parent whose child lost their place at Redhill due to extended holiday I would urge other families to think very carefully before planning visits to friends and family abroad.

My son lost his place in school and I believe that this had a very negative impact on his learning and it has also made him lose confidence in his own ability. I was very frustrated because my son was extremely upset at not being able to go to school and, therefore, he was missing valuable learning.

I was constantly phoning Redhill and other schools to try to get my son a place but everywhere was full up. I was very fortunate that a child moved to another area and my son was lucky enough to get his place back. I will never again take the risk of losing my child's school place because I know the damage that was done to my child's education and it will be impossible to replace the vital time that he missed.

School places are very limited in local communities and I would urge all parents to think very carefully before taking your child on holiday during term time." – A Redhill School mother

The Government and Birmingham Education Authority has laid down regulations regarding term time holidays. Full details of our attendance policy are available from the school office. An application form must be presented several weeks before an intended departure.

SCHOOL TRIPS AND VISITS

Signed permission slips must be returned to school on each occasion. Without written permission we are unable to let children join class trips and visits.

LATENESS (DUE TO APPOINTMENTS ETC)

If for any reason your child is late they should report to the school office with a note of explanation (or this can follow the next day). This is important so that children can be registered and school

dinners ordered if needed. If you know your child will be late, prior warning will ensure dinner arrangements can be made. Lateness figures will be identified on school reports.

ATTENDANCE

Regular attendance is an essential key to educational success. Children with frequent absences or lateness are denied full access to the curriculum and interrupt continuity and progression in their work. Research indicates that poor attendance will lead to educational failure, social and emotional difficulties.

Our comprehensive attendance policy is available on request.

Attendance percentage summary: 2016/17 Academic Year (compulsory school age)

Year	No pupil sessions	Total attends	Total auth. absence	Total unauth. absence	Total pupils	Absence -all	%attend -ance
Y1	11266	10459	676	131	30	807	
Y2	11267	10706	429	132	30	561	
Y3	11272	10731	409	132	31	541	
Y4	11222	10753	322	147	31	469	
Y5	11280	10941	297	42	30	339	
Y6	11292	10895	321	76	30	397	
Total	67599	64485	2417	660	180	3114	
%			3.63%	0.98%		4.61%	95.39%

As at 22.07.2017

PUNCTUALITY

It is very important that children arrive at school on time to enjoy the welcome of the day and be settled and ready to learn. A record is kept of all latecomers and parents are informed on a weekly/half termly basis of their child's punctuality. School starts at 8.55 a.m.

All children should be collected promptly at the end of the school day as staff are not responsible for children after school hours. If you know you are unavoidably going to be late please contact the school so that we can take the necessary steps to take care of your child.

Please note that the school has a legal obligation to report to social services the non-collection of a child after a relatively short period of time so please let us know as soon as possible of any problems or difficulties.

ABSENCES

It is extremely important that children attend school on a regular basis. Children can easily get into the habit of having regular days off each week but this seriously affects the continuity of their education as, of course, do prolonged absences. Education is a constant progression and a particular aspect may begin on a Monday and progress on a daily basis through the week. Just one day out unnecessarily means that your child will have missed a vital part and will be trying to “catch up” whilst the other children continue.

It is school policy that parents should telephone the school office before 10.00 a.m. if their child is absent to explain the reason for his/her absence.

Every day we check the registers and contact the parents/guardian of any child who is away from school on that day and the school has not been informed of the reason for the child’s absence. The school has an obligation to advise the Education Welfare Officer of persistent or unexplained absences. Please support us in this important aspect of ensuring that your child receives every opportunity to achieve their full potential.

MEDICAL & DENTAL VISITS

Medical and dental appointments should, whenever possible, be made before or after school or during school holidays. We do, however, realise that this is not always possible. If you need to collect your child for medical/dental visits please would you let the class teacher know in advance either personally or by letter.

If you need to collect your child for medical/dental visits please go to the school office first. We cannot release a child from school during school hours unless a parent or representative collects them with parental permission (provided prior notice has been given to the school).

ILLNESSES

If your child is ill we would, of course, expect them to stay at home for their well being and that of the school community. Please be guided by your doctor if in doubt.

ACCIDENT AND ILLNESS

Occasionally a child becomes ill at school or has an accident. We do not have facilities to care for your children if they are poorly or if we have some doubt about their condition. In these cases we will contact you and ask that you or a representative make arrangements to collect your child. We cannot stress enough how important it is to keep contact numbers for you and your family/friends up to date for this reason.

EMERGENCY CONTACTS

If your child is ill or does have an accident for which we consider they should go home we would need to contact you. These points are especially important when a child may need to visit a hospital.

It is vital that you keep us updated with emergency contact information and details of any conditions from which your children suffer.

MEDICATION

On admission to school parents will be asked to complete a medical details form. If children are attending school most medication can be administered outside school hours. In exceptional circumstances medication may be brought to school but it must be kept in the school office. A form (School Medicine Record) will need to be completed detailing the medicine, dosage, times/frequency and parent's signature, etc. Medication should be in the container prescribed by the doctor and dispensed by the chemist, clearly marked with the child's name and instructions on the label. Parents should collect medicines at home time.

Many children will be able to administer their own medicines but a "Record of Medication" (on the reverse of the School Medicine Record) will log each dose. Teachers are not able to administer medicines and your child will need to visit the office to receive medication from the Headteacher.

The exception to this rule are asthmatic inhalers which children need to keep with them at all times and administer as they require and are prescribed. For younger children the teacher will help with this but as the child becomes older we encourage them to take responsibility for administering their own. We will want to ensure they understand their responsibilities in this area. If there is doubt we may want to ask the School Nurse to check technique. Inhalers should be clearly marked with the child's name.

NEED MORE HELP ?

What to do if you need more help on:

- School policies
- School schemes
- Inspection reports
- DfE circulars
- National curriculum
- Anything else connected with the school or your child

Please ring the school on 0121 464 6322 and ask for an appointment to see Mrs. Jones. She will be delighted to share this information with you.

Where to go for further advice:

Should you feel that you need a broader perspective on a particular issue then the Local Education Authority has a department that can help. The telephone number is 0121 303 2193 or 303 2259.

The Chair of Governors can be contacted via the school.

WHAT TO DO IF THINGS ARE GOING RIGHT

Please let us know!

Nothing spurs people on more than praise or thanks. A telephone call or a note can make such a tremendous difference to those who work at school, it adds to the working climate and ethos of the school and will help propel us on to even better things.

GOVERNORS

The governing body and its committees meet frequently. There are 3 committees that meet regularly. They are -

- * Finance
- * Staffing and curriculum / Buildings and site

In addition there are statutory committees that meet only when the need arises.

The Governors are -

Mrs. J Campbell	Chair of Governors
Vacancy	Vice Chair
Mr. D. Latham	Co-opted Governor
Mr. D Smth	Co-opted Governor
Vacancy	Parent Governor
Mrs P Akhtar	Parent Governor
Vacancy	Parent Governor
Mr P Gardner	LA Governor

Mrs. J. Jones	Headteacher
Miss H Fox	Teacher Governor

FINALLY

Every child is unique, a special human being. Children look different, behave differently, develop at different times and at different rates, learn at different times and in different ways.

For your child's sake don't compare them harshly with other children. Be positive and patient. The greatest gift home and school can provide is the opportunity to develop into a motivated learner. We do this through nurturing interest, highlighting benefits, praising and celebrating achievements, talking and sharing in their life and work. Childhood has a value in its own right and is not just a preparation for adulthood.

We will be delighted and it will be a privilege to have your family with us. We hope that you will be happy in our school.