

AIM HIGH ACADEMY TRUST

GILLAS LANE PRIMARY ACADEMY



PROSPECTUS

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ACADEMIC YEAR 2018 – 2019

SECTION

1. Introduction
2. Governing Body
3. About Us
4. Security
5. Admissions
6. Daily Routines
7. Attendance
8. Aims of the Academy
9. The Curriculum
10. National Curriculum
11. Gillas Lane Primary Curriculum
12. Special Needs
13. Homework
14. Extra Curricular Activities
15. Educational Visits
16. Residential Visits
17. Class Organisation
18. Uniform & Pupils' Dress Code
19. Jewellery
20. Personal Belongings
21. Lunchtime Arrangements
22. Snacks & Sweets
23. Transport
24. Holidays During Term Time
25. Medical Matters
26. Accidents and Illness
27. Pastoral Care
28. Behaviour
29. Bullying and Assault/Child Protection
30. Exclusions
31. Visits by Parents
32. Charity Work
33. Health & Safety
34. Charging Policy
35. Equal Opportunities
36. Complaints
37. Inspections
38. Performance
39. Pupil Premium Grant & PE/Sports Grant
40. Other Information

- APPENDIX 1 Governing Body
APPENDIX 2 Teaching Staff
APPENDIX 3 Associate Staff

1. INTRODUCTION

Welcome to Gillas Lane Primary Academy. This prospectus sets out information which should be of help to those choosing a school/academy and to parents and carers of children who already attend Gillas Lane Primary. The information is also designed to inform the wider community about us. This prospectus refers to the current academic year. It is possible that changes could affect the things described. If you require clarification or further information about any part of this prospectus, please do not hesitate to contact us. Advance notification is generally given of any changes affecting parents or carers.

Gillas Lane Primary Academy aims to provide a safe, happy and responsible community in which your child can learn and be valued as an individual. Gillas Lane Primary may be the first experience which your child will have of school. We are all keen to see that this is a very positive experience which encourages a love of learning from the very first day.

We believe that we are able to achieve the best for your child by close co-operation between home and school. During the years you and your child spend with us we hope to develop an important partnership to help equip your child to confidently meet and rise to the challenges that the 21st century will bring.

Yours sincerely

Mrs E Monaghan
Headteacher

2. GOVERNING BODY

The Governing Body of Gillas Lane Primary Academy consists of parents, members of the community and representatives from teaching and support staff. The full Governing Body meets at least once a term to discuss and ratify academy policies. For a list of current Governors please refer to the appendix at the end of this prospectus.

Message from the Chair of Governors

Dear Parent/Carer

The Governing Body are very proud of the academy, the staff and of course the children who attend Gillas Lane Primary. As Governors we are dedicated to ensuring the academy delivers the best all round education for our children. We are confident that the warm, friendly and exciting learning environment offered by the Head and staff will make your child's time here a very happy and productive one. I am sure you will find the staff and Governors accessible and available whenever there is a need. We also welcome and encourage parents to become involved in the day to day running of our academy.

Finally, I would like to wish you and your child an enjoyable Gillas Lane experience.

Yours sincerely

Mrs J Milner
(Chair of Governors)

3. ABOUT US

Gillas Lane Primary converted to academy status in September 2016. We are a successful co-educational primary academy for children of all abilities from 4 to 11 years of age. We also have a nursery unit for children between the ages of 3 and 4. The academy is not affiliated to any particular religious denomination.

We occupy a single storey building. Close to the building is a tarmac playground and adjacent to this a large playing field for the use of all children.

4. SECURITY

Our main door has a magnetic security lock and all visitors must report to the main office where their identity is confirmed before they gain entry. The doors which children use into and from the building are kept locked during lesson time, although all doors are easily opened from the inside in case an emergency exit is required.

At least two members of staff are on duty every playtime.

Please note that no child is allowed to leave the school premises at lunchtime and younger children (Reception, Years 1 and 2) at home time unless a responsible adult collects them. Staff monitor the exit of the children each evening to ensure there is someone there to collect the children. If for whatever reason a parent/carer is going to be late, we would ask that they give the school a ring in order that we can reassure a child that someone is on their way.

5. ADMISSIONS

If you are choosing a primary school, we are happy to meet with new parents and children but to make sure there is someone free to see you, it is best to telephone first. We currently have one nursery class (mornings only), one Reception class, one class per year group in Key Stage 1 (Year 1 and Year 2) with three mixed age classes in Key Stage 2 (Y3/4, Y4/5 and Y5/6). Please contact us to enquire about places available in specific year groups.

The academy deals with admissions to Nursery class. Names for this class are accepted from a child's second birthday. It is important that names are added to the list as soon as possible in order that a place can be offered at a later date. Due to our admission numbers there may be cases where the demand for places exceeds their availability.

Children can join the Reception class at the beginning of the academic year in which they will be 5. Full details about school and nursery admissions are available from Sunderland City Council Children's Services, PO Box 101, Civic Centre, Sunderland. SR2 7DN. (Tel: 5205555) School.admissions@sunderland.gov.uk.

If there are more applicants than there are vacancies, places are allocated using the following criteria:

- Looked After Children
- Children with siblings already at Gillas Lane Primary Academy
- Exceptional medical or psychological reasons
- Children of permanent staff employed by Gillas Lane Primary Academy
- Distance by foot between home and school

We admit children from our catchment area first and then those who live outside the catchment are offered a place if the year group has not exceeded its limit.

6. DAILY ROUTINES

The day for pupils is slightly different depending on their age:

Nursery class: 8.45am - 11.45am for all children

Reception, Y1 & Y2: 8.50am - 12 noon 1.10pm - 3.10pm

Y3, Y4, Y5 & Y6: 8.50am - 12.15pm 1.10pm - 3.15pm

There is a 15 minute break in the morning. Staff supervise playtimes on a rota basis. Staff also supervise the dismissal of children at the end of the day. No child of course would ever be left alone in the event of a delay in pick up.

The academic year is 190 days for pupils and 195 for staff. Parents/carers receive notification of these staff training days or any unforeseen changes caused by emergencies. Please refer to the appendix for the current academic year holiday list.

7. ATTENDANCE

Regular attendance is crucial to each child's educational development and at Gillas Lane we recognise our part in assisting parents/carers to meet their legal obligations in this respect. If a child is unable to attend school because of ill-health or for any other reason, parents are requested to contact us before 9.15am. School has a duty to report individual instances of unexplained absences.

8. AIMS OF THE ACADEMY

- To develop in pupils lively, enquiring minds; to help them enjoy the acquisition of knowledge; to promote the ability to question and argue rationally; to encourage pupils to apply themselves to a range of tasks and skills both mental and physical which will equip them for adult life and work in a fast-changing world.
- To foster attitudes and a learning context which will preserve self-esteem and develop self-confidence in all pupils; creating in them a sense of personal excellence and achievement.
- To enable pupils to use language and number effectively; to appreciate and respond creatively and recreationally through the variety of perceptions and modes offered to them by all areas of the curriculum.
- To promote a scientific awareness of the world, the ability to order observations and make logical predictions from given or observed information as well as recognise patterns and relationships in the natural world.
- To help pupils develop personal, spiritual and moral values and a tolerance of the way of life of others, within a context of equal opportunity.
- To help pupils to understand the world in which they live and the interdependence of individuals, groups and nations.

- To develop in pupils qualities of spirit, feeling and imagination and a sense of beauty.
- To develop in pupils the ability to critically appreciate human achievements and endeavours.

We want to provide a safe, happy, responsible and well-ordered community in which children can learn and be valued as individuals. We seek to work with parents to fulfill each child's development - intellectual, spiritual, social, moral and cultural.

9. THE CURRICULUM - Governors' Statement of Curricular Aims

The curriculum is not just a list of subjects which should be taught. The curriculum describes everything that goes on in a school/academy and helps children to learn about the world around them. Any curriculum must cover all subject areas and promote the spiritual, moral, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of life and society.

Gillas Lane Primary Academy has adopted the DfE Curriculum 2014 document:

- All children must be valued equally whatever their stage of development and are entitled to experience the maximum sense of success and the minimum sense of failure.
- All children must be afforded equality of opportunity and not be discriminated against on the grounds of class, race, colour, gender, religion or disability.
- Personal development is a life-long learning process.
- The provision of education is a partnership between schools and colleges, parents and the wider community, each having contributions to make to the development of the other.

In the primary years, our curriculum is planned with a specific and practical base which reflects the fact that youngsters learn best when all of their senses are used and tasks are seen to be relevant to their present and possible future lives.

The curriculum includes specific key areas of knowledge, as well as skills concepts and attitudes, which children will experience in relation to subjects, areas of experience, different styles of learning and the values that underpin the curriculum.

The curriculum also has characteristics of breadth, balance, relevance, differentiation and progression. For example, we do not only focus on the important aspects of English and Mathematics but in addition to the acquiring of basic skills, children experience a wide range of different tasks; mathematical problems associated with the real world; different teaching approaches - for example teacher and pupil initiated activities, practical and reflective activities, individual, group, full class and school based learning. Further information about our curriculum can be obtained on request.

10. THE NATIONAL CURRICULUM

The National Curriculum laid down by Parliament in the Education Reform Act 1988, is made up of foundation subjects. The core subjects are English, mathematics, science and ICT; other foundation subjects are art, design technology, geography, history, music and physical education. In addition, every school must provide religious education and a daily act of worship.

Within the National Curriculum, programmes of study set out the objectives within each subject area. These objectives set out what children are expected to know and be able to do. There are national tests for primary school pupils at ages 7 and 11. These ages mark the ends of the two key stages of the primary school part of the National Curriculum.

11. GILLAS LANE PRIMARY CURRICULUM

Activities in the Nursery are planned to cover 6 areas of learning, e.g. physical and creative development. These are part of the Foundation Stage so that children are working towards achieving 'Early Learning Goals' by the end of their Reception year.

We aim to create a happy, caring, stimulating and safe, secure environment. The children develop through structured though flexible activities.

Core subjects are taught for a substantial proportion of the time. For all subjects there will be a learning challenge and success criteria on what children should be able to show and do within each lesson. We adhere to the National Curriculum aims taught through an integrated curriculum. We aim to develop an atmosphere that is rich with opportunities to develop emotionally, physically and academically in a stimulating, investigative, experiential, love of learning environment. Our aim is to provide a curriculum that is matched to the individual child's needs thus ensuring they develop physically, mentally, emotionally and socially. Every effort is made to ensure that each child maintains outstanding progress through careful assessment and matching of work to children's needs.

English

Reading, writing and speaking are a key part of what children learn in their years at school. It is our aim to build on the experiences they bring with them to school. Reading and writing are taught throughout the English curriculum in a very stimulating, active and cross-curricular way.

We use a synthetic phonics approach to the teaching of reading. This means children are taught the mechanics of phonics (letter sounds) from a very early age.

Mathematics

We aim to develop each pupil's understanding in Mathematics and their ability to apply this understanding to make sense of the world. From the earliest stages, the development of mental strategies for manipulating numbers underpins all the teaching and learning that goes on in numerical calculations. The correct use of mathematical language is vitally important both in spoken and written mathematics.

Children will be provided with the opportunity to become fluent mathematicians where reasoning and problem solving represent the core aim. We underpin the mathematics curriculum with a 'basic skills' approach set in a practical context. This means that each year group has a number of key concepts that need to be taught for children to progress at the expected rate set down by the DfE.

Cross Curricular

Gillas Lane has an integrated approach to learning where all subjects are taught in a cross-curricular way through a two year rolling programme. Teachers work with children to design and deliver the curriculum tailored to meet their individual needs. Within any year group some subjects will be taught discretely whilst others will be linked together through a common theme. Work will be interlinked to ensure links are made within the curriculum to ensure a depth of understanding in a purposeful and meaningful way.

Science

In this area children are involved in personal experience of the environment by direct exploration, using the school, its immediate surrounding and going further afield. Through a variety of themes/topics, children will acquire skills, ideas and attitudes which will enable them to make sense of their environment. Children will be encouraged to pose questions, to investigate, to seek solutions and solve problems.

Geography

Geography enables children to make sense of the world in which they live, through the study of places, the human and physical processes which shape these and the actions of people who live in these places. Geography encourages greater global awareness, challenges stereotypes promoting positive attitudes towards the world in which they live. Key questions influence learning activities. Children will be provided with opportunities to become global citizens, engage in environmental and social issues that affect the world in which we live.

History

History enables children to understand how the world in which they live has developed. This is done through historical knowledge and understanding, interpreting events and evidence through enquiry. Key questions will be incorporated to influence learning activities and to develop the enquiring mind within each child.

Music

Music plays an important part in the curriculum, as it is our aim to provide a wide range of musical experiences so that every child can develop an enjoyment of listening to and creating music. Creative and emotional experiences feature greatly in our provision and music is used to enhance and develop empathy within the musical world. We work with The School of Rock and Pop to deliver high quality Pop Vocal Project and Rock-a-lele sessions.

Art

Children will be encouraged to develop their own artistic skills through drawing, painting, printing, model making and sewing using a variety of materials and tools. They will look at real objects, the local environment and the work of other artists to gain inspiration and ideas. Children will also be given the opportunity to discuss and reflect on work produced and seen.

We aim to provide opportunities to explore the social and emotional nature of art and artists to provide children with a sense of the world from an artistic perspective.

Design Technology

The teaching of design technology is a distinctive creative process that combines intellectual and practical skills through purposeful practical activities. This process involves a series of identifiable activities including but not necessarily beginning at the first stage.

1. investigating a need or design opportunity
2. developing design proposals and modifying them in the light of evaluation
3. planning for implementation of the design solution
4. making the proposed solution
5. evaluating the effectiveness of the process they are engaged in and the product they have made.
6. reflecting upon the process and making references to possible improvements.

Physical Education

In this area children develop mobility, co-ordination and control through a variety of skills in Dance, Gymnastics, Games and Swimming. The school has a regular swimming session where tuition is given to pupils ranging from non-swimmers to more able pupils. All children are required to be able to swim 25 metres.

Individual confidence is built up, together with attitudes required to work as a team. This section of the curriculum is also concerned with the children's awareness and knowledge of their own bodies and how to promote their well-being.

Computing (IT)

Information Technology comprises a variety of systems that handle electronically retrievable information. Computers are the most obvious of these but IT also includes programmable robots such as Roamer and bee-bots, controlled devices such as Logo, CD players, Coomber, video recorders, cameras.

Information Technology is taught as a distinct subject, in its own right, and is seen as a tool to be used as appropriate throughout the curriculum to support and enrich the children's learning. Measures are in place to monitor and prevent access to unsuitable sites.

Each year group has access to laptops to enhance and empower the learning. We also have a selection of tablets for use by the children.

Religious Education and Collective Worship

The religious education curriculum is taken from Sunderland City Councils 'Agreed Syllabus', which has been discussed, agreed and ratified by Sunderland City Council Children's Services, local teachers, and representatives of all major faiths and denominations. Although Christian based, it also ensures that our pupils gain respect, awareness and understanding of other world religions. There are varied arrangements for daily worship, including class and whole-school assemblies.

All parents/carers have a right to withdraw their child from the school's daily act of worship, and/or religious education. If you want to withdraw your child from these parts of school life please write to the Head Teacher.

Sex and Relationship Education

Sex education arises in a natural way from the study of life cycles and from questions children might ask. It is provided with due regard to moral considerations and the value of family life. The National Curriculum provides the following framework for the teaching of sex education:- Science-Life and Living Processes.

5-7 year olds should learn that 'living things reproduce their own kind'.

8-11 year olds should 'understand the process of reproduction in mammals'.

Visit by the School Nurse to Y6 children in the Summer Term

The Governing Body has discussed and approved this policy.

Personal, Social, Citizenship and Health Education (PSCHE)

This arises during lessons through a cross curricular approach, for example: 'Circle Time' (class discussion) when children along with their class and/or support teacher discuss issues that may affect them in a variety of ways. The aim is to concentrate upon how children interact with one another, their family, friends and others. Depending on the age of the child, issues could involve bullying, bereavement, separation, secondary school transfer and aspects of their everyday lives. Small group work may occur

around specific needs and is conducted in a sensitive and positive way although children are encouraged to participate, the emphasis will be placed upon the supportive mechanism available, providing children with an opportunity to express their feelings, concerns and aspirations with their peers. PSCH will be taught in line with the National Curriculum 2014.

12. SPECIAL NEEDS

Children with particular learning or other special needs can benefit from special help. This may be because they experience particular learning difficulties or because they show exceptional ability. Additional help is given in the classroom wherever possible, but there can be occasions when individual or small group work is appropriate.

For a very small proportion of children we may need to involve other specialists in a formal assessment of complex special educational needs. In such circumstances there is always prior consultation with parents/carers who are involved in any assessment process.

13. HOMEWORK

Children will take reading books home, alongside English and mathematics tasks related to their work. Our home reading ethos is Everybody Every Night - we expect all of our children to read to an adult every night and get their home reading record book signed to evidence this. They may be asked to complete additional tasks to enhance their learning at home or may be asked to research projects from outside sources, as well as material in the school library. We believe that the children work hard during the school day and that any extra-curricular activity is essential for standards to improve. As children move through school we feel that it is our duty, through homework, to prepare children for secondary school.

14. EXTRA CURRICULAR ACTIVITIES

There is a wide variety of extra-curricular activities in school. These activities may change from year to year. We also have a 'Breakfast Club.' Further information regarding timings and prices are available on request.

15. EDUCATIONAL VISITS

Visits to places of interest are frequently arranged for the children. All parents/carers are informed in advance and we try to keep the voluntary contributions to a minimum. Prior to any visit staff always carry out a thorough risk assessment.

16. RESIDENTIAL VISITS

We regularly take the older children on outdoor pursuit activity holidays. In recent years this has involved Derwent Hill Outdoor Centre in Keswick (the Lake District). Here the children have the opportunity to experience a variety of activities which they thoroughly enjoy. These include hill walking, canoeing, gorge walking, rock climbing and orienteering.

These residential visits are always well supported by our own staff and we only use centres where there are experienced trained staff to lead the activities.

17. CLASS ORGANISATION

Gillas Lane has mixed year group classes which are dependent on the number of children in each year group. The composition of each class may be reviewed at the end of an academic year.

Children often have contact with other teachers. This may be for a particular subject or as a normal part of the day. Children may also have the opportunity to access a specialist teacher at certain times of the week, e.g. music.

18. UNIFORM & PUPILS' DRESS CODE (including PE Kit)

Boys: Grey or black trousers, navy blue jumper, white polo shirt

Girls: Grey or black skirt/trousers/pinafore, navy blue jumper/cardigan, white polo shirt.
(Blue gingham dresses may also be worn during the warmer months)

All children should wear black footwear (no brightly coloured trainers are allowed other than for PE lessons). Some fashionable footwear is not safe for school use and parents/carers are asked to provide sensible and comfortable shoes for their children.

In addition, each child will need gym shoes (and a bag to keep them in) and a change of clothes for PE. Slip on plimsolls (available cheaply from local shoe shops and supermarkets) together with shorts and a t-shirt are required for all children for physical education. Children are expected to change for every PE lesson.

Sweatshirts, fleeces, polo shirts, caps, PE kit and book bags can be ordered direct from our uniform supplier Total Sport North East (www.totalsport-ne.co.uk).

Please try to have your child's name on certain items of clothing, e.g. jumpers, polo shirts, fleeces and outdoor coats. We accumulate a vast array of lost property over a term, most of it without names.

Wearing our school uniform shows that the child 'belongs' to Gillas Lane Primary and is proud to wear it. Having the uniform avoids the problem of what to wear and removes the possible 'fashion competition' especially amongst the older children, e.g. football/sports tops, tracksuit bottoms. Your child should not wear jeans. We welcome your support in these matters.

The Head Teacher has the right to prohibit the wearing of certain types of clothing or other items deemed, on safety grounds, to be unsuitable for wear in school. This applies to styles of haircut which are not in keeping with our ethos (e.g. a style which may invite ridicule from their peers).

19. JEWELLERY & MAKE-UP/NAIL POLISH

Jewellery is unnecessary and bracelets, rings or necklaces are not permitted in school. If ears are to be pierced, please arrange for this to take place during the school summer holiday so that the wounds are healed. Children can wear small studs for school which must be removed for P.E. lessons. A child whose ear(s) have been pierced is not permitted to undertake any form of PE until the ear-ring(s) has been removed. It is also not necessary for children to wear make-up or nail polish to school - parents/children will be requested to remove this at the earliest opportunity.

20. PERSONAL BELONGINGS

We cannot be held responsible for any personal belongings which may become damaged or lost. Please do not place the responsibility onto your child until you feel he/she is old enough to cope. Everything that your child brings into school e.g. bags, books and uniform should be clearly marked with your child's name. This ensures that 'lost property' is kept to a minimum and items can be returned to the correct child.

If it is necessary for your child to carry a mobile phone (travelling to school alone), they must be handed in to the office prior to morning registration. The phones are placed in a secure place by the office staff until they are returned at the end of the school day.

21. LUNCHTIME ARRANGEMENTS

No child is allowed to leave the premises if they are staying during the lunchtime session. A team of experienced midday supervisory assistants care for all the children. There are no members of the teaching staff on duty during the lunch break.

Dinner money should be sent into school on a Monday morning in an envelope clearly marked with your child's name and class. Alternatively, you may wish to pay online and this can be done via the City of Sunderland's website - more details can be provided by our office staff.

If you wish to change your child's lunchtime arrangements from a cooked meal to a packed lunch, or vice versa, a term's notice is required.

If you feel that your child may be entitled to free school meals, you can obtain further information at the school office.

Packed lunches should be sent in a suitable container and be:

- Clearly marked with your child's name.
- Include a drink in a leak-proof container.

We are very conscious of encouraging a healthy lifestyle - we therefore discourage children from bringing chocolate bars, sweets or fizzy drinks in their lunch boxes.

22. SNACKS & SWEETS

Children are not permitted to bring sweets or chewing gum into school. KS1 pupils currently receive a piece of fruit/vegetable free of charge as part of a government initiative. KS2 children may purchase fruit, if available from the school office. Water bottles are available for each child in school.

23. TRANSPORT

Parents are responsible for ensuring their children arrive punctually each day. Although most primary age children attend their local school, bus passes or special transport arrangements may be available for families living more than 2 miles from the school by the shortest possible walking distance. Details are available from the City of Sunderland's Children's Services, Civic Centre, Sunderland.

24. HOLIDAYS DURING TERM TIME

The Head Teacher is no longer in a position to authorise holiday requests unless there are exceptional circumstances. Parents will need to make an appointment to see Mrs Shovlin (Director of Safeguarding and Welfare) to discuss any exceptional requests.

25. MEDICAL MATTERS

We ask parents/carers to provide us with 2 emergency contact telephone numbers so that they can be contacted if their child becomes ill during the school day. Although our records are generally accurate, it is the responsibility of the parent/carer to inform us of any change to contact numbers. This is especially important when mobile phone numbers are changed.

Although we have a medical room, we do not employ a full-time school nurse. First aid treatment is available from staff that have undergone training and are currently registered as 'First Aiders'.

The trained administrator of medicine, when available, is willing to give your child medicine during the school day provided that:

- A doctor has prescribed the medicine to be given 4 times a day
- The child's name, dosage and name of the medicine are clearly shown on the container
- The medicine is handed to the nominated person by the child's parents
- Appropriate forms giving permission for the administering of medicine are completed

If your child has a long-term complaint, e.g. asthma and needs to use an inhaler, these are stored in the school office. Please make sure your child's name is clearly identified on the inhaler. Your child should make the class teacher aware of the need to use an inhaler. At the start of each new academic year, or when a child is newly diagnosed as asthmatic, a parent must come into school and complete a form (Care Plan) with regard to this medication.

26. ACCIDENTS and ILLNESS

In the event of an accident or illness in school you may rest assured that your child will be given immediate care and attention by staff trained in first aid, and we will seek further medical advice if necessary.

Parents/Carers will be contacted as soon as possible; in order that this may happen, home and emergency telephone numbers will be required. A contact form is sent out to Parents Carers at the start of each academic year. This should be completed and returned to us as soon as possible. As indicated above, it is important that all of our information is kept up to date. If your contact numbers change simply write the new contact number(s) down so that we can amend our records.

27. PASTORAL CARE

Pastoral care is the responsibility of each class teacher for the group of children in the class over which he/she has control. This engenders a close relationship between pupil and teacher. The overall pastoral care of the school is the responsibility of the Head Teacher, who is made aware of any problems or difficulties by the class teacher. Our aim is to create a caring atmosphere by a sympathetic approach to any problems which pupils or families may have.

Teaching staff from the Senior Leadership Team (SLT) and the Director of Safeguarding and Welfare assist the Head Teacher in this matter, meeting with parents/carers over a period of time should the need arise.

28. BEHAVIOUR

We aim to encourage children towards self-discipline and an awareness of how their actions affect others. We use a positive approach and comment on good as well as unacceptable behaviour. The children are expected to operate within a framework of school discipline based simply on courtesy, respect for others and safety within school. We aim to develop the children's self-discipline and to lay an important foundation for behaviour in adult life.

In assemblies and registration times we make all children aware of the basic rules that ensure the smooth running of our school.

Children are expected to walk quietly from one part of the building to another. They are encouraged to keep the school tidy and to respect the garden and outdoor areas. We do not allow children to bring chewing gum, matches or knives into school.

We encourage pupils who break the rules to consider the effects of their actions, and where appropriate, punishment, including the loss of privileges or playtime will be used. In more serious incidents, or in cases of persistent disobedience we try to involve parents/carers in making sure that school behaviour improves. It may be necessary to withdraw a child from normal situations, such as the classroom or playground on a temporary basis. We like to work in partnership with parents/carers of any child whose behaviour is giving cause for concern.

Our behaviour policy is based on a framework which includes rules, rewards and consequences. The main emphasis is on positive reinforcement of good attitudes and performance, which builds a child's self-esteem and this in turn, motivates them to make the right choices in class and around school.

SCHOOL RULES:

1. Listen carefully and follow directions.
2. Keep hands, feet and objects to yourself.

3. Walk sensibly and quietly in school.
4. Keep your school in good condition.
5. Be polite and helpful to everyone.

29. BULLYING and ASSAULT/CHILD PROTECTION

We take firm measures to ensure that all of our staff, pupils, and visitors to school can be confident the school is safe and secure. We expect the support of all parents/carers in keeping our school safe and secure.

Staff and Governors have developed a wide range of procedures for reporting and dealing with bullying in all its forms. Information about these procedures is available on request.

Parents/Carers should be aware that we will take any reasonable action to ensure the safety of our pupils. In cases where we have reason to be concerned that a pupil may be subject to ill treatment, neglect or other forms of abuse, staff have no alternative but to follow the City of Sunderland's Child Protection Procedures and to inform Social Care of their concern.

Gillas Lane Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

30. EXCLUSIONS

The Head Teacher may exclude a pupil from the academy for a fixed period or permanently. We follow the procedures as set out by Sunderland Local Authority. A copy of these procedures is available upon request.

31. VISITS BY PARENTS

If you are concerned about any aspect of your child's education the first step is to speak to the class teacher. If it is a confidential or complex matter which cannot be dealt with immediately before or after school, ask to see the class teacher at a more suitable time.

Your child's class teacher can deal with most matters but some things may have to be referred to the Head Teacher, or a senior member of staff. Every effort will be made to meet requests by parents to visit at a particular time, subject to the organisational and educational needs of the school. It is not always possible for the Head Teacher to see a parent without a prior appointment, but one will be offered as soon as is possible.

During the academic year parents will have an opportunity to view their child's work and discuss their progress on three occasions. Arrangements are also made so that new Nursery and Reception children, together with their parents, may visit the school in the Summer Term preceding their admission.

Currently reports are sent out each year in June. Results of any standardised tests are also sent out. We actively believe in sharing information regarding a child's progress with his/her parents.

32. CHARITY WORK

Aim High Academy Trust is an exempt charity. It is a company limited by guarantee in England and Wales (Registered no: 8842629) whose registered office is at Houghton Road, Houghton le Spring DH4 4EE

From time to time we will support a specific charity to raise money. Most recently we have held fundraising events for Children in Need, Cancer Research, British Heart Foundation and the Poppy Appeal.

33. HEALTH & SAFETY

We have a Health and Safety Policy, which is regularly updated by staff and Governors. This also includes a comprehensive Risk Assessment.

34. CHARGING POLICY

By law, no state school can make a charge for:

- education wholly or mainly within school hours;
- materials for things made in school which pupils or parents do not want to keep;
- visits in or outside school hours, which are necessary for an examination.

Charges may be made for the following:

- individual music tuition which is not part of the syllabus for an examination;
- certain excursions where a third party is involved;
- board and lodging where a school activity involves a residential element;
- the exact cost of "optional extras" i.e. things not connected directly with the national curriculum.

School may ask for voluntary contributions towards some trips and excursions. We will always inform parents at the outset and try to assist parents who have any genuine difficulty in paying.

35. EQUAL OPPORTUNITIES POLICY - Statements of Principle

- Discrimination on the basis of colour, culture, origin, gender, sexual orientation or ability is unacceptable in our academy.
- Every pupil and teacher will endeavour to further this objective by personally contributing towards a happy, caring environment and by showing respect for, and appreciation of, each other as individuals.
- The primary objective of our academy will therefore be to educate, develop and prepare all our pupils, whatever their gender, colour, culture, origin or ability for life in Britain and within a world context.
- All staff will practise an equal opportunities philosophy.
- We acknowledge the complexity of British society and recognise that we would be failing the pupils if we did not prepare them for their integral part in society.
- We are committed to emphasising the common elements and values of our multi-culture rather than highlighting conflicting areas.

36. COMPLAINTS

We hope to be able to resolve any complaints parents may have. In the first instance complaints should normally be made to the Head Teacher, and in most cases we find that complaints can be dealt with successfully at this informal level. However, there are formal routes you can use if you wish to take the matter further -

CURRICULUM COMPLAINTS

You have particular rights in making a complaint about:

- Curriculum provision, including RE and collective worship
- The implementation of the National Curriculum
- The availability of external qualifications
- Exemption from the National Curriculum
- The operation of charging policies
- The provision of the information listed in the section below

The complaint must be directed to the Head Teacher in the first instance. If the complaint cannot be resolved it may be necessary for it to be considered by the Governing Body. If the complaint is not resolved by the Governing Body it may be referred to the City of Sunderland Council's Children's Services or, if that fails, to the Secretary of State. NOTE: This procedure does not apply to complaints on matters like pupil discipline or individual teachers.

37. INSPECTION OF THE ACADEMY

The academy receives regular inspections from Ofsted. Our most recent inspection in December 2013 graded us as 'Good'.

38. ACADEMY PERFORMANCE

Key Stage 2	
Subject	% of pupils who've achieved the expected standard
Reading	72
Writing	83
Maths	72
Subject	% of pupils who've achieved a higher standard
Reading	6
Writing	11
Maths	17
Subject	Progress Score
Reading	-1.3
Writing	1.9
Maths	0.7
Subject	Average Score in Test
Reading	102

A full breakdown of our performance can be accessed at the Department for Education's website - <http://www.education.gov.uk/schools/performance>.

39. ALLOCATION OF THE PUPIL PREMIUM GRANT & PE/SPORTS GRANT

In the academic year 2017-2018 we received £100, 160 in Pupil Premium Grant and £8960 in PE/Sports funding.

We use the Pupil Premium funding to support pupils on a 1-1 basis, small group intervention, ICT club, purchase of additional resources for specific intervention and provision of enrichment activities. Our PE funding is used to provide extra PE/sport opportunities for children and staff development following government guidelines. A full breakdown of how we spend this money is shown on our website - www.GillasLanepriamaryacademy.co.uk

40. OTHER INFORMATION

By law, schools/academies must make certain information available for viewing by parents or members of the public. All documents listed below are available for viewing.

- Any Statutory Instruments (including those for National Curriculum subjects), circulars and administrative memoranda relating to the powers and duties under the Curriculum section of the Education Reform Act
- Any published HMI or Ofsted Reports on the academy
- Any schemes of work and syllabuses currently used by teachers in the academy
- City of Sunderland Council's Children's Services agreed syllabus for RE.

APPENDIX 1

GOVERNING BODY

Mrs J Milner	Chair of Governors
Mrs V Barker	Vice Chair (Parent Governor)
Mrs E Monaghan	Ex Officio
Mrs K Alcock	Co-opted Governor
Mr I Blair	Co-opted Governor
Mrs L Sexton	Co-opted Governor
Mrs E Todd	Observer (as Assistant Head Teacher)
Mrs S McCoy	Staff Governor
Mrs J Harrison	Parent Governor
Mrs D Dovey	Parent Governor

(The governing body is currently undergoing review - for up to date information please contact us)

APPENDIX 2

TEACHING STAFF 2018-2019

Headteacher: Mrs E Monaghan
Assistant Headteacher: Mrs E Todd

<u>YEAR GROUP</u>	<u>CLASS TEACHER</u>
Nursery	Miss Metcalf
Reception	Miss Miller
Year 1	Miss Emmerson
Year 2	Mrs Straughan
KS2 Intervention	Mrs Richardson
Year 3/4	Mrs Daley
Year 4/5	Mrs Dodds
Year 5/6	Mrs Todd

APPENDIX 3

ASSOCIATE STAFF 2018-2019

Teaching Assistants

Nursery	Mrs McCoy
Reception	Mrs Burnhope
Year 1 and Year 2	Mrs Simpson
Year 5/6 and HLTA	Mrs Plant
Business Support Officer	Miss Cooper

Lunchtime Supervisors

Mrs Robson
Mrs Pattinson
Mrs Mennear
Mrs Walton
Mrs Teasdale

First Aiders:

Mrs Plant
Mrs McCoy
Mrs Burnhope
Miss Miller
Mrs Richardson
Miss Cooper

Site Supervisor: In process of recruiting