

# St. Mary Magdalene C.E. Primary School



*Here at St Mary Magdalene C of E Primary School we aim to educate and develop all children in a happy, caring community, nurtured by Christian values that places individuals at its heart and allows everyone to shine. We are committed to the welfare and safety of every child*

## Prospectus 2016/17



# St Mary Magdalene C of E Primary School

Stanway Road, West Bromwich, West Midlands B71 1RP

Tel: 0121 588 2371 Fax: 0121 588 8454

Headteacher:

Mrs K Duff

Chair of Governors:

Mrs D. Shirley

Dear Parent/Carer

I should like to welcome you and your family to St. Mary Magdalene C.E. Primary School.

The school underwent an Ofsted Inspection in January 2014 when we were graded 'Outstanding in all areas' and a summary of the Inspectors' Report is available from the office on request. I am extremely fortunate to be working alongside such a dedicated team of staff and with a highly supportive body of parents. I look forward to helping the school to develop and achieve further success in the coming years.

We are very proud of our school. Within its secure and friendly environment, we work hard to attain high standards of achievement and behaviour. Each child is recognised as an individual and as such is valued and encouraged to develop to their full potential. We are committed to further improvement in the future.

As parents, your role within your child's education is vital. They are more likely to do well at school if there is a strong commitment from home and school for mutual support and open communication.

Choosing the right school for your child is a very important decision. Reading this prospectus is just one part of making that decision. The prospectus sets out to provide you with an introduction to our school. Should you feel, having read it, that there are important questions that remain unanswered, please do not hesitate to contact us, and if you wish, make an appointment to visit the school.

Yours sincerely,

Kelly Duff  
Headteacher

## Our school

Our school aims to provide opportunities for all children to reach their full potential. The school will endeavour to maintain effective teaching and learning with the intention that high academic standards are attained.

We acknowledge equal opportunities and the need to maximise resources so that all of our pupils have equal access to the curriculum. We believe in equality for all and endeavour for children to have the best education possible.

St. Mary Magdalene C.E. Primary School attaches high priority to strong links between school and community, especially with our church, All Saints, West Bromwich. The school promotes Christian values and an understanding of the Christian faith, but also teaches awareness of, and respect for, other major faiths.

We aim to:-

- Care for and value the children.
- Provide security and stability for all children through a disciplined environment based on consistency and fairness.
- Encourage in the children a sense of responsibility toward themselves and their surroundings and an awareness of the need for courtesy and consideration for others.
- Provide appropriate and well-maintained equipment and materials, which assist a continuity of approach towards learning.
- Establish and maintain a close dialogue with parents and the community.
- Provide an education that caters for the special needs of all the children in its care, sometimes with the help of outside agencies.
- Provide a broad, relevant, challenging and practical curriculum to encourage the intellectual, physical, social and spiritual growth of each child.



*In short we want children to*

***Love to Learn, Learn to Love***

## **Statement of Values**

We believe that values are at the heart of our school. The values that are most important to us are our loving four: -

- Honesty
- Respect
- Responsibility
- Aspiration

***“With honesty, respect and responsibility we aspire to make tomorrow a better day”.***

Our Achievement and Behaviour Policy is built on these values, as we feel it is the work of everyone in the school.

The aim of our Achievement and Behaviour Policy is to help children grow up into confident and considerate young people. We want them to listen to others and be listened to, to respect others and be shown respect. We teach them to care for the school environment so that it is a pleasant, safe and worthwhile place to learn and grow.

We see children’s education as a partnership between home and school.

## **Learning 10**

We have devised an agreed set of ten learning behaviours which are promoted throughout our daily lessons and opportunities are planned for children to practice these regularly. We believe that these are skills which will enable our children to achieve their very best both in school and in the future. The learning 10 consists of:

**Nurture**  
**Enthusiasm**  
**Reflective**  
**Independence**  
**Inquisitive**  
**Risk taker**  
**Problem solver**  
**High expectations**  
**Perseverance**  
**Collaboration**

### **Stanway Stars - Before and After School Care Facility**

This provision is delivered by Miss Zoe Warner and run as a separate business to school.

The provision runs from Monday to Friday inclusively covering the following times:-

8am - 9am	The cost of the morning session will be £5 per child and toast and juice will be provided.
3.30pm – 6pm	The cost for the afternoon session will be £6 per child and a selection of biscuits, fruit and juice will be provided.

If you are interested in this facility, please feel free to call into the school during the club hours and speak to the staff. Timetables are available and this is OFSTED registered provision.

### **Nursery Provision**

The Nursery is a spacious, secure and well-resourced unit. Its purpose is to provide high quality Nursery education for pre-school children.

The Nursery offers either five morning or five afternoon sessions. Each session lasts for three hours.

Morning session: 8:50a.m – 11:50a.m  
Afternoon session: 12.30p.m – 3.30p.m.

A teacher and an LSP staff the Nursery on a permanent basis, as we believe it is very important for such young children to have stability.

There are toilet facilities in the Nursery and a secure fenced Nursery playground. The playground has a safe play surface, which prevents any cuts or grazes if the children fall over.

There is a school uniform available from the School Office if parents wish to purchase it.

The Nursery has close links with the school, especially the Reception class. We want the children to have a stress free start to Reception and, if they have become familiar with the environment beforehand, it really helps them to settle quickly.

Children can be registered for Nursery from six weeks old, although this does not guarantee a place. Parents can register their child by contacting the school office.

The Nursery and Reception staff follow the Early years Foundation Stage Curriculum which is designed to help children's development in the following areas: -

- |                |  |
|----------------|--|
| Prime Areas    | 1. Personal, Social and Emotional development. |
|                | 2. Communication and Language.                 |
|                | 3. Physical Development.                       |
| Specific Areas | 4. Literacy.                                   |
|                | 5. Mathematics.                                |
|                | 6. Understanding of the World                  |
|                | 7. Expressive Arts and Design.                 |

The Nursery and Reception staff place great emphasis on the Characteristics of Effective Learning. We aim to: -

1. Build children's confidence.
2. Build children's self-esteem.
3. Help children to become more independent.

We closely observe how children learn and help them develop the attitudes and skills to be ready for success in Reception.

The Nursery staff will ensure that all children, regardless of gender, class, racial group or ability, will be offered the same learning experiences.

**Remember:** Going to Nursery is a wonderful time for children. The Nursery staff want the children to love coming to Nursery and to always remember what a great time they had there!

## The Curriculum

The curriculum is the whole learning experience offered by a school. It is not just the lessons and activities which are planned and taught. It should also include the ethos for learning i.e. the high standards of teaching and behaviour and the attitudes and values we expect implicitly in all lessons (sometimes referred to as the hidden curriculum).

The curriculum should be seen as much in terms of experience as of the knowledge and skills that children should acquire. It should also be equally concerned with personal development, positive behaviour and relationships. Children are provided with opportunities in Irresistible Learning to develop and extend the learning 10 and values of our school.

In planning the curriculum and putting it into practice we aim to ensure that:-

- excellence is pursued and valued
- lessons are challenging, with pace and direction through the use of our bronze, silver, gold, platinum system where children can take ownership of their own learning.
- the way children are taught matches children's individual needs
- children leading, learning and topic through questions
- deep memorable learning
- classroom environment
- trips
- stunning starts, marvellous middles and fantastic finishes to enliven our topics

The school has reviewed its curriculum and now has a more creative curriculum making meaningful links between different subjects and encourages basic maths and English skills. It makes learning more relevant, enjoyable and challenging for children. We are following 'Irresistible Learning' as a journey through which to develop our curriculum.

Our curriculum is carefully planned to meet the statutory requirements of the National Curriculum, teachers planning is based around six areas of learning covering children's physical, intellectual, emotional and social development. These are:

1. Personal, Social and Emotional Development – *Learning from Religious Education (RE), Personal Social Health and Moral Education (PSHME) and Citizenship*
2. Communication, Language and Literacy - *Reading, Writing, Spelling, Speaking and Listening*
3. Mathematical Development – *Number, Problem Solving, Data Handling and Shape, Space and Measure.*
4. Knowledge and Understanding of the World – *Science, Design Technology, History, Geography, ICT, Learning about RE*

5. Creative Development – *Art, Music, Dance, Role Play, Drama*

6. Physical Development – *PE, Motor skills (use of the body).*

We work in a thematic ‘topic’ approach, relevant to the children’s experience, knowledge and understanding. These ‘topics’ will include areas of History, Geography, Art and Design Technology and are enhanced by school visits, the use of artefacts, visiting speakers and first hand experience.

The subjects of Science, ICT, Music, RE and PE may be added into the ‘topic’ to make it more meaningful, or may be taught as separate subjects if more appropriate.



### **The National Curriculum**

We follow National Curriculum planning guidelines in all subjects. We place due emphasis on the fundamental areas of learning, namely language development, numeracy and science. The National Curriculum is made up of the following subjects:-

The three core subjects of:-

English

Mathematics

Science

The foundation subjects:-

Art & Design

History

Music

Geography

Design & Technology

Information and Communication Technology (ICT)

Physical Education

We also follow national guidelines for Personal, Social, Health and Moral Citizenship Education. (P.S.H.M.E.)

Religious Education (SACRE) is also taught but this is planned at a Local Authority rather than national level.

All subjects are taught using a variety of techniques and organisational strategies appropriate to each lesson and the needs of the children. These will include whole class teaching, individual, pair and group work.

## **The Core Subjects**

### **English**

Our aim for your children at St Mary Magdalene is to develop their communication, both written and oral as well as fostering a love of reading. Children's development of writing, reading, speaking and listening is advanced through careful teaching based on an accurate assessment of each child's ability. Throughout their time at our school, they will be exposed to quality teaching allowing them to access and master the language that surrounds them. A clear focus of speaking and listening begins in EYFS where activities encourage quality, Standard English conversations. This is developed through role play, drama, debates and discussions as they travel through school. As a result of this, they are able to express themselves confidently. Good listening skills and stamina are developed to ensure they begin to access the more complex language of the adults around them.



### **Reading**

A love of books and reading is something we are committed to encourage in our school. The teaching of phonics during the early years of school begins this process until the children become confident at tackling a wide range of different words. Comprehension is developed alongside to ensure children fully understand what they have read and can recall information or make inferences about characters they have met. During KS1 and 2, these skills are reinforced through the quality curriculum where they have many opportunities to practise and apply. Parents can give much support to their child's reading development easily, through reading daily with their children and having a quality conversation about the events or information they have read about. It is from positive reading habits at school and at home that the most successful readers grow.

### **Writing**

Again, based in phonics during the early years, writing is taught explicitly throughout the school. They will learn how to physically write letters, word and sentences before being taught how to form these into paragraphs of ideas. Handwriting practise will ensure they develop a neat, joined style of handwriting. Children will write for a whole range of purposeful tasks, often based on the situations they have just read about. A rich balance of fiction and non-fiction writing skills will be taught to give children the control over their writing which is essential later in life. Many opportunities will be given to revise, edit and improve their work: sometimes with the help of peers, adults and teachers. We aim to teach

children to communicate in a written form accurately, creatively concisely and with a solid command of the English language.

## **Mathematics**

Our main aim is to give the children the knowledge, skills and attitudes that will enable them to use mathematics confidently in everyday life. Concepts are taught using a wide range of practical resources, the outdoor environment and ICT such as ipads. The curriculum focuses on progressive mental recall of facts such as times tables and number bonds, a thorough understanding of place value and 'sense of number' before moving onto the more complex skills of written calculation. The school has an agreed policy for the teaching of written methods for addition, subtraction, multiplication and division. The ability to use a range of measures, describe and manipulate shapes and analyse statistics are also taught within the mathematics curriculum.

Children are able to use and apply their skills through a range of problem solving activities, where appropriate these are linked to real life situations or their Irresistible Learning topic.



The National Curriculum is used to inform our planning and teaching of mathematics, assessment for learning is used to ensure that teaching meets the needs of all children.

## **Science**

All children experience a broad, balanced, continuous science curriculum. This covers work on living things and their habitats, plants and animals, materials, forces, sound and electricity. As well as working scientifically, Science work is linked closely with other areas of the curriculum, through our exciting and hands on Irresistible Learning curriculum in the afternoons.

Through first hand experience, the children will develop the skills of scientific investigation. These include observation, planning, predicting, measuring, fair testing and hypothesising. The positive attitudes necessary to achieve success in science are also taught through investigative work e.g. curiosity, perseverance and self-evaluation.

## The Foundation Subjects

### Music

There are two main areas to music within school, the making of music and the appreciation of music. Our aim is to give the children a broad experience of music making using their voices, a range of tuned and untuned percussion instruments and 'music technology'. They are also given the opportunity to listen to a range of music, old and new, from around the world. We encourage them to discuss its qualities, learn something of its history and cultural importance, and to begin to explain their preferences.



### Physical Education (P.E.)

Our aims in Physical Education are:

#### *To teach pupils to:*

- ✓ Be physically active, in a way that will keep them healthy and fit.
- ✓ Be concerned with their own and others safety in all activities and in all environments.
- ✓ Lift, carry, place and use equipment safely.
- ✓ Respond readily to instructions.
- ✓ Prepare for and recover from exercise.
- ✓ Be aware of the risk of wearing inappropriate clothing and footwear.

#### *To enable pupils to:*

- ✓ Have equal access to a variety of learning situations, styles and environments.
- ✓ Plan, perform and evaluate with increasing complexity, with the greatest emphasis on the actual performance.

#### *To encourage pupils to:*

- ✓ Observe the rule and conventions of fair play, sportsmanship and good behaviour.
- ✓ Enjoy, praise and evaluate their own and other pupil's performances.
- ✓ Participate in activities beyond school and in later life.



The school facilities are limited for PE, we use the hall and playground on a timetabled basis. We use West Bromwich Swimming Centre for Swimming lessons. In gymnastics the children learn to control their movements through negotiating tasks, both with and without apparatus, and to develop an awareness of the quality of movement. Dance will give the children an opportunity to express ideas and emotions creatively to music.

In games the children will develop skills in striking and fielding, invasion and net and wall games. In Key Stage Two athletics focuses upon running, jumping and throwing skills. All children in Years 3 and 4 are given an opportunity to learn to swim. Each class attends a series of lessons at West Bromwich Swimming Baths each summer term. Tuition and transport costs are paid for by the school.

We have an annual Sports Day which is a great day for both parents and children. Good sportsmanship is actively encouraged and praised during this activity.

We employ professional coaches to teach before and after school sports clubs, these are available to children from Reception to year 6.

### **Computing**

Computers, tablets and other hand held electronic devices now play a large part in society. We have computers and interactive smart boards in all classrooms which are used to enhance children's learning in a variety of lessons. In addition, we also have 76 Ipads which are spread out in classes throughout the school that children are able to use in a variety of different ways. In addition, we have recently installed our Imagination Studio, which has: 270° projection, surround sound, temperature control, smell cartridges and kinetic interaction. This room enables children to experience places and sights that they would never be able to normally, for example being in space or seeing the view of Cairo from the top of a pyramid.

In line with the new National Curriculum we are able to provide children with a range of opportunities to develop their skills in areas such as using multimedia, computer programming, internet use, e-safety and data collection. We aim to develop the confidence and skills of all children in each year group. As the children take on more responsibility for their learning, we aim to provide opportunities for them to decide when it is appropriate to use a range of different computing devices.



## **Design Technology**

Design Technology involves the creative application of the principles of science and art to solve practical problems. The children are taught to plan, design, make, evaluate, products and basic systems for a range of purposes, using a variety of materials, skills and technical knowledge. As they proceed they are taught to evaluate different qualities of the product, and to test the quality of the finished product. They also learn to evaluate the impact of technology on everyday life. Children explore the following components of Design Technology:

- Mechanical
- Textiles
- Electrical
- Food
- Structures

## **History and Geography**

In History pupils consider how the past influences the present, what life was like in the past, comparing this to modern day and what influenced people's actions. Initially we focus upon the children's own history and the history of such things as toys and houses. Later we look at famous events in history, for example, the Great Fire of London and the lives of famous historical characters such as Florence Nightingale. During Key Stage Two we move to concentrating on distinct periods of history including the Stone and Bronze ages, the Romans, the Anglo-saxons, the Vikings, the Ancient Greeks and Egyptians. The children begin to develop some chronological framework for their knowledge and learn the significance of certain events and people.

Geography encourages the children to consider the qualities of the natural and man-made world. The children learn about places, people and the environment around the world, our mutual dependence, and the need to conserve and protect our resources. Teaching focuses first upon the immediate environment of school and home and then expands to draw comparisons between our environment and contrasting environments both in the United Kingdom and abroad. Children research different global topical issues. They learn about the physical nature of the world and features such as rivers, mountains and valleys. They also study some aspects of human geography associated with settlements, transport and conservation. Sources of information such as maps, aerial photographs, books and the Internet are used to develop the skills of interpretation and enquiry. We aim to encourage more independent study towards the end of Key Stage Two.

Much of the work in history and geography is approached through a termly or half-termly topic.

## **Art and Design**

Art and Design is concerned with the creative and aesthetic response to the things that we can see and touch in our world. There are two strands to art education: creation and evaluation. The creative element involves children using a variety of materials and equipment to represent objects realistically and imaginatively and to express their ideas and feelings. Children will

become familiar with a good range of media, including pencil, paints, chalk and pastels, fabrics, clay, and other materials. They are taught art and design skills from the Foundation Stage, and are encouraged to take a real pride in all their work.

We also teach the children to develop skills in evaluating their own work, and the work of other artists, and to begin to understand the value and significance of art in society.

### **Drama**

Drama gives children a valuable opportunity to explore ideas and feelings creatively and imaginatively and to develop the speaking and listening element of Literacy. Through drama activities the children discover much about themselves and learn to appreciate the feelings and experiences of others. Some activities may culminate in a performance before an audience. For example within a class assembly or a production.

### **French**

We feel that it is very important for the children to experience learning a second language. To this end we have introduced the teaching of French throughout the school. We teach basic vocabulary and common phrases, such as numbers, colours, days of the week etc through fun activities and songs.

### **Religious Education**

Religious Education is provided in accordance with the Sandwell Locally Agreed Syllabus. Whilst this reflects the predominantly Christian culture in which we live, emphasis is placed upon the children gaining knowledge of other religions, their beliefs and practices. We encourage children to develop sensitive attitudes to the beliefs of others by studying what it means to belong to different faiths.

### **Collective Worship**

The school is a co-educational voluntary controlled Church of England School. Christian values are built into the ethos and teaching of the school.

We come together for collective worship every week, once a week as a whole school, twice a week in key stage assemblies and once a week we have hymn practise and celebration assembly. We have regular visits from the vicar of All Saints CofE Church. Assemblies are organised around a programme of relevant half termly themes. They include quiet moments for children to reflect on the main message of the assembly.

Parents have the right to withdraw their children from religious education or assembly. Should you wish to exercise that right, it is necessary to convey that wish to the Headteacher, in writing.



### **Multicultural Education - Equal Opportunities**

We operate an Equality Policy and follow our equality objectives which are:

To narrow the gap for all children in Reading, Writing and Mathematics standards between our children and those attained Nationally at all levels in school, particularly for those children in receipt of Pupil Premium funding.

To maintain a very low rate or eradication of (reduce the incidence of) prejudice-related bullying and hostility throughout the school, particularly in relation to racism and negative attitudes and behaviour towards people who are disabled.

To continue to promote and enhance community and cultural cohesion and a sense of shared belonging in the school, and in the school's neighbourhood, underpinned by a sense of Fundamental British Values.

To promote spiritual, moral, social and cultural development through the teaching of the curriculum, assemblies and RE, with particular reference to issues of celebrating equality and diversity.

To continue to consult with users of the building to ensure equality and access for all.

We endeavour, within our curriculum, to plan themes and activities that make the children aware that we live in a multicultural society. Our aim is to help the children understand the similarities and differences that exist between different communities and to learn to respect and appreciate the richness that each community brings to our society. We endeavour to ensure that all children have equal opportunities in all aspects of school life.

### **Personal, Social, Health and Moral Education**

Through a wide range of activities and experiences across and beyond the curriculum, PSHME helps to give the children the knowledge, skills and understanding they need to lead confident, healthy, independent lives, and to become informed, active and responsible citizens.

## **Sex and Relationship Education**

Sex and Relationship education is included as part of the teaching programme for children. As part of this programme, in Years 5 and 6, we show a series of videos dealing with puberty and human reproduction. Any questions that may arise are dealt with simply and sensitively. Where appropriate, boys and girls are taken into separate groups to discuss particular issues.

Parents are invited to attend a meeting prior to the programme commencing, so that they can be involved and prepared for the issues and questions that may arise at home. They will be able to view brief extracts from the programmes used.

Children in lower Key Stage 2 study aspects of health education, and learn about some of the changes the human body experiences moving into adulthood. Questions asked by the children are answered sensitively and clearly with teachers endeavouring to give the necessary information without causing concern.

Parents have the right to withdraw their child from certain aspects of our sex and relationship education programme if they so wish. Should you wish to exercise that right, it is necessary to convey that wish to the Headteacher, in writing.

## **Anti-Bullying**

Our school is a safe and caring environment, but like all schools we occasionally have to deal with unacceptable behaviour such as bullying and harassment.

We will do our utmost to prevent and deal effectively with any bullying with the support from governors and parents. We regularly have an anti-bullying focus to assemblies and use school council and circle time to deal with issues.

We teach the children that bullying is only bullying when it is STOP – Several Times On Purpose – The same person/group targeting the same person.

On the rare occasions that this occurs, children usually tell someone at home first. Please let us know if you are worried about your child so that we can help.

## **Assessment**

The children are regularly assessed to monitor their progress. These assessments are shared with parents and help teachers plan for subsequent stages of the children's education.

Towards the end of both Year 2 and Year 6 the children undertake formal national assessments (SATs) which measure their progress within English, Mathematics and Science. These also help to give clear indicators of children's progress, and assist us in setting targets for individuals and groups. Year 1 phonics test takes place in a week's block in June.

## **Special Educational Needs**

At St. Mary Magdalene we are committed to meeting the needs of all our pupils. This includes children with exceptional abilities and talents, children with physical disabilities, social, emotional and behavioural difficulties and those with learning difficulties. In order for the children to reach their full potential, these needs must be recognised and met.

All teachers plan and set work relevant to the needs of individual. Learning Support practitioners within our school also fulfil a valuable role providing additional support to pupils with range of needs, where and when appropriate.

When children continue to have specific difficulties, we are able to call upon the advice of a number of specialists, including Sandwell's Inclusion Support Team, Educational Psychology, Speech and Language Therapists, Physiotherapists and Occupational Therapists and Behaviour Support Team. These specialists work closely with our Inclusion Manager and class teachers, preparing Individual Education Profiles and advising on approaches and materials to be used.

At all times, we seek to work in partnership with parents, so that together we can ensure that every child, regardless of ability, can achieve their full potential. A copy of our Special Educational Needs policy is available on request.

### **Homework**

Parents can make an enormous contribution to the progress of their children and the home-school partnership by supporting homework activities. Your child will be given a 'Learning Log' and be set regular tasks to complete at home with parents. This may be a research task, a game or a chance to practice skills. Depending on the age, this will vary in length of time to complete, but if you feel it is taking too long, please let us know.

All classes receive homework in the form of regular reading practice and weekly maths homework is set on an online program called My Maths.

### **Extra Curricular Activities**

The school offers a variety of extra curricular activities, depending upon the interests and expertise of our staff. Some of the clubs offered:-

Colouring club, Cooking, Cricket, Dance, Football, Multi Sports, Recorders , Gymnastics, Photography.

All of these activities are free of charge. As a school we currently have a policy that we will pay for the activities and clubs even if they are run by outside sports coaches. This is so that every child has the opportunity to access them. This does mean that not all children will get their first choice or a club every time!

They are also delivered to target year groups which change termly, so that all children have the chance to experience a wide range over the course of a year.

### **School Visits**

Visits of many kinds are an important part of our school year. Most are directly linked to the children's current topic work. They are aimed at giving the children first-hand experience to help increase their knowledge and understanding of their topic.

## **The Funding of School Trips and Music Tuition**

There are no charges made for any part of the National Curriculum taught as part of the normal school timetable. This includes swimming.

We do ask for a voluntary contribution for educational visits undertaken during the school day for curriculum study. No child shall be disadvantaged should you not be able to contribute to a visit, but we do reserve the right to cancel the visit should there not be enough funds.

For residential visits at Sandwell Centres attended during the school week, a set charge is made plus coach costs.

The school provides brass, woodwind, strings and steel drum tuition through Sandwell Youth Music, in years 4, 5 and 6. Unfortunately these places are limited.

We also fund children in Year 3 have the opportunity to learn how to play the Ukulele as a whole class, through Sandwell Youth Music.

## **School Council**

Two members (usually one boy and one girl) are elected by each class to be representatives on the School Council. The Council generally meets once a month to discuss a wide range of school issues concerning the children. Representatives put forward ideas from their class on fund-raising, the organisation of play and lunchtimes and other matters.

## **Compliments and Complaints Procedure.**

If you should have a concern or a complaint about the school's curriculum or related matters please see your child's class teacher in the first instance so that discussions can take place and failing satisfaction, a member of the School Leadership Team. If the concern is still not resolved, parents may raise the matter with a Parent Governor or the Chair of Governors. If parents are still dissatisfied then a formal complaint may be made to the LA who will investigate further. Once these arrangements have been exhausted, if necessary, a complaint may be made to the Secretary of State for Education.

We also appreciate receiving communication about things we are getting right. Please take the time to tell us if you think there is something we do well. Please also share any ideas you may have to improve our provision. Your views and your child's views really matter to us.

Documents relating to the school's curriculum and organisation are available at school. Parents should contact the school office if they wish to see such documents.

## General Information School Building and Grounds

The building is an old Victorian one which provides great character. In all we have eight classrooms, a hall, an Imagination Studie, a library, a resource base and a community room. Outside there is a hard surfaced playing area with a quiet area, seating, sheltered areas and attractive playground markings. The rear of the school has an outdoor classroom, which is also used as a quiet zone during break and lunchtimes.



## School Values

At St Mary Magdalene CE Primary we value and respect others. All these values are essential if the school is to be a safe learning establishment.

These values are: -

- Honesty
- Respect
- Responsibility
- Aspiration

We have rules based on what is necessary for the children's safety and their health.

- Children are not to bring chewing gum into school.
- Children may not wear jewellery except stud earrings.
- Children should wear sensible clothing for school (we would prefer children to wear school uniform. If this not possible, we ask that they wear school colours – blue top, grey or black trousers or skirt. High heels and clothing with slogans are not acceptable).
- Children may not bring toys or valuables to school, unless as part of a class reward for good behaviour.

## Admissions

The admission to voluntary controlled schools is the responsibility of Sandwell Local Education Authority.

### **Admission Priorities for places in Sandwell Community and Controlled Primary Schools 2016/2017**

Where there are more applications for a school than places available, places will be allocated on the basis of the following priorities:-

1. Children who are in public care and children who were previously in public care but ceased to be so because they were adopted (or became subject to a child arrangement order or special guardianship order).
2. Children with a particular medical condition.  
Applications submitted under this criterion must be accompanied by a medical declaration form (ASU75M) signed by the child's General Practitioner or Consultant confirming the condition, detailing the child's needs and specifying why, in their opinion, the preferred school is the only or most appropriate to meet the child's needs. All applications under this criterion will be assessed by the LA to decide whether the child's needs can be met most appropriately by the preferred school.
3. Children having a brother or sister at the preferred school (not nursery) at the time of admission.
4. Children accepted on denominational grounds, supported by the Anglican/Church of England Church. Applications based on this criterion must be accompanied by a completed declaration form signed by a Priest, Minister or Community Leader to signify attendance at Church on at least one occasion per month.
5. Children prioritised by distance measured in a straight line from a child's home to the school's designated entrance (as determined by the Governing Body).

School Admissions Parent Support Line 0121 569 6765

## Starting school

Starting school is a very important time in a child's life. Many parents are very anxious to know how they can help their child prepare for school. Here are some helpful suggestions:-

- Talk to your child at every opportunity and listen to what he/she has to say.
- Involve them in activities inside and outside the home to stimulate interest and activity and develop concentration.
- Encourage them to be independent, especially in dressing, eating with a knife and fork, tidying up and using the toilet.
- Praise and encourage them as they learn new things.
- Read to your child regularly and encourage them to talk about the stories and pictures in the book. Let them see that it is fun to read and that books contain a lot of exciting information. Help them to notice that words are everywhere and that they tell us something.
- Make up and play lots of counting games and learn number rhymes.

Further information concerning life at school will be given to you at our 'New Parents' meeting in the Summer term. Parents are invited to request a tour of the school prior to their child starting and we hope you will take advantage of this invitation.

### **Internal Organisation**

The school is one form entry.

The number of hours of actual teaching time, excluding time spent on daily acts of worship, registration and breaks, are as follows: -

**Key Stage 1:** 22.1/2 hours per week

**Key Stage 2:** 23.3/4 hours per week

There are eight classes in the school:

**Nursery, Reception, Class 1, Class 2, Class 3, Class 4, Class 5 and Class 6.**

### **School Hours**

**Mornings:**                    **KS 1** - 9.00 a.m. – 11.45 a.m.  
   **KS 2** - 9.00 a.m. – 12.15 p.m.

**Afternoons:**                **KS 1** - 12.45 p.m. – 3.30 p.m.  
   **KS 2** - 1.15 p.m. – 3.30 p.m.

It is extremely important that the children arrive in school on time. Children who arrive late miss registration, dinner registration and vital instructions for the day. Ideally the children should arrive after 8.50 a.m, the time when the teachers begin playground supervision and are able to enter school.

It is also very important that parents ensure that there are adequate arrangements made for their child(ren) to be collected and accompanied safely home at the end of the day. All children are supervised until collected from their allocated doors. If you are not there they will be brought back into the building to wait for you to arrive. If you are delayed, or arrange for your child to be met by someone they are not expecting, please let us know.

If a child is not collected by 3.40pm and we have had no contact from their family, we will enter their names in our late collection book and the Late Collection Policy will apply.

### **Contact with Parents**

We feel that education is a partnership and parents' involvement in their child's education is vital. This partnership is encompassed within our Home-School Agreement, a copy of which can be found at the back of this prospectus.

We actively encourage parents' participation in many ways. All parents can help by taking an interest in what their child is doing at school. This may involve discussing lessons, helping them with their homework, talking to teachers and attending class assemblies, plays, concerts, exhibitions and sports day. The children and staff do appreciate your support. Regular letters

home, including the school newsletter aim to keep parents informed about all school events. The school website ([www.st-marymagdalene.sandwell.sch.uk](http://www.st-marymagdalene.sandwell.sch.uk)) enhances home-school communication further, and contains newsletters, policies, important dates and other information for parents to retrieve, in addition to contributions from children. We also have a Twitter account and a Parent Facebook page, which you can send a request to join.

### **Parent Consultations**

Parent Consultation evenings are held during the Autumn and Spring terms. During the Summer Term you will receive a detailed report about your child's progress. Should you wish to discuss the report subsequently an appointment can be made with the class teacher.

The teaching staff and the Headteacher can be contacted at the school at any time to set up an appointment to discuss any concerns about your child's education. Parents are welcome to view the school in operation at a mutually convenient time.

### **Parent Helpers**

Some parents create time to come to school and help with a variety of activities such as cooking, sewing, craftwork or to hear children read. These parents are usually responsible to a particular class teacher. Other parents choose to help the school office with routine activities or by accompanying the staff and children on visits out of school.

If you feel you can give a regular commitment to this could you please contact either your child's class teacher or the Head Teacher. Your help would be most welcome.

### **Governors**

The Governing Body comprises:-

- one L.A. Governor - nominated by the Local Authority
- five Parent Governors - elected by the parent body
- four Co-opted Governors - members of the local community, nominated by the other governors
- two Foundation Governors – elected by the Church
- the Head teacher
- one Staff Governor - elected by the staff

The Governors hold office for a period of four years. They meet as a full governing body twice a term. Much of the work of the governing body is divided between the three main committees of Finance and Staffing, Premises/Health and Safety and Curriculum. These committees have delegated responsibilities, giving advice to the full governing body, and are required to report back on all of their actions.

All of the governors are accessible should you wish to consult them. Their names are listed at the back of this prospectus.

## **School Uniform and Equipment**

It is hoped that all parents will support us in our view that every child should wear our school uniform. We feel that it enhances a feeling of pride, belonging and ownership of our school. On a practical note it makes a busy parents life much easier, as it removes the discussion and competition that can surround what to wear each day. Our uniform is attractive and versatile, giving some scope for individuality whilst not being too demanding on the pocket. Designer clothing, jeans, trainers and football kits are strongly discouraged for normal daytime wear.

Our school sweatshirt is available through the school office or online at [www.tesco.com/ues](http://www.tesco.com/ues)

The uniform is:-

grey/dark trousers or shorts

grey skirts

blue sweatshirt, pullover or cardigan

white blouses, shirts or polo-shirts

blue/white gingham or similar dress

***We ask that all items of children's uniform and P.E. kit are clearly named.***



### **P.E. Kit**

It is essential that children have a change of clothing for P.E.

- Shorts or tracksuit bottoms (weather and activity dependent) and a white t-shirt
- Pumps or trainers for all outdoor PE and indoor games. Children will be barefoot during gymnastics and dance activities including lessons that require any apparatus unless the child has a verrucae where a plaster to cover must be provided by the parent. Socks must not be worn on their own at any time in PE.
- Jewellery is to be removed (bracelets, earrings etc)
- Earrings that are newly pierced (up to 6 weeks) to be covered with tape/padding which protects the back of the earring as well as the front.

- Earrings that have been in for more than 6 weeks must be removed by the child or parent before coming to school. Staff are not permitted to replace earrings once removed.
- No zips or hoodies to be worn for indoor activities to ensure children do not over heat.

For swimming, the children in Years 3 and 4 require a swimming costume or shorts (not Bermuda shorts), towel and a plastic bag.

### **Other Equipment**

Books, pens and pencils are all provided. Children do not need to bring in their own equipment.

### **Personal Belongings and Jewellery**

We regret that we cannot take responsibility for treasured possessions in school. Expensive watches, jewellery, mobile phones and precious personal belongings are safer at home.

For reasons of safety children should not wear earrings, ear studs or other jewellery (metal, plastic, leather or thread) during P.E. or games activities.

- Jewellery is to be removed (bracelets, earrings etc)
- Earrings that are newly pierced (up to 6 weeks) to be covered with tape/padding which protects the back of the earring as well as the front.
- Earrings that have been in for more than 6 weeks must be removed by the child or parent before coming to school. Staff are not permitted to replace earrings once removed.

### **School Meals**

School Meals are prepared off site and delivered to St Mary Magdalene. Children are offered a balanced menu, served in a cafeteria style.

School Dinners cost £2.30 per child, per day, £11.50 per week. It is most important that the children bring the correct money in a named envelope on **Monday** mornings and give it to their Class Teacher. Dinner money should not be taken to the school office.

We operate a computerized system for the administration of School Dinners. Unfortunately this means that it is not possible for children to switch from School Dinners / Sandwiches / Home Dinners . We ask that an arrangement is made for a half term at a time.

If you would like your child to change from one meal type to another, we ask that you notify the School Office in advance.

School meals must be ordered by 10 a.m. If your child has an appointment that will delay his/her arrival in school until after 10 a.m., a phone call or a note to the school office, ordering a meal in advance, is essential. Meals cannot be cancelled after 10 a.m. Sadly, should your

child fall ill and need to come home after 10 a.m. and before lunch, we are unable to credit you for the missed meal.

Children who stay to lunch must not leave the school without permission. If a meal is ordered at the beginning of the school day, money cannot be refunded or carried forward.

### ***Free School Meals***

All children in EYFS and KS1 are entitled to universal free meals and families in receipt of the following benefits may be eligible for free school meals. Application forms are available from the School Office.

1. Income Support.
2. Employment and Support Allowance (Income Related)
3. Income Based Job Seekers Allowance
4. Guaranteed Pension Credit (inc Child Tax Credit)
5. Support from National Asylum Support Service
6. Child Tax Credit, with an annual income of less than £16,190 and NOT in receipt of Working Tax Credit.

If you are unsure about your entitlement School Office staff will be pleased to assist you. Note it is of benefit to school if you register as being eligible for school meals, even if you do not wish to take them!

### ***Sandwiches***

Children may bring packed lunches to school. They are eaten in allocated classrooms, or at our garden area picnic tables in good weather, and are supervised by our midday supervisors. Lunch boxes should be clearly named to avoid confusion. Many parents wisely include a 'cool pack' in their child(ren)'s lunch box to keep the meal cool. A drink is essential but for safety reasons the children are not allowed glass bottles or cans. Water is available. If the weather is fine the older children eat their lunches outside in our quiet area. A small treat, such as a biscuit or cake is allowed for consumption at dinnertime only.

### **Breaktime Snacks**

Milk is available free of charge for infants under 5 years of age. Over 5 years of age, milk can be supplied for a charge. You must order milk through Cool milk either online at [www.coolmilk.com](http://www.coolmilk.com) or complete a form available from the school office.

The School is part of the Government Funded National School Fruit Scheme for Foundation Stage and KS1 pupils, and we also fund provision for KS2 pupils. This means that each child may have a free piece of fruit at every morning break – oranges, apples, pears, strawberries, grapes and bananas are supplied according to whatever is in season.

Sweets, chocolates and crisps are not allowed in school as a breaktime snack. We ask that you limit breaktime snacks to healthy items such as cereal bars, yoghurt, cheese, fresh fruit and vegetables. There is a Healthy Tuck Shop where the children can purchase more healthy forms of snacks and drinks. This is open 8.50 a.m. until 9.00 a.m. daily.

## **Behaviour & Discipline**

We endeavour to create a happy learning environment and emphasise respect at every level. The teachers all display a high degree of care for the children. The children in return are expected to care for each other and for the school environment. Thoughtful, sensible behaviour and politeness are encouraged by praise and rewards. The children are taught to understand the parameters of acceptable behaviour. Unacceptable behaviour will result in the withdrawal of privileges. Any major concerns that we may have will be reported to you.

To help us achieve this we have, we adopt a positive Behaviour and Anti-bullying Management style for the school. This involves a structured and consistent approach to managing behaviour. It teaches children to make responsible decisions regarding their own behaviour and their reactions to the behaviour of others. By careful nurturing and encouragement, it enables children to develop their skills and abilities, increasing their self-esteem and empowering them for future success.

Children's successes are identified by the awarding of bronze cards, Merit Certificates and badges, house points etc, and the children are pleased and proud to receive them. We operate a card system for bronze, silver and gold positive rewards, and traffic lights for sanctions.

## **Safety and Security at School**

We pride ourselves on being an open school where parents and visitors are welcomed. Sadly, in this day and age it is necessary to take precautions to ensure the safety of everyone.

All visitors, including parents, should enter the school via the signposted main entrance at the front of the building and report to the school office. Here the office staff will deal with all enquiries and, where necessary, release the security system to allow access to the school. All doors are kept locked whilst the children are within the building. Anyone who spends any time in school is required to sign our visitors' book and wear an identity badge.

## **Zero Tolerance Policy**

Violence, Physical Aggression, Threats and Verbal Abuse are unacceptable.

The school staff strives to treat visitors with due care, courtesy and respect. Our staff expect the public to show the same courtesy and respect.

In the event of such incidents, action will be taken by Sandwell MBC and if appropriate by the Police and legal action will be pursued.

This applies to parents, children and all visitors to school.

## **Absence from School**

We are legally required to keep a record of all absence. Please inform us as soon as possible if your child is away for any reason. On his/her return a child must bring a note for their class teacher explaining their absence. Absences without notification are recorded as unauthorised.

If it is necessary for your child to leave school before the end of the day, please send a note to your child's teacher stating the time at which your child will be collected. No child is allowed to leave the school during school hours unless collected by their parent, another designated adult, or we have your written confirmation that they may walk home alone.

In line with legislation and our school attendance policy, holidays or leave of absence will not be authorised, we may refer unauthorised leave of absence to the Attendance and Prosecution Service. Such a referral may lead to a Fixed Penalty Notice being issued. Please be advised that parents who fail to ensure their child's regular attendance can be fined £60 (per parent, per child). If payment to the local authority is not made within 21 days (of a penalty notice being issued) the penalty will rise to £120 (per parent, per child). If you still wish to take your child or children out of school for a holiday a 'leave of absence form' must be obtained from the school office at least 2 weeks' notice before the holiday takes place.

## **Health Matters**

### **Sickness**

Please do not send your child to school if they are particularly unwell or encourage them to return to school until they are able to cope with the rigours of a full day. Should they fall ill whilst at school, we will of course notify you immediately. To this end it is extremely important that you keep the school up to date on emergency contact numbers, in case we need you urgently.

A number of our staff are trained in basic first aid. Regarding health matters, the staff act in a manner befitting any reasonable parent. The staff are not trained medical personnel and will always contact parents/carers or a medical professional when it is felt necessary.

It is very important that parents inform us of any long-term illness or allergy affecting their child and the appropriate action to be taken in the event of their child becoming ill.

### **Medicines**

If it is essential that medicine be administered to your child during the school day the medicine must be handed to the school office who will make arrangements for its administration. The medicine, in its original container, must be brought to school by the parent/carer. It should be in a container clearly labelled with the owner's name, details of the contents, the dosage and accompanied by written instructions of the time it should be taken. Whoever receives the medicine will require you to complete our Medication Permission Form, as part of our medicine policy, authorising staff to administer the medicine.

## **Asthma**

We encourage and help children with asthma to participate fully in the life of the school. Efforts are made to ensure that other children understand asthma so that they can be supportive to their friends. The staff are aware of the necessary procedures should a child have an asthma attack. Inhalers are always kept accessible. As soon as the children are old enough they are allowed to keep their small 'reliever inhaler' with them in the classroom. The child's parent and doctor are best placed to decide when this should happen.

## **Sun Awareness and Protection**

We endeavour to increase the children's awareness of sun safety through our teaching, particularly through subjects such as health and physical education. The trees at the front of school, the pencil shade, garden area and the quiet area offer some shade whilst the children are outside. The children are encouraged to wear hats during sunny weather. The application of sunscreens during the school day is not permitted. Sunscreen should be applied before a child comes to school. Drinking water is available at all times during the school day.



## **Education Welfare Office**

There are close links between the school and the Attendance Service. Their task is to ensure that every child is able to get the very best from the education they are offered. They can act where necessary in a liaison capacity fostering good relations between school, family, child and Education Department. They will support, explain and advise on many of the issues that may prevent a child attending or enjoying school.

Guidance may also be given in respect of free school meals, clothing allowances etc.

## **Child Protection**

The school's designated Child Protection Officer is Mrs Duff. We have a duty of care to report any suspected case of neglect or child abuse to Social Services. We are committed to safeguarding and offer a full menu of support for Early Help.



**HOLIDAY DATES FOR 2016/2017**  
**INCLUDING STAFF TRAINING DAYS**

**AUTUMN DATES 2016**

Staff Training Days	Monday 5 <sup>th</sup> & Tuesday 6 <sup>th</sup> September
Pupils Return to School	Wednesday 7 <sup>th</sup> September
Half Term	Monday 24 <sup>th</sup> October – Friday 28 <sup>th</sup> October
Pupils Return to School	Monday 31 <sup>st</sup> October
End of Autumn Term	Friday 16 <sup>th</sup> December

**SPRING TERM 2017**

Staff Training Day	Tuesday 3 <sup>rd</sup> January
Pupils Return to School	Wednesday 4 <sup>th</sup> January
Half Term	Monday 20 <sup>th</sup> February – Friday 24 <sup>th</sup> February
Pupils Return to School	Monday 27 <sup>th</sup> February
End of Spring Term	Friday 7 <sup>th</sup> April

**SUMMER TERM 2017**

Pupils Return to School	Monday 24 <sup>th</sup> April
Staff Training Day	Friday 28 <sup>th</sup> April
Bank Holiday	Monday 1 <sup>st</sup> May
Half Term	Monday 29 <sup>th</sup> May – Friday 2 <sup>nd</sup> June
Staff Training Day	Monday 5 <sup>th</sup> June
Pupils Return to School	Tuesday 6 <sup>th</sup> June
End of Summer Term	Tuesday 25 <sup>th</sup> July

**You may get fined if you take your children out of school during term time.** Schools can now contact the Education Welfare Officer to issue fines to parents who take their children out of school during term time. Please think carefully before booking a holiday in term time. You should consider the potential impact on your child's education.

**CELEBRATE OUR SUCCESS**  
**LOOK HOW WELL WE ARE DOING. GOOD**  
**PROGRESS ON AVERAGE ACROSS RECEPTION**  
**TO YEAR 6 IN READING WRITING & MATHS**

2015/16

**EARLY YEARS FOUNDATION STAGE**

Good level of Development 57%

Year 1 Phonics 83%

**Year 2**

Writing - Expected Standard 63%  
 Greater Depth 7%

Reading - Expected Standard 80%  
 Greater Depth 27%

Maths - Expected Standard 73%  
 Greater Depth 30%

**Year 6**

Writing - Expected Standard 72%  
 Greater Depth 3%

Reading - Expected Standard 97%  
 Greater Depth 14%

Maths - Expected Standard 90%  
 Greater Depth 41%

SPAG (spelling, punctuation and Grammar) 90%  
 Expected Standard 45%  
 Greater Depth

## **School Staff 2016**

### **Head Teacher**

Mrs K Duff

### **Deputy Head Teacher**

Miss V Hardeman

### **Assistant Head Teacher/Inclusion Manager**

Mrs S Highfield

### **Nursery**

Miss S Scott

Teacher

Miss J Hill

Learning Support Practitioner/HLTA

### **Reception**

Miss S Sedgwick

Teacher

Miss D Baker

Learning Support Assistant

### **Year 1**

Mrs L Perrins

Teacher

Miss N Poole

Learning Support Practitioner/HLTA

### **Year 2**

Mrs C Medhurst

Teacher

Miss S Edwards

Learning Support Assistant

### **Year 3**

Miss P Bhachu

Teacher

Mrs D Hughes

Learning Support Practitioner

### **Year 4**

Miss S O'Connor

Teacher

Mrs J Myatt

Learning Support Assistant

### **Year 5**

Mrs S Highfield

Teacher

Mrs K Withers

HLTA

### **Year 6**

Miss V Hardeman

Teacher

Miss Z Warner

Learning Support Practitioner/HLTA

### **Targeted Support Team**

Mrs N Burns

Learning Support Assistant

Mrs M Cresswell

Learning Support Practitioner

Mrs K Kaur

Learning Support Practitioner

Miss L Robinson

Learning Support Assistant

**Office Staff**

Mr P Jackson  
Mrs L Vale  
Mrs J Wood  
Mrs M Gibbons  
Mrs T Dyke  
Mrs T Gagliarde

Business Manager  
Office Manager  
School Secretary/Administration  
Attendance Officer  
Administration  
Clerk to Governors

**Lunchtime Supervisors****Principal Lunchtime Supervisor**

Mrs S Pearce

**Lunchtime Supervisors**

Mrs S Baker  
Mrs L Bean  
Mrs J Kaur  
Mrs T Mainwood  
Mrs M Mogg  
Mrs J Riley  
Mrs C Russell  
Mrs S Woodyatt

**Dining Hall Manager**

Mrs K Ford

**Dining Hall Assistant**

Mrs T Hammond

**Site Staff****Site Manager**

Mr M Ryan

**Cleaning Staff**

Mrs T Hammond  
Mrs T Mainwood  
Miss L Robinson



## Home/School Agreement – Rights and Responsibilities

This agreement will run for the whole of your child’s time in our school, unless you notify us otherwise.

This agreement operates within the Christian ethos of our school.

<b>Children have a right to:</b>	<b>Have a responsibility to:</b>
Be educated with access to a rich, interesting and varied curriculum	Do their best in all their learning and co-operate with all members of staff
Feel safe and secure in a school free from verbal or physical abuse	Not threaten other children or staff, verbally or physically, or insult them
Be listened to by the staff of the school and have any problems dealt with fairly	Listen to, respect and try to understand other people’s point of view
Learn and play in a pleasant and attractive environment	Keep St Mary Magdalene School a pleasant and welcoming place underpinned by Christian values.
Be treated with respect	Behave respectfully towards others
Have access to the internet to enhance their learning.	Follow the rules for safe internet use. Not use the internet to harm others in any way or put themselves in danger.

<b>Parents and Carers have a right to:</b>	<b>Have a responsibility to:</b>
Expect their children to be educated to their full potential within an equal opportunity environment	Support the staff in their task of educating children by encouraging hard work, good behaviour, punctuality and regular attendance
Be kept fully informed about their child’s progress and consulted if any problems arise	Let the school know if there are any concerns about their child’s learning or well being and stay in touch with school through attending parent’s meetings
Have concerns taken seriously	Share concerns constructively
Be kept informed if their children are absent without explanation	Send a note or telephone the school to explain any absences, ensuring children are brought to school on time every day that is expected.
Be treated with respect and expect their children to be listened to and treated with respect	Behave respectfully towards others
Expect their children to be educated in the safe use of the internet.	Support the school in teaching safe internet use at home. Inform The school of any e-safety issues that arise at home. This includes treating the school social media with respect and ensure posts/tweets are in line with school policies.
Choose if their child’s photograph and work will be on social Media.	Complete the Social Media consent form and indicate preferences.

<b>Staff have a right to:</b>	<b>Have a responsibility to:</b>
Be free to teach and care for children to the best of their ability without disruption	Ensure that they treat all children equally and ensure that they are valued, safe and secure at school
Expect co-operation and respect from the children in their care	Provide a rich, interesting and well planned curriculum
Be treated courteously by all others in the school community. This includes not being subject to verbal and physical abuse by others including parents and children	Demonstrate courteous behaviour and recognise and acknowledge positive behaviour in others and adhere to staff code of conduct
Be made fully aware of the school’s systems, policies and expectations	Keep parents fully informed of their children’s progress and consult them if any problems arise
Have personal e-safety rights protected.	Ensure all use of internet is inline with school policies and conduct guidelines.

**Signed:** \_\_\_\_\_ **Headteacher**  
 \_\_\_\_\_ **Child/Parent**

**Date:** \_\_\_\_\_  
**Date :** \_\_\_\_\_

**St Mary Magdalene C of E Primary School**  
**SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN**



Local authorities have overarching responsibility for safeguarding and promoting the welfare of all children and young people in their area. They have a number of statutory functions under the 1989 and 2004 Children Acts. This includes specific duties in relation to children in need and children suffering, or likely to suffer, significant harm, regardless of where they are found, under sections 17 and 47 of the Children Act 1989.

Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone's responsibility.

Everyone who comes into contact with children and families has a role to play.

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

In September 2016 the Government published a new edition of 'Keeping Children Safe in Education'.

Part 1 being the statutory guidance for ALL STAFF, placing a duty on the individual to promote the welfare of children.

In March 2015, the document "Working Together to Safeguard Children" was revised. Its fundamental principles are a child centred approach based on collaboration between agencies.

It is based on research about the wishes and feelings of young people who have experienced harm or neglect.

Safeguarding children is consequently more than contributing to the protection of individual children and the school is committed to the development of policy and practice that supports children and their families to be safe, healthy, enjoy and achieve, contribute positively and achieve economic wellbeing

St Mary Magdalene School strives to promote the welfare of our pupils by:

1. Creating and maintaining a safe learning environment.

2. Identifying child welfare concerns and taking appropriate action.
3. Using the curriculum to enable our children to develop keep safe strategies
4. Creating a listening culture to hear the child's voice
5. Operating safe recruitment and selection procedures to prevent unsuitable people working with our children.

The school has a suite of policies designed to meet these needs and are available on request or via the school website.

This policy applies mostly to points 1, 2, 3, 4 and 5 above and reflects current legislation, accepted best practice and complies with Government guidance: 'Keeping Children Safe in Education' September 2016 and "Working Together to Safeguard Children" 2015.