

# **Welcome to North Park Primary School**

***“Achieving and growing, together in friendship.”***

***“Pupils at North Park thoroughly enjoy school. Relationships are warm and trusting. Pupils try their hardest in class because teachers expect great things from them. Pupils behave well around school. Good manners and courtesy are the norm. Parents are very supportive and appreciative of the school. Pupils report feeling safe because they know teachers will look after them.***

***Leaders provide rich and meaningful experiences for pupils across the curriculum. Children make a strong start in the Early Years... This is an inclusive school. No-one is left out... Pupils work well together. Behaviour in lessons is good.***

***Leaders provide many opportunities to promote pupils’ wider development. Pupils are well prepared for the next stage in their learning.”***  
***Ofsted 2023***

Dear Parent/Guardian

I would like to take this opportunity to extend a warm welcome to you all, and trust that you and your family will enjoy a long and happy association with our lovely school.

I am very proud to have served as Headteacher at North Park since 2010; of the lovely pupils in our care, and to work with a team dedicated to providing the best environment possible in which our pupils can thrive and achieve. However, this year I will retire from my role – a hard decision for me to make! I know, however, that you will all welcome the new headteacher, Mrs Emma Roffe, to school as she joins the North Park Team.

I wish you all every success in the future.

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At North Park we are very proud of the successes of our school - the good relationships we have with families and friends within the community, and of the governors, staff and children who work hard to make our school a happy place where we can learn together in friendship.

The education and welfare of your child is of paramount importance to us, as of course it is to you. Co-operation and close relations between home and school are vital if every child is to fulfil their potential during the time they spend with us. We are committed to having a good relationship with parents, and to sharing joint high expectations for behaviour and achievement. We work hard to maintain this and to continually improve wherever we can.

Our school provides a vibrant and stimulating environment and the whole school team works hard to ensure an exciting and enjoyable curriculum, with a wide range of learning experiences available for all children. We find that our pupils settle into school very quickly and are very happy; children work well together and soon find their feet, growing in confidence and ability. We strive hard to ensure that transition into our school and between year groups is as smooth as possible, so we can prepare the children well for the next stage of their education and for life as future citizens. Pupil safety and wellbeing is of paramount importance to us.

We trust that you will find the information in this booklet useful, and hope that it allays any anxieties you or your child may feel as you join North Park. Any changes to this information are updated on the website as soon as possible. Of course, if you have any concerns or further queries, please contact us - the sooner we are aware of any problem the easier it is for us to deal with it.

We look forward to your support and to meeting you on many occasions over the coming years.

Mrs Patricia Monk  
Headteacher

### **CONTACTS FOR FURTHER INFORMATION**

Visits from prospective parents and pupils are welcomed and encouraged at all times. Please contact school to make an appointment.

North Park Primary School  
Bessemer Green  
Spennymoor  
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DL16 6PP

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E. Mail – [northpark@durhamlearning.net](mailto:northpark@durhamlearning.net)

Website: [www.northpark.durham.sch.uk](http://www.northpark.durham.sch.uk)

#### **Jim Murray**

Corporate Director of Children and Young People's Services  
County Hall  
Durham  
DH1 5UJ  
Tel: 0191 3833000

### **GOVERNORS**

Chair	Mr N Foster	Co-opted governor
Vice Chair	Rev J Livesley	Co-opted governor
	Mrs P Warren	Co-opted governor
	Ms K Smithson	Co-opted governor
	Ms J Sergeant	Co-opted Governor
	Mr M Fishwick	Co-opted governor
	Mrs C Vickery	Parent Governor
	Mrs A Davies	Parent Governor
	Miss M Robinson	Parent Governor
	Mrs E Atkinson	Staff Governor
	Mrs P Monk*	Headteacher Governor
	Vacancy	LA Governor

*\* Mrs E Roffe from Sept 2023*

The Governing Body meets regularly. They are committed to ensuring the highest quality of education and welfare for your child. If you wish to contact any members of the governing body, this can be done via school.

**What is North Park Primary School all about?**

***“Achieving and growing, together in friendship.”***

***We love to learn outdoors***



**Mission Statement**

***It is our mission to achieve the very best for every child, by working together to provide a caring environment, that encourages and nurtures, with an enriched education for all.***

***We promote these core values through all we do in school:***

- ***A love of learning*** – we want to start pupils off on their lifelong journey of learning, developing key skills, knowledge and understanding along the way. Pupils will have the opportunity to develop interest, enjoyment and curiosity, to explore, discover, question and research; they will be taught key skills in communication and mathematics and be expected and encouraged to apply these across a broad and balanced curriculum that fosters a love of learning. In striving for excellence and enjoyment, pupils are encouraged and expected to aim high and develop resilience and determination to tackle new learning and challenges, in a supportive and stimulating environment. They will have the chance to work collaboratively and cooperatively, as well as developing their self-confidence and independence. We work hard to provide a rich range of learning experiences in a meaningful context. The curriculum provides opportunities for pupils to develop spiritually, morally, socially and culturally and reflects the core British values. We collaborate with all our partners and agencies, including the local community and support services for the benefit of all our children.
- ***Friendship*** – children will develop their skills of cooperation, friendship and trust. We value a caring, helpful approach, with good manners and inclusive practices. Children are given opportunities to learn and play collaboratively, to support and encourage one another and learn to navigate feelings and emotions, whilst being supported to grow and mature. They are expected to show consideration for others and to value each other's contributions, ideas and thoughts.
- ***Respect*** – we have a positive, nurturing ethos where each child is valued and respected as an individual. We also develop respect for one another and for the society on which the children live, locally, nationally and internationally. Children are expected to respect each other's views, wishes and feelings; to care for their own, others' and school property and belongings and to show care and consideration. Our Rights Respecting School system underpins this, and we view our school as a strong community, in which each child belongs to a family as well as to the school as a whole.
- ***Responsibility*** – we encourage children to develop their independence and to take on responsibility for their actions – both what they say and do. We encourage all children

to make an active contribute towards school life. Pupil voice is strong at North Park and pupils take on key roles during their time in school; pupils take these responsibilities seriously as they represent school at events, on school council, as buddies, sports leaders and as monitors. Taking responsibility for looking after the community and world in which they live is also encouraged and children are regularly involved in local and national events within the wider community. Partnerships are encouraged and promoted to the benefit of all pupils.

- **Equality** – The school is committed to ensuring we celebrate difference and promote equality in all we do. Our school welcomes everyone from all walks of life. Everyone must welcome and celebrate all others in school. Everyone is treated equally regardless of their:
  - Age
  - Disability
  - Gender or gender identity
  - Race or nationality
  - Religion or belief
  - Pregnancy
  - Marriage
  - Sexual orientation.

Equal opportunities underpin the work done within both the explicit and implicit curriculum. Pupils are regularly taught about the diverse society we live in and our Spiritual, Moral, Social and Cultural guidance prepares the pupils to be effective citizens in life. We hold Investors in Children Award and the Rights Respecting School Award, both of which underpin the work we do in school; this is reflected in all policies. We are an Educate and Celebrate (LBGT) Good Practice School, and hold awards in Anti-Bullying, Active 30, School Games, Healthy Schools and Fair Trade. We also hold the Quality Mark for Basic skills, in recognition of the work we do to develop important key skills for pupils and we are now underway with the Inclusion Quality Mark.

***Through promoting these core values, we aim to:***

- Help pupils achieve their best and reach their potential
- Foster an excitement about and a love for learning
- Ensure children develop their personal qualities and skills, and a positive sense of self
- Help children to grow in independence and confidence
- Promote pupils' spiritual, moral, social and cultural development
- Develop a sense of community, within school, within the local area, and on a national and international scale
- Develop tolerance and understanding of others

**What is the school building like?**



North Park Primary School was opened in September 2002 following the amalgamation of the Bessemer Park Infant and Nursery Schools and North Road Junior School. We cater for children aged between three and eleven. Further building work was done in 2016 to provide more classroom space and additional school places.

At North Park we strive to provide an understanding, caring environment in which your child can learn and flourish. We promote equal opportunities for all children, and our aim is for them all to develop to their full potential. Our dedicated staff will work with your child helping them to get the most out of their time with us.

The school provides a safe, vibrant learning environment, with secure access to the yard for all children; Nursery children have a separate entrance. The office is in the main reception area, accessible from the car park.

We have a lovely Nursery unit in school, which pupils join once they turn three. Dependent upon numbers this runs either each morning, or each afternoon.

The remainder of the classes are organised depending upon numbers entering school each year; we may have mixed classes at some point, but this is well managed in school. For the coming year (*and this can be subject to change*) we currently anticipate the following class structure:

- Nursery/ Reception – x2 classes, dependent upon numbers of new starters
- Year 1 – x 2 classes
- Year 2
- Inclusion Base – KS1 and KS2 high needs SEND pupils
- Year 3 – x3 classes
- Year 4
- Year 5
- Year 6

All of our classrooms are equipped with interactive whiteboards, and we also have a hall for assembly, PE and dining; a purpose-built IT suite; a library/additional learning area, and additional learning rooms for group activities and intervention. Pupils have access to a large playground, which has bike storage facilities, seating and activity areas and we make good use of our school field for PE, outdoor learning, science, etc. We have a garden area, a wildlife garden and outdoor classroom, and a Forest School Zone is under development. Pupils have access to outdoor play equipment and trim trails for play, as well as a range of playground markings and equipment to stimulate play and learning. Our school is bright and inviting and we use the many areas throughout the school for teaching and learning

purposes. There is a room dedicated to after school club and breakfast club takes place each day in the hall. Our EYFS areas have lovely outdoor learning spaces.

### **Who will be teaching my child?**

Our warm, welcoming staff are always available should you have any queries. We operate an open-door policy and you can often catch staff on the yard before and after school as they collect and bring children out each day. However, there are times when they may be unavailable at short notice, for example when they are busy preparing for the working day, or attending meetings etc. In these instances, an appointment will always be made for you to see staff. Our current staffing structure for 2023-2024 is (possibly subject to change\*):

<b>Member of Staff</b>	<b>Responsibilities</b>
Mrs P Monk* <i>Mrs E Roffe will be headteacher from September 2023</i>	Headteacher, Assessment Manager, CPD, Timetabling, Resource Manager, Child Protection, Looked after Children, Educational Visits, PSHCE, SMSC, Health and Safety, HR
Mrs. E Atkinson	Deputy Headteacher, Curriculum Manager, English, Child Protection, Phonics and Reading, Timetabling. RE, EAL
Mrs N Wood	Inclusion Manager (Special Educational Needs and Disability, Looked After Children), Child Protection, MFL
Mrs J Wilcock	Teacher – Nursery and Reception
Mrs A Kalus	Teacher – Year 1; rec 2023-4.; Music lead, Gardening coordinator
Mrs S Natrass	Teacher - PPA cover
Mrs L Summerill* <i>Covered by Mrs A Kalus for 2023-24 year</i>	Teacher - Reception; Art Lead, EYFS Coordinator
Mrs V Hemmingway* <i>Covered by Mrs A Berry for 2023-24</i>	Inclusion/SEND and PPA cover Year 1 for 2023-24
Miss N Walton	Teacher – Year 2; History lead; KS2 Reading Lead
Miss E Leckenby	Teacher – Year 4; Joint Maths lead
Mr J Atkinson	Teacher – Year 3; IT, DT and Forest School coordinator
Mrs S Logan	Teacher – Year 6; Maths and Geography Lead; Community Development and Liaison Coordinator
Mr J Summerill	Teacher – Year 6; Science Lead
Mr A Logan	Teacher – Year 5; PE Lead
Mr M Lamb	Teacher – Year 3 – Joint Art Leader
TBC – recruitment underway	Teacher – Year 1
Mrs S Natrass	PPA cover – Year 1 for 2023-24
Mrs J Alderson Mrs A Berry	Supply, PPA cover, additional cover
Mrs N Stephen Mrs A Eason Mrs H Clarke Miss S Bewick Mrs S Swindells Mrs L Farley Mrs P Archment Mrs L Diaz Miss C Emery Mrs K Summerson Mrs S Burrell Miss Ord Mrs Skaife Mr Skaife Mrs Dodd Mrs L McDonald Mrs Mulkerrin	Teaching Assistants – intervention, individual and group support
Mr J Harris	Administration Manager – Premises, Finance, Educational Visits, Attendance
Mrs E Reed	Administration assistant

Mrs S. Biglin    Mr Harris    Mrs K Ball Mrs Parnaby    Miss McKenzie    Mrs S Underwood Mrs J Taylor    Miss Pratt Ms T Wright    Mrs K Summerson	<i>Lunchtime Supervisors and Breakfast club supervisors</i>
Mr Harris	<i>Caretaker</i>
Mrs S Biglin    Mrs McGill    Mrs T Taylor	<i>Cleaning Staff</i>
Mrs Summerson    Mrs T Wright    Miss C Emery	<i>After School Club supervisors</i>
<b>Externally employed staff</b>	<i>Catering Staff employed by Chartwells Crossing Patrol (employed by Durham CC) - Mrs K Ball Mr N Shaw – ITSS IT Technician</i>

### **How are classes organised?**

The school is organised into a Nursery Unit, and nine further classes, as well as an additional Inclusion (SEND) group class. Next year we anticipate the following:

**Nursery/Reception class** – Mrs Willcock

**Reception** – Mrs Summerill (*covered by Mrs Kalus for 2023- 2024*)

**Year 1** x2 classes – Mrs Hemmingway/Mrs Natrass and Vacancy - TBC (under recruitment)

**Year 2** – Miss Walton

**Year 3** x2 classes – Mr Lamb and Mr Atkinson

**Year 4** – Miss Leckenby

**Year 5** – Mr Logan

**Year 6** – Mrs S Logan    Mr Summerill

**Inclusion Base** – Mrs N Wood

#### **Additional Teachers**

**Mrs Natrass** – PPA cover - Year 1 for 2023-2024

**Supply and additional cover** – Mrs Alderson and Mrs Berry

**Mrs Atkinson** – targeted intervention/DHT

When organising teaching activities, staff group pupils according to the activity they are undertaking – children may be grouped with those of similar ability for certain activities, or within mixed ability or friendship groups for other activities. Teachers plan work to meet children’s abilities at all levels and Teaching Assistants work across the school supporting learning and delivering intervention programmes for different groups of pupils.

There are occasions when your child may have a different teacher for a day or session. This is because staff have other responsibilities in school, in addition to their teaching duties, which they need to fulfil. Also, staff may be undertaking professional training or having non-contact time for preparation, planning and assessment. In these instances, we plan for our own teachers, teaching assistants and supply teachers to come into classes to cover work set by the class teacher. Wherever possible we try to ensure the same staff work in school on a regular basis, and the children soon become familiar with them. At all times we aim to ensure the highest possible standards of teaching and learning, and the minimum amount of disruption takes place.

**What arrangements are in place for children starting in Nursery and Reception?**

***Our  
EYFS  
unit***



***Nursery***

We operate a morning Nursery at the start of the year; as numbers increase we may extend provision to an afternoon Nursery session; if we have space we can offer 30 hours provision (dependent upon numbers applying – limited numbers do not make this viable financially). Children can begin in Nursery once they are three years old. Enrolment forms can be obtained from the school office. Your child will be offered a place based on availability and our admissions procedures.

Parents are invited to attend Nursery for pre-visit sessions, staying with their child in the first instance. This means children can become familiar with the environment. New starters are then invited for further short visits, where they can be left with the staff in the unit. Staff work hard to ensure younger children and new starters are supported and feel secure. Sometimes this takes a little while, but we find that children settle quickly into our exciting Nursery Unit.

***Reception***

The local authority deals with admission for Reception class onwards. If your child has been to North Park Nursery, transition into Reception class is very smooth, as all staff will be familiar to them. For pupils who have attended a different Nursery, and are new to our school, we offer opportunities for parents to visit the school and meet with staff, and then for children to visit the Reception class on 'new starter days' in the summer term. This ensures your child can become familiar with their new class and the staff in school.

Pupils starting in Reception Class will do so gradually, staying for half days for approximately a week, and attending full time soon afterwards.

**How are things organised every day?**

Often the first thing pupils and parents are unsure about are the general everyday routines, etc. that help to make our school a happy and safe environment. We hope the following information will help answer some of those all-important questions you may have about our school. If you have any queries about any of the issues, staff are always available and only too willing to help.





***We love our reading huts!***

**When should my child arrive at school? When does the school day end?**

**Breakfast Club** – begins 8am. Please arrive before 8.30am when food service is stopped. This is free to all families.

**After School Club** – 3.25-5.45pm. Please ask at the main office for prices and information for this.

**Nursery**

Morning sessions – 9.00am – 12.00noon

Afternoon sessions – 12.30-3.30pm (if available – not currently on offer)

Children should be dropped off and collected at the nursery entrance. Teachers and support assistants are available if you need to see them for any reason. Between 9.05 and 11.55 please go to the main entrance as Nursery door will be locked for security purposes.

**Reception to Year 6**

Gates are opened at 8.50am. Children should arrive on the school playground between 8.50am and 8.55am and should come straight into classes (for younger pupils, adults will be there to support and guide children in) at which points we ask parents to leave the yard. This helps us ensure we can lock the gates at 9am and secure the site. Please do not send your child to school before this time (unless to breakfast club), as the school cannot accept responsibility for pupils arriving early and is unable to provide supervision.

It is important that your child is punctual – it can be very disruptive when children arrive late, missing the start of a lesson – lessons start promptly at 8.55am. Registration closes at 9.10am. Children arriving late will be marked as having an **unauthorised** absence unless there is a good reason.

School lessons finish at 3.25 pm. Children will then pick up coats and belongings and when they are all ready will be escorted out of school by their teacher. We stay with all of our children on the school yard until they are picked up or set off home, unless parents have signed a form to say older children can walk home alone. Parents are welcome to wait on the school yard near to where their child usually goes into class, away from doorways.

If your child brings a bike or scooter into school, please make sure you have a lock for it – we have to open the gates just before home time to allow parents in and cannot guarantee the safety of bikes and scooters left unlocked in the bike shed.



***Our wonderful dancers!***

### **Does the school offer Wrap Around Care?**

We offer wrap around care to support our working families:

- **Breakfast club** begins at 8am and is free to all – please let the school office know if you wish to access this. Pupils are supervised in class from 8.50am onwards.
- **After School Club** is offered by school. This provides excellent care for children from 3.25 – 5.45pm (currently £7 per session, to include a light tea). Children undertake a range of activities. Please see the school office for registration documents.

### **Can I come into school when I drop off and pick up my child?**

Although we appreciate that many parents of our youngest children may initially escort their child into the nursery, we cannot accommodate every child's parent in school, with anything up to 270 pupils – we simply do not have the space and, obviously, our primary concern must be for the children's safety and wellbeing.

We ask that you drop your child off in the yard when you arrive at school. We welcome parents who wish to come into the yard as their child arrives; as your child becomes older you may prefer to wait near the gate and begin to develop your child's independence. We ask that anyone who has a dog does not bring it on to the premises, for obvious health and safety reasons. The school is a no-smoking environment.

When you pick your child up we ask that you wait in the yard, near to where your child comes out of class, where your child will be brought out to meet you (please avoid standing too close to the exit doors). If you prefer to wait outside the school gate we will ensure your child is supervised as they leave school. Children quickly get used to the routines and enjoy feeling more 'grown up' as they become more independent. Please rest assured that we take good care to ensure our new pupils are given extra supervision to begin with. If you wish your child to walk home alone (once they are in KS2) we ask you sign a permission form, which can be obtained from the main office.

If it is wet or snowy, children should go straight into class at the start of the day – staff will supervise them. Staff and older pupils/buddies will be there to help them with wellies!

If for any reason you are unavoidably late please take your child to the main entrance where Mrs Harris can then mark your child as present.

### **What are the school hours?**

The school day is organised as follows:

**Breakfast Club** – from 8am

#### **Nursery**

9.00am – 12 noon – morning session

12.30-3. 30 pm – afternoon session (if available – not offered at present)

#### **School teaching day**

8.50am School yard opens

8.55 - 9.35 am Session 1 (Phonics, Reading, Maths, English)

9.35-10.35am Session 2 - (Phonics, Reading, Maths, English)

10.35 - 10.45am Assembly

10.45-11.00am Morning break

11.00 - 12 noon KS1 Session 3 - English or Maths

11 am – 12.10pm KS2 – Session 3 - English or Maths

12 noon/12.10pm -1pm KS1 Lunch/KS2 Lunch

1pm -3.25pm Session 4 – Other curriculum lessons, including handwriting and basic skills (reading at KS1)

(KS1 Break at 2.10-2.20pm)

**After School Care** – 3.25 – 5.45pm

Children in KS2 are given a toilet break during the afternoon session. The whole school uses a short session each afternoon for a daily run. Children working in the Foundation Unit have their breaks at other times and the day is broken up into smaller units of time.

### **Do the children wear uniform?**



**Our uniform**



**Year 6**

We take pride in encouraging a collective belonging to our school and a school uniform ensures children's own clothes are not damaged/dirty; the Governors have a policy for uniform (see website).

The basic recommended school uniform comprises: -

- Jade sweatshirt or cardigan (available from school or Asda)
- Black sweatshirt or cardigan for Year 6 only
- White/blue polo shirt
- Back/grey trousers, skirt, pinafore, shorts (summer)
- Optional green checked dress for summer
- Plain black footwear, without a heel

## PE

It is essential that children change for PE.

- We recommend a change of plimsolls or trainers for PE (trainers worn during the day can become dirty/wet in inclement weather)
- Children should wear a plain t-shirt without logos (school T-shirts are available but not essential) and shorts.
- Ideally children in KS2 should also have jogging bottoms to wear when PE is outdoors.
- A swimming kit for PE lessons (usually KS2 only) including a swimming hat.

School holds uniform stock in school; as well as sweatshirts, cardigans, polo shirts, we have t-shirts available to purchase for PE, and school fleeces/coats can also be ordered. Please ask at the office.

The school does not approve of t-shirts bearing inappropriate slogans, and pupils must wear flat, sensible footwear, to ensure their safety. Pupils should have a change of footwear for PE. For safety reasons, false nails and makeup are not permitted.

**PLEASE ensure you mark each garment with your child's name.** This is vital if we are to successfully identify lost and found items. Unclaimed clothes are kept for a short time in a lost property box but eventually we may need to dispose of them.

### ***Jewellery***

With your child's safety in mind, we request that you **do not allow him/her to wear jewellery** for school. Injuries to ears, necks, fingers, etc. can happen if children wear jewellery when playing or taking part in PE, and we wish to avoid such injuries wherever possible. If your child does wear jewellery to school the school accepts no responsibility for any loss or injury. Jewellery (including earrings) **MUST** be removed for PE, including swimming. If children have pierced ears they must be able to take their own earrings out – **only stud type earrings** should be worn. We appreciate that children do like to have their ears pierced and would advise that this be done during the six-week holiday, so that they can still be removed during school hours and for PE lessons. Children will be asked to remove any dangling earrings, necklaces or bracelets, for health and safety reasons.

### **What equipment does my child need?**

#### ***PE Kits***

Pupils are expected to change into PE kit for their PE lessons. They are not permitted to wear their PE/clothing underneath their normal clothes, although may be advised to come to school already in kit for certain activities and as they become older.

Obviously, all children are expected to take part in PE and Games which are part of the National Curriculum. If there are specific medical reasons for any child not to take part, a note should be sent to the class teacher. You will be given information regarding swimming kit when your child's class visits the swimming baths – swimming hats are needed (available from the leisure centre).

#### ***Stationery***

Many children like to bring their own pencils etc. into school, although these are provided in class. If children do bring in their own belongings it is their responsibility to look after them, and the school cannot accept liability for any loss. Children have trays in which to store belongings.

### **School resources**

Children will be given resources to take home, such as homework books, folders, library books, reading books and reading records/logs. They need to return these as requested, and children will be expected to look after these school resources.

### **Bags**

Replacement Book bags (£5.00) and PE kit bags (£2.70) are available to purchase from the school office. When your child joins the school, they will be gifted their first bags free of charge.



***Celebrating Christmas at  
St Andrew's Church***

### **Can my child bring in a mobile phone?**

We DO NOT permit children to bring mobile phones or smart watches into school. These are expensive items and we cannot guarantee safety or security; additionally, we must have this rule in place for safeguarding reasons. We cannot filter content on mobile phones in the same way we manage school internet access. Also, the taking of photographs needs to be strictly controlled in line with parental wishes. Therefore, we ask for your support in not sending mobiles into school.

We do recognise, as children are older, there may be exceptional circumstances where it is helpful for a child to have access to a phone (for example if they walk to school unaccompanied or they are being collected by a different carer after school). Whilst we will not permit access to the phone during the school day, if parents wish for their child to have a phone for an exceptional reason, they can contact the school office and discuss this request with school; we will ask parents to complete and sign a mobile phone agreement in these instances and plan for phones to be securely locked away during the school day.

### **Where will my child keep their belongings?**

Coats are hung in cloakrooms outside the classes. Lunch boxes, bags and PE kits can be stored in shared storage boxes/on pegs. Pupils can keep pencil cases, books etc. in trays in class.

If your child has personal belongings in school, it is their responsibility to look after them. We strongly recommended parents not to allow their children to bring anything valuable to school - we discourage children bringing in precious belongings, as they may get damaged or lost.

Sometimes children bring in items for family groups or class activity – please emphasise to your child that he/she needs to look after them and, whilst teachers may from time to time hold valuables for pupils (e.g. during PE), the responsibility for valuables remains with pupils.

### **Attendance - What happens if my child is ill, or needs to take medicine?**

If your child is too ill to attend school, please notify the school office before 9.10 am on the first day of absence. We operate a first day absence policy and will contact you if we haven't had a message. You can call, e-mail, text or leave a message on the answer phone.

This information is very important. By law we have to keep a strict record of absences. If we do not receive a notification from a parent with a valid reason, then the absence has to be recorded as unauthorised.

The Government target for attendance is **96%**. Children who fall **below 90%** are classed as persistent absentees and may be referred to the Local Authority. Rates of unauthorised absence are usually very low. Most parents keep us well informed as to why their children are not at school. Where a child is regularly late or absent, or an absence is unexplained or unauthorised, the LA Attendance Officer will be contacted by school to clarify the situation. We wish to work together with you to improve attendance before this becomes a concern, so please contact school if you think we can help.

Parents collecting children needing medical treatment during school hours (e.g. visit to the Dentist) are asked to try to make appointments outside of school hours. If you are unable to do this, please call at the school office with medical appointment cards or letters. This enables an exact record of pupils on site to be maintained. This information is important in cases of emergency fire drill.

Please note that no child will be allowed to leave school early unaccompanied. No child will be sent home unescorted during school hours. If your child arrives home alone during school hours, please check with the school immediately.

#### **Infectious illnesses**

If your child contracts an infectious disease such as Whooping Cough, Measles, slapped cheek, Mumps or Chicken Pox, please check with your doctor to establish when it is safe for your child to return to school without putting others at risk of catching the illness.

Current arrangements for Covid 19 (subject to change in line with DFE guidance) are for 3-5 days for pupils, unless they are too unwell to attend.

If your child has an upset stomach and has been vomiting or has diarrhoea, please allow 48 hours after their last bout before they return to school. This allows us to try and limit others catching any 'bug'.

#### **Head Lice**

Unfortunately, it is no longer part of the school nurse's role to come into school and check for head lice, so we ask parents to be vigilant, and let us know if there is any incidence of head lice. Although we cannot send out letters to specific classes, we can highlight problems in our newsletters and via text. Advice can be sought from the school nurse.

#### **Medicine**

If your child improves and is well enough to attend school but requires medicine during school hours, we can administer this (if the dosage states 4x daily); please ensure that all medicines are clearly labelled and brought into school by an adult. It is a legal requirement that we ask parents to complete and sign a form giving us permission to administer medicine. Advice can be sought from the school nurse.

Please note –

- **No child is permitted to have medication in his/her possession.**
- **No medication should be brought into school by children – it must be brought in and collected by an adult, and should be signed in and out at the office.**

Asking your pharmacist for a split prescription will mean you can leave the medication needed in school without having to collect and drop it off.

- **Only medicines prescribed by a doctor can be given at school.** (not those bought over the counter)
- **Inhalers should be left in school at all times** – please complete necessary forms.

### **What if my child needs to take medication because of a medical condition?**

Please notify the school of any special medical problems which may affect your child whilst at school or on a visit. If your child has any medical condition, e.g. asthma, and needs to take medication, such as inhalers, please fill in a form, available from the school office, and keep us informed about this. We will ensure all staff who work in school, on a regular and supply basis, are informed of the condition and mindful of your child's needs. Parents must ensure medication is in date.

#### ***School medicals, screening, etc.***

At various times during their school life, pupils will undergo health screening checks carried out by NHS staff, e.g. Reception audiology tests, sight screening; Reception and Year 6 Height and Weight checks; flu vaccinations. All such examinations are carried out in accordance with County policies. Where further action is seen as necessary parents will be informed in order that they might make suitable arrangements with their own Optician, Dentist, Clinic or Doctor as preferred. Preventative vaccinations are provided, as necessary.

### **What happens if my child is injured or involved in an emergency?**

During school hours, minor cuts, scrapes etc. are treated at school. In the event of a serious accident (e.g. suspected broken arm, or any type of head injury) parents will be immediately contacted. If no contact can be made the child will be taken to hospital for treatment to begin and a message will be left at the parent's home and at school. No child will be left unaccompanied at any hospital or clinic. If necessary the child will be returned home.

All staff have attended first aid training; others have attended courses in Manual Handling. Mrs Stephen and Mrs Harris are the registered First Aiders in school, and are trained to deal with medication.

#### ***Emergency Contact***

It is **vitaly** important that we should be able to contact parents or a named responsible adult in case of an emergency.

Parents are asked to complete a data collection sheet which the school can refer to in such a situation. If there is no telephone at home the number of a near relative or friend is needed. There are times when parents change address or their place of work - should any changes occur please ask for the information sheet to be amended. Many parents are now using mobile phones and numbers change regularly. We need to have an up to date number at all times.

We use a text messaging service, where we can text parents to give them information such as cancellation of a club, school closure due to inclement weather, etc. so up to date mobile phone numbers are essential.



**Collecting goods for  
Fair Trade Week**

**Can I take my child on holiday during term time?**

The law says that parents do not have the right to take their child out of school for holidays during term-time. In line with DFE policy, we **do not** authorise holidays, unless there are exceptional personal reasons for doing so. It is important that parents carefully consider the implications of taking their child out of school during term-time. As a parent you need to consider that there are times during a school year when a child may experience particular problems because of term time leave such as:

- Disadvantages if close to exams or tests, for example SATs in Year 6.
- Settling in problems at the start of a school year.

The Government deems persistent absenteeism as those whose attendance falls below 90%. In accordance with the changes the Local Authority has also changed the threshold at which they intervene via statutory enforcement; the Local Authority will now intervene if your child accrues **seven days** or more of unauthorised absence. The table below helps explain the impact of any absence:

TERM		Number of sessions (half days) missed before becoming a persistent absentee
<b>AUTUMN</b>	<b>HALF TERM 1</b>	7 or more (3.5 days)
	<b>HALF TERM 1 and 2</b>	14 or more (7 days)
<b>AUTUMN + SPRING</b>	<b>HALF TERM 1 to 3</b>	20 or more (10 days)
	<b>HALF TERM 1 to 4</b>	25 or more (12.5 days)
<b>AUTUMN + SPRING + SUMMER</b>	<b>HALF TERM 1 to 5</b>	31 or more (15.5 days)
	<b>HALF TERM 1 to 6</b>	38 or more (19 days)

**What are the arrangements for making payments/collecting money?**

To assist us in this task we ask you to make sure that if your child needs to bring in any money, for clubs, trips, etc. it is sent in a **sealed envelope**, clearly marked with **class, name and amount**. All pupils in Key Stage 1 are provided with a free meal. School meals for those in Key Stage 2 cost £2.41 per day (this may increase in September). Forms are available to apply for Free Meals. If you wish to change lunchtime arrangements, i.e. move children to or from school dinners, the school office requires a minimum of one week's notice, as dinners are ordered in advance. We do not encourage children to stay 'odd' days, as ordering food becomes difficult, unless by pre-arrangement.





***A concert from our talented musicians***

### **What happens at lunchtime?**

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

School meals are provided and prepared by Chartwells. Pupils are provided with menu and are expected to eat the food they have selected in order to avoid unnecessary waste. Where a child has a medical condition requiring a particular diet, this can be organised when Chartwells and the LA receive medical details from the pupil's doctor.

#### ***Packed lunches***

Children are allowed to bring packed lunches on the understanding that the responsibility for the safety and condition of the lunch lies with the child. We are keen to encourage a healthy diet in school and ask that you **do not** put sweets into packed lunches, or fizzy drinks or cans. Please do not send in thermos flasks or hot drinks as part of the packed lunch, for health and safety reasons. **The Packed Lunch policy** is available on the school website. Children have access to water at all times in school.

#### ***Free meals***

All pupils in Key Stage 1 are provided with a free meal. For each child who is entitled to a Free School Meal we are given additional funding, which goes a long way to improving resources and helping us provide more opportunities for the pupils, as well as providing important information to the DFE and OFSTED.

***Even if you don't intend to take up the free school meal, or if your child has one because they are in Key Stage 1***, it is vital that we have a record that your child is entitled to it, so we can access this funding. Your child is entitled to free school meals if you receive:

- income support
- Income Based Jobseekers Allowance
- Support under Part VI of the Immigration and Asylum Act 1999.
- Income-related Employment and Support Allowance
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income, as assessed by HM Revenue & Customs (HMRC) that does not exceed £16,190.
- Guarantee element of State Pension Credit.

If you are in receipt of the above, or if you are not sure and would like Mrs Harris to help you check, please pop into the office.

Children staying for lunch are supervised by our lunchtime staff, who supervise and organise lunchtimes, as well as encouraging a healthy diet and cooperative play with equipment. There are also other members of staff on duty, to help with the smooth running of lunchtimes. Older pupils act as play leaders for younger children.

We believe it is very important that children see lunchtime as a social and enjoyable experience, and as such we allow them to choose who they would like to sit next to. Of

course, it is expected that our high standards of behaviour are maintained by pupils both in and out of the dining area.



Staff supervise pupils on a rota basis. Pupils have a range of areas to play in, and in good weather we are able to take advantage of our playing field for additional space at break and lunch times. There are trim trail areas in the Key Stage 1 and 2 yards, and areas for playing games and football, as well as quieter seating areas. There are equipment cupboards on both yards and children can access these daily. There are also quieter seating areas for children to access, and a wide range of playground markings to stimulate play.

### **Can my child bring drinks or snacks into school?**

Children are able to drink still water during lessons. This is freely available in classrooms:

- **Only still water** can be drunk in the classrooms.
- All water must be drunk from a plastic bottle with a sports type top. These can be purchased from a supermarket or bottles are available to buy from the office. Cups are made available in classrooms too. Younger children (Reception and KS1) are given a bottle in classrooms; these are cleaned each day.
- Personal bottles are to remain the responsibility of the child and are to be taken home to be cleaned.
- The bottles remain in the classroom except when they are taken home.
- No drinks are allowed in the playground.
- Please **do not** send flavoured drinks or carbonated, fizzy drinks to school.

Pupils have snacks available before/after break and are able to have '**Cool Milk**', if ordered. The milk is ordered from, and paid for, directly to the Cool Milk company. Once they receive payment, they add your child's name to the weekly delivery list, and our milk monitors give the milk out. Order forms are available from the school office. Milk is also provided for all children at lunchtime. We order milk for children up to age 5, as this is free for schools. KS1 pupils have access to fruit.

We organise 'juice and cookies' on occasions at a cost of 50p per child. All money raised goes towards activities for the children.

## **How does the school manage behaviour?**

***“Pupils behave well around school. Good manners and courtesy are the norm. Break times are energetic and happy. Older ‘buddies’ play with younger pupils.” Ofsted 2023***

Children in school are polite, well-mannered, and friendly. We are proud of our effective management of behaviour, based on reward and encouragement. Our school behaviour policy is based on teaching children about respecting one another and about their personal rights, as well as the responsibilities they have towards one another.

Each class develops their own behaviour charter based on these rights and responsibilities, according to their age and needs. These are progressive throughout the school and children have a shared understanding of the behaviour expectations across the school, including lunchtime, assembly and playtime. These agreed ‘rules’ or charters form the main part of the school behaviour system and reinforce the main behaviour rules:

- Follow teacher instructions
- Be safe
- Keep hands and feet to yourself

The language of rights and responsibility is embedded in all aspects of school life. All pupils are familiar with the school rules, and have regular opportunities to discuss behaviour in class, during family groups and school council meetings. We believe this collective responsibility for behaviour helps us maintain a calm and happy atmosphere where all of our pupils can thrive.

### **Behaviour expectations**

- A good standard of behaviour is expected in school, walking and talking quietly.
- Pupils are expected to be friendly and kind to each other and treat one another with respect.
- Playground behaviour should be peaceful and fighting and bullying will not be tolerated; rough play is not tolerated.
- We will not condone aggressive or threatening behaviour of any sort and children are made aware of the procedures for sorting problems that may arise.
- Sweets and toys are not allowed in school without special permission.
- Good behaviour is also expected when travelling to and from school, when off site on visits, with particular regard to road safety rules.

### **Rewards** include:

Praise	Dojo points	Golden Time
Stickers, Stars and Smiley faces, prizes		Star of the Week award
Attendance and punctuality prizes at end of each term		
Sent to another teacher or Headteacher to show their work		
Stickers for dinnertime behaviour		Caring cup awards
Good Citizen Awards	Handwriting awards	Homework awards
Reading awards	Maths awards	Sports leader awards

### **Sanctions**

From time to time children may fail to behave in an acceptable manner. On these occasions time is spent with children to discuss behaviour and if necessary, there are a series of consequences in school that will be followed. On most occasions unacceptable behaviour can be dealt with by the class teacher and/or support staff but if this behaviour persists other members of staff may become involved. In more serious cases a child may be taken to the Deputy Headteacher or Headteacher.

The success of sanctions will vary with different children; what is effective with one child may be inappropriate for another. There may also be occasions when children move immediately onto levels 3, 4, or 5 if the situation is serious enough. It is up to the teacher to decide when

a senior member of staff becomes involved.

Stage	Response	Consequence
1	Warning	Verbal warning given – this will be done with clear guidance on positive alternatives and it will be explained clearly what behaviour is not acceptable
2	Second warning	Recorded by the teacher in class. The child may also miss a short period of their break time, if necessary. If a child is sent to detention the teacher on detention duty will record this.
3	Removal from classroom/situation	If there is a further incident or the incident is more serious, the child will be sent to Mrs Atkinson or Headteacher. A member of support staff may also accompany them, or the teacher can phone ahead. The child may be: <ul style="list-style-type: none"> <li>• Spoken to and returned to class</li> <li>• Kept out of class for the rest of the session (or another teacher by prior agreement)</li> <li>• Told they have lost privileges, e.g. playtimes/ lunch break (detention)</li> </ul>
4	Further Involvement of Headteacher	A child will be sent to Headteacher if <ul style="list-style-type: none"> <li>• Their behaviour has not improved after being out of class</li> <li>• The incident is serious enough to warrant Headteacher involvement then a decision will be made whether to contact parents.</li> </ul> At this point, and if poor behaviour is persisting, a Behaviour Report Card will be used. This means of monitoring behaviour in all sessions (lessons, break and lunch). Children will lose privileges such as clubs, trips and special events. Children may also be kept in at break/lunchtime. Parents will be informed
5	Further contact with parents and further actions	Headteacher or Mrs. Atkinson will contact parents to seek their support in developing a behaviour programme. E.g. use of a report card, use of behaviour diaries, regular behaviour reviews, special arrangements for arrival/leaving school, etc. Additional support from specialist agencies may also be sought
6	Exclusion	A last resort but is sometimes necessary. Exclusion can be for a fixed term or be a permanent exclusion.



***Playing on the trim trail***

### **What happens if I think my child is being bullied?**

***“Pupils report that bullying does not happen, but if it did, they are confident adults would deal with it.” Ofsted 2023.***

We are proud of the work we do to tackle bullying. We have clear policies and procedures to ensure children are safe and happy.

#### ***Anti-Bullying Policy***

This policy was devised after discussion with representatives of all partners – pupils, staff, parents and governors.

North Park Primary School aims to work effectively against bullying. We know that there are times when bullying may occur. We know that this can be distressing to all concerned. We want to protect those who are being bullied. We want to counsel those who bully, make them aware of the consequences of their behaviour and teach them there is a better way to behave.

We believe that all pupils have a right to feel safe and happy at school so that they can concentrate on their learning. As part of this we have a buddy system where children support each other in the playground.

#### **Bullying**

- Can be physical or verbal.
- Can be emotional or psychological
- Can be racist or sexist, homophobic, biphobic or transphobic
- Can be online/cyber
- Is often premeditated.
- Can include taunting, teasing, physical abuse, harassment, intimidation or extortion.
- Can be sly and underhand.
- Is intended to hurt or make the victim uncomfortable.
- Involves some sort of power over the victim. E.g. greater physical strength (over a younger child); greater numbers (a group onto one); knowledge to inform.
- Can be indirect, spreading lies and nasty stories or excluding someone from social groups.
- Can be frequent and long-term, or infrequent – in both cases it should be taken seriously.

### **Bullying is not**

- A one-off incident
- Two children having a fight.
- Friends falling out, arguing and name-calling.
- Bumping into another child in the playground.

## **BULLYING – DON'T SUFFER IN SILENCE**

### **ADVICE FOR PUPILS**

#### **When you are being bullied**

- Be firm and clear – look them in the eye and tell them to stop.
- Get away from the situation as quickly as possible.
- Tell an adult what has happened straight away.

#### **After you have been bullied**

- Tell a teacher or another adult in school.
- Tell your family.
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you.
- Keep on speaking up until someone listens.
- Don't blame yourself for what has happened.

#### **When you are talking about bullying with an adult, be clear about**

- What has happened to you?
- How often it has happened.
- Who was involved?
- Who saw what was happening?
- Where it happened.
- What you have done about it already.

### **ADVICE TO PARENTS**

#### **If your child has been bullied**

- Calmly talk with your child about his/her experience.
- Make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened.
- Reassure your child that he/she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher or another adult immediately.
- Make an appointment to see your child's class teacher.
- Explain to the teacher the problems your child is experiencing.

#### **Talking with teachers about bullying**

- Try to stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school; let them know if things improve as well as if problems continue.

#### **If your child is bullying other children**

A child may be involved in bullying other pupils at some time or other. Often parents are not aware that their child is involved in bullying.

Children sometimes bully others because:

- They don't know it is wrong.
- They are copying friends or older brothers or sisters or other people in the family whom they admire.

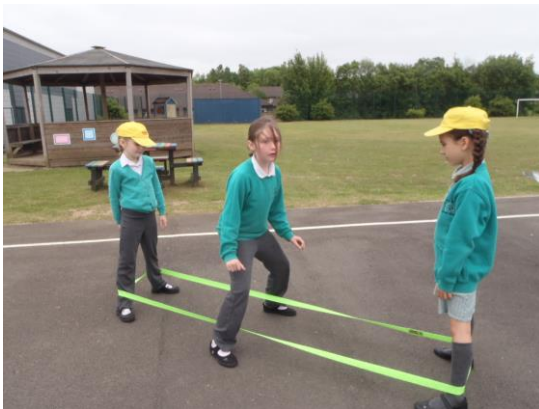
- They haven't learnt other, better ways of mixing with their school friends.
- Their friends encourage them to bully.
- They are going through a difficult time and are acting out aggressive feelings.

### **To stop your child from bullying others**

- Talk with your child; explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/she can join in with other children without bullying.
- Make an appointment to see your child's class teacher, explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop him/her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/she is co-operative or kind to other people.

### ***BUDDIES***

We operate a buddy system in the playground where older children will organise games and offer support to any child who seems lonely. The 'buddies' can be immediately recognised by their yellow caps.



***Playing with the Buddies***

### **How safe is the school?**

***“The arrangements for safeguarding are effective. Leaders describe safeguarding as the foundation of everything they do. It is given the highest priority. Staff are vigilant about pupils’ welfare. Leaders provide immediate help and support for pupils and families.” Ofsted 2023***

We work hard to ensure your children are educated in a safe and secure environment. As such, we operate:

- An electronic visitor's security pass system – all visitors sign in
- electronic door locks
- walkie-talkies for any staff who are working on the school field, etc.
- phones in all rooms to contact the main office

While the children are in lessons, no unauthorised visitors will be able to get in. Pupils and staff are able to come in and out very easily. All doors conform to fire and health and safety regulations.

If parents and visitors need to come into school in lesson time, we ask that you come to the main entrance. This is manned for the majority of the day – if staff are busy in another part of the school, they will return as quickly as possible!

### **Safeguarding**

**North Park Primary School is fully committed to safeguarding all pupils in our care.**

#### **Site security and safety**

Your child's safety is of the utmost importance to us.

- We ensure that all exits and entrances to school are secure and only accessible using our security keys.
- All visitors are expected to sign in and report to the school office.
- We hold regular fire drills and health and safety checks
- All adults working with children have enhanced DBS checks.
- We have a detailed PSHCE curriculum which covers a wide range of safety and safeguarding issues. This is done through lessons, assemblies and with visits and visitors. We teach children to behave safely and use resources in a safe and sensible way.
- All school trips, activities and visitors undergo risk assessments.

#### **Safeguarding**

We have robust procedures in place for safeguarding pupils.

We consider each child to be a unique person, and we aim to value and support them to develop the skills, concepts and attitudes necessary for the opportunities and experiences of their future lives. In order to do this, we want them to feel safe and secure in school.

We want our children to reach their full potential as responsible citizens and to contribute effectively to the society and world in which they live. We are committed to ensuring we celebrate difference and promote equality in all we do. We welcome everyone from all walks of life and celebrate all others in school. Everyone is treated equally regardless of their age, ability, disability, gender, race, nationality, religion, or sexual orientation.

Through the work we do and the curriculum we offer we endeavour to promote and support the development of pupils' personal, spiritual, moral, social, emotional and educational growth in a safe and secure environment. Keeping children safe from harm is key to this.

We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support families, children and staff at school. All staff are fully trained in safeguarding. All concerns related to safeguarding are passed through the members of senior staff who are trained as 'Designated Child Protection Officers' (Mrs Monk, Mrs Atkinson, Mrs Wood) in compliance with the safeguarding procedures and 'sharing of information' guidance, and the DFE guidance *Keeping Children Safe in Education*.

The following safeguarding measures are in place:

- All staff are asked to report any causes for concern to the Designated Child Protection Officers; staff use an online recording system to record concerns.
- Wherever possible concerns will be shared with parents/carers as early as possible as, more often than not, there are extremely reasonable explanations for the concern. We aim to have good working relationships with parents and carers and to work in partnership with them through transparency and honesty.
- However, we do not forget that their child's needs and welfare are our paramount concern, thus contacting parents or obtaining consent to take matters further is **not** always appropriate.



- If necessary, we will then follow the procedures as set out in the safeguarding policy (available in school or on the website)
- The number for First Contact is: 03000 267979

### **What forms do I need to fill in when my child starts school?**

- **Data collection Form**
- This provides us with the information we need to hold in school, including contact details, etc.
- **Home school agreement-** This is for all pupils and parents. A Home-School Agreement is a brief statement explaining the school's responsibilities towards its pupils; the responsibilities of the pupil and the pupil's parents; and what the school expects of its pupils. We believe this document is an important opportunity for us to show children how we can all work together in a cooperative way to make our school a happier place.
- **Emergency Medical Treatment Permission Form and Asthma treatment form -** We ask you sign this to give permission in case of any emergency that may arise in school, or if your child has asthma and may need access to an emergency inhaler.
- **Education Visits for (EV4) -** This is filled in at when your child first starts school and covers all educational visits we make, other than residential visits. Information on this form includes emergency contacts.
- **Free School Meals Form-** Please fill in these forms if you are eligible for free school meals, whether you require them or not. If you are uncertain, Mrs Harris can check.
- **Menu-** Please fill in your child's choice of meals and we will ensure these are ordered. When the menu changes we will send a new form out.
- **Cool Milk-** Milk is free to under 5s. Those children who are over 5 years of age can order milk from the company and it is delivered daily to school for us to distribute.
- **Medicines Form -** If your child takes any form of regular medication or requires medication for a short while during an illness, a form needs to be completed. A separate form needs to be completed if your child suffers from Asthma
- **Internet Agreement Form - (not nursery) -** For children in Years R to Year 6 – this is a form that gives your consent for children to have access to the Internet in school. All internet sites are heavily vetted and we have a very secure firewall system in place. In addition, we will ask you to keep all passwords secure, by completing the agreement. E-safety is a regular and important feature of all ICT work.
- **Photographic and video agreement form (to include social media) -** A permission form allowing us to photograph your child, for purposes of display etc. or for the closed Facebook site (parental access, not open to public)
- **School uniform order form -** We hold stock in school but a form will be given to you so we can ensure we have enough stock.
- **Tapestry permission form –** for pupils in Nursery and Reception

We also advise parents to sign up to the Arbor app – this is our online information system and you can access information about child's details and attendance. We communicate via Arbor using emails, to save on unnecessary paper, and via Teachers2parents message systems.

### **What if my child has Special Educational Needs?**

***“Leaders have made it their priority to meet the individual needs of every pupil... Adults are skilled at supporting pupils during lesson or in small group work. Leaders make effective use of the specialist skills of external partners.” Ofsted 2023***

Many pupils experience difficulties at some stage during their educational career. Specific difficulties are dealt with individually or in small group situations. In most instances, children

encountering problems will be supported in class, working on carefully tailored activities designed to address any need. In certain circumstances it may be possible to provide some additional support working with an extra teacher or assistant within the classroom. On other occasions a child may be withdrawn from class in order to benefit from small group or individual attention. There is no single rule or approach adopted, as each pupil's needs vary greatly. The school will notify parents if it believes your child will benefit from any additional support, and your child will be given a **Short Note** which details the concerns that have been raised.

If your child appears to be having more significant difficulties, it may be necessary to formalise the additional support they require. In this instance we will discuss this with you and record concerns on a **Short Note**. If difficulties persist, we may then develop a **Support Plan** for your child, which details the specific actions the school will take to provide additional support. You and your child will be invited to participate in the development of the Support Plan.

The Special Educational Needs Coordinator is Mrs Wood. The Special Educational Needs Governor is Rev. J Livesley.

The school follows the Code of Practice for Special Educational Needs. Pupils with an identified SEN need will be supported in school and the advice of specialist agencies will be used to guide the development of Support plans, if necessary.

For pupils who are assessed as having more significant or 'high' needs, specialist advice will be sought and school will work with you to see if there is a need for a more formal Education and Health Care Plan (EHCP). This will involve assessment of all needs – those at school, home and any healthcare needs.

If a child has a medical condition, such as epilepsy or diabetes, which may require a medical healthcare plan, these will also be developed alongside parents and professionals.

## **THE CURRICULUM**

***“Leaders provide rich and meaningful experiences for pupils across the curriculum... Pupils grow to love reading... Leaders provide many opportunities to promote pupils’ wider development. Pupils learn how to understand and manage feelings. Pupils are well prepared for the next stage of their learning.” Ofsted 2023***



## **Curriculum Vision:**

***We deliver an experience rich curriculum, to foster a thirst and enthusiasm for learning, in a language and reading rich environment, with pupil wellbeing at the heart of all we do.***

## **Curriculum Intentions**

We have 5 key intentions, which drive our curriculum. These are:

1. To develop resilience, thinking skills, independence in learning and in life
2. Reading, language and vocabulary development at heart of the curriculum
3. Raising aspirations through rich experiences
4. Promoting enquiry and investigation
5. Promoting respect and responsibility.

## **Rationale**

The education and welfare of the children in our care is of paramount importance to us, as of course it is to our parents. Co-operation and close relations between home and school are vital if every child is to fulfil their potential during the time they spend with us – our knowledge rich curriculum, good relationships with parents, and our high expectations for behaviour and achievement underpin the success of our school.

Children join our school with a wide variety of experiences and starting points. Our curriculum is designed to meet the needs of all our children and our community. We pride ourselves in providing rich meaningful experiences across all subjects, focus on and emphasise language and vocabulary and offer numerous opportunities for children to develop resilience and independence. Each of our core intentions is evident through each subject and everything we do is underpinned by theory and research. We invest heavily in training and developing our staff to make sure curriculum delivery of the highest possible standard.

## **Curriculum planning and delivery**

The curriculum is planned and delivered in a range of ways according to the needs of whole school cohorts, and individuals. In considering how our curriculum is delivered and adapted for the pupils in school we consider:

- National curriculum requirements
- Age, ability and development needs of the children, including any pastoral needs
- Context and experiences children have to draw upon
- Prior learning, knowledge and skills
- How to develop engagement and enjoyment and meaningful learning experiences
- Availability of resources and practical and organisational considerations

In general terms staff will plan to deliver:

- Daily English lessons
- Daily phonics in EYFS and KS1
- Daily reading in Key stage 2
- Daily mathematics lessons
- Daily spelling lessons in KS2
- Weekly RE
- Weekly science
- Weekly PSHCE
- Twice weekly PE
- Additional teaching in foundation subjects; these subjects may be taught each week, weekly for half a term, or blocked as a week/two-week experience where this is deemed appropriate. All subjects are taught according to medium term plans.

Additional sessions are organised in KS1 and 2 to facilitate basic skills:

- Additional KS1 reading
- Additional mathematics
- Handwriting

Teaching assistants are deployed to support teaching and learning in a range of ways:

- Delivery specific interventions for identified pupils
- Delivery group interventions for identified pupils
- Providing therapeutic interventions for identified pupils
- Providing in class support for targeted groups (of all ability ranges) as identified by teachers

Additional curriculum opportunities provided to children include:

- Enhanced activities and workshops, including visits or visitors, to enrich one or more curriculum focus areas
- Community activities
- Family learning activities
- School planned 'Activity Passport' experiences to enrich SMSC
- Events linked to celebrations and festivals, internationally, nationally and locally
- Problem solving 'missions' to develop key skills and attributes, collaboration and teamwork (Commando Joe)
- PE enhancement activities linked to Sport Premium spending
- Booster and catch-up style coaching and mentoring
- Extra-curricular clubs to enrich one or more curriculum focus areas

### **What will my child be taught?**

The aim of our curriculum is to encourage pupils to become competent, self-reliant learners, with the necessary knowledge of the world about them and how they can contribute as citizens of the future, whilst growing in independence, knowledge and skills.

In order to achieve this, the school places great value on the traditional skills of English and Mathematics as well as expertise in the fields of Science, ICT, Humanities, Art and Design, Modern Foreign Languages, Music and Physical Education. The school curriculum includes all the elements of National Curriculum and statutory Religious Education, but also includes personal, social, health and citizenship education, environmental education and other cross-curricular themes. The curriculum underpins the developments of children spiritually, morally, socially and culturally (known as SMSC). Details of the areas studied can be found on the school website.

#### **Nursery and Reception class**

In the Early Years Foundation Stage learning is delivered through structured play. There is a balance between child-initiated learning and adult-led tasks based on the Early Years Curriculum, covering the prime areas of learning;

- Personal, Social and Emotional development;
- Physical development;
- Communication and Language;

as well as the specific areas;

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Areas of learning are set up in the Foundation Unit, which operates in two adjoining rooms, along with a lovely outdoor space. Staff rotate around the unit, interacting with the children, as well as leading specific tasks.

The curriculum is developed based around themed learning that incorporates the elements of the EYFS curriculum:

<b>Nursery</b>	<b>Reception</b>
Me and My Family	Food and feasts
People	Pets
The Farm	Feelings
Colours	The Pond
Nursery Rhymes	Journeys
Animals	Creepy Crawlies

### **Year 1 – 6**

In Key Stage 1 and 2 the curriculum is designed to cover and develop a range of skills, knowledge and understanding in all subjects. Year group plans can be found on the school website.

Within each term there are opportunities for meaningful links between curriculum areas. In addition, some subject areas may be taught discreetly. All areas of the National Curriculum are covered comprehensively in a broad and balanced way, giving pupils the chance to develop key skills as well as in depth subject knowledge.

The National Curriculum is made up of the Core Subjects and the Foundation Subjects.

### **Reading**

This a key part of learning in school, in English lessons and across the whole curriculum.

Children begin their reading journey using the Read Write Inc phonics scheme. As they become more proficient readers and can use their phonics skills to build and segment words, they will learn more formal comprehension and choose from a wide range of books to read at home. Children then quiz their home readers using our Accelerated Reader reading resources, earning points for word reading and comprehension accuracy (with some lovely weekly and termly rewards to celebrate this!).

The school has a lovely range of books, some in classes, as well as some in central library areas and in-class reading areas. We use the CLPE reading resources and whole class texts in our English planning to fire reading enjoyment and develop enthusiasm and key reading skills, as well as high quality resources across the curriculum.

<b>Core Subjects</b>	<b>Foundation Subjects</b>
Literacy	Art and Design
Numeracy	Design Technology
Science	Geography
Religious Education	History
	Computing (IT)
	Music
	Physical Education
	MFL - French (KS2)
Additional subject - PSHCE (Me and My World)	



**Children enjoying working with Adam Bushnell at Crook Hall.**

### **Religious Education**

**Religious Education** plays a central part in our curriculum. We follow the Durham Agreed Syllabus for RE. Our aims are:

- To stimulate spiritual growth by providing an attractive and challenging environment with an atmosphere of security and affection, where children are loved, cared for, understood, valued and accepted for what they are; where standards are consistent, and where there is a feeling of warmth and homeliness.
- To help children adopt patterns of behaviour which take other peoples' needs, interests and feelings into account as well as their own i.e. to adopt a considerate style of life.
- To be aware of other beliefs and religions as well as Christianity.

### **Collective worship**

Assemblies are held regularly to promote aspects of worship and foster good relationships within the school and community. The school endeavours to create an environment where pupils can reflect, where all individuals are listened to and their opinions respected. Assemblies are broadly Christian, although stories may be included from other religions. Local clergy are often invited to conduct assemblies and festival celebrations. Assemblies are planned around whole school themes to reinforce PSHCE. Any parent who wishes their child to be exempt from this type of Religious Education is asked to get in touch with the Headteacher.

### **Music tuition**

School provides opportunities for children to play recorder and guitar whilst in school. In addition, teachers deliver music across classes. Other workshops are sourced to enhance music, for example the Durham Music Service.

### **PE**

We have a wide range of PE provision – lessons taught by staff, additional lessons from specialist coaches, including Dance and Yoga, swimming, gym and additional lunchtime clubs for children to access. Sport Premium funding is dedicated to enhancing PE provision.



### **Swimming**

We hope that parents welcome the opportunity to improve their children's safety in and near water. The school is able to provide swimming tuition for pupils in Year 3, and currently for Year 6 (from sport premium resources). Please note that where swimming is provided as part of the curriculum for any child it is a compulsory element within the timetable unless there are specific medical reasons for the child not taking part. Earrings must be removed before swimming.

Swimming lessons will take place at the pool at Spennymoor Leisure Centre or at Brandon School baths. Health and safety regulations state that all children must wear a swimming hat. These can be bought from the swimming pool.

### **Will my child be given homework?**

In line with National Curriculum requirements we provide regular homework for pupils, in order to support learning taking place in class and practice skills. Children will be expected to complete homework in their own time in school if this is not done at home. Homework will involve the following activities:

**Reading** – we believe this is the **most vital part of homework** children are set, as it impacts on skills and learning cross the whole curriculum.

- For younger children this will begin with learning and practising phonics (sounds) and sharing picture stories, before progressing on to phonics-based reading materials.
- In addition, younger children (Nursery up to Year 2) have the opportunity to take home a 'Bedtime Stories' pack each week – these are stories to share at home and this is designed to foster a love of reading and enjoyment in children. Packs should be returned each week to be swapped.
- As children's reading skills progress, they will read from a range of books in school, then be expected to 'quiz' on these books using the Accelerated Reader programme in school
- We ask for a minimum of **3 times per week** practice – ideally a little every day, as little and often is an excellent model and helps children form good habits.
- As children become more confident readers, homework may also include activities to reinforce vocabulary skills in upper Key Stage 2.
- Reading diaries should be used to record reading at home and be signed by parents.
- Parents are asked to supervise the safekeeping of school books at home and on journeys to and from school. Please ensure books are carried in a weatherproof bag. We operate a reward system to encourage regular reading of books.

**Mathematics tasks** – weekly tasks to support learning undertaken in school

- Number and counting activities in Reception and Year 1 – a short activity to reinforce work done in class; this may be practical in nature
- Key facts and multiplication tables from Years 2 to 4 – activities to help learn and reinforce key number and multiplication facts that children need to learn and become fluent in
- Maths problems and calculations in Years 4, 5 and 6 – work that will help children apply skills learnt in class
- Maths learning can also include online programmes; *Maths Seeds* for children in Reception and Year 1 and *Mathletics* and *Times Tables Rock Stars* from Year 2 upwards. Children will be given log ins. We recommend approx. 10-15 minutes on these activities, so children are not exposed to too much screen time at home.
- Tasks (unless practical) will be done in homework books

### Occasional other tasks

- On occasion, children may be given tasks related to other curriculum areas – challenges or puzzles, or something to research or find out. These tasks are less formal in nature and seek to extend children’s curiosity and develop engagement with the curriculum. This may involve a discussion or ‘talk’ based activity that teachers ask parents to undertake.

### Year 6

- In Year 6 children will be set additional tasks to help them prepare for the statutory assessment tasks they undertake in May each year. This includes work on revision and short, regular tasks related to work done in class. The work done in Year 6 is therefore often more frequent than in other classes and will help children prepare for the more demanding homework they will encounter as they move into secondary school.

### Timings

As a rule, we will try to ensure homework follows a regular routine for children and for you as families; we aim to stick to these routines, other than in unforeseeable circumstances (e.g. staff absence or events in school which necessitate a change). We aim to alert parents to any changes. In general, homework;

- Will be set each week
- Will come out to children every FRIDAY
- Should be returned every WEDNESDAY
- Reading should be done at a minimum three times each week and reading books should be brought into school every day. This allows us to hear children read in school, change books, support children to quiz and manage regular changing of books.
- Bedtime story packs should also be returned every Wednesday.
- Year 6 – more regular short tasks, particularly closer to SATs, and pupil and parents will be informed when homework should be returned (wherever possible a reminder text will be sent)

### ***Choosing from our lovely books***





### **How is my child assessed?**

Your child is regularly assessed in a number of ways during their time in school. Throughout all lessons, in whole class work, independent work, and in guided and supported sessions, teachers and teaching assistants regularly monitor and record progress and achievement. Pupils are given feedback through discussion and written comments, and as they progress through school, they are given the opportunity to revisit and improve work, thereby learning from any mistakes. Older pupils are also taught to assess their own progress against the lesson intention and so become involved in setting their own targets for improvement.

Children are given regular targets in Reading, writing and maths, and extra work is done to focus on these targets.

In addition, children undertake more formal assessment throughout the year so teachers can review their independent skills as they develop and set new targets. These formal assessments include:

- regular assessment of reading, grammar, punctuation and spelling and maths each term
- pre and post unit tests in maths and writing to aid ongoing target setting and to inform teaching sequences
- on-going termly phonic testing, Year 1 annual Phonics Tests,
- National SAT tests for Year 2 and 6 pupils.
- Year 4 Multiplication Tests
- EYFS profile for Reception pupils (baseline and end of year)
- Ongoing observational assessment in Nursery and Reception

You will be kept fully informed of your child's progress and achievement when you meet your child's teacher at parents' evenings, and when you receive your child's annual report in the summer term.

Performance information is available on the school website and on DFE site.

### **How do teachers mark work?**

The school operates a carefully considered and structured marking policy which is designed to help pupils understand where they have been successful, why they may have made an error and how they can put it right or improve their work further.

It is not helpful or profitable for pupils to have all their errors highlighted all of the time, especially in areas where they might be experiencing difficulty or where they lack confidence. Teachers will, therefore, mark each child's work according to their need and the nature of the task. Often there will be written feedback on how a child can improve their work, or this may have been given verbally during the lesson. In addition, parts of the work may be highlighted by the teacher or by the child themselves, in order to focus attention on successes and areas for improvement. As children mature, we also involve them in peer assessment of each other's work.

Pupils quickly learn to be proud of their 'tickled pink' marks and to improve their 'green for growth' areas.



***Will you become a reading millionaire?***

**When do I need to come to parents evening?**



We can only hope to achieve our aims for the children if their education is regarded as the dual responsibility of parents and teachers. At regular intervals during the school year parents will be invited into school to discuss their child's progress. These meetings provide an opportunity for parents and staff to get to know one another and to exchange views/observations. It should be emphasised however that these formal meetings are not the only opportunity parents have to speak with staff – we have a number of open events during the year, where you can meet staff informally, and of course, should you have any concerns you are most welcome to make an appointment to speak with teachers at any time during the school year.

**Are there any activities before and after school?**

We run a free Breakfast Club from 8am each morning; this is partly funded by the school and partly by Greggs and Livin.

There is an After-School Club available for parents – registration forms are available in the office. Activities and a light snack are provided as part of the cost.

Throughout the year there are a number of activities taking place in school that your child could become involved in.

Some examples of recent activities include:

Singing Club

Netball Club

Gardening Club

Code club

Minecraft Club

Mathletics club

Art club

Dance club

Eco club

Sports clubs

Handbells Club

Recorder club

The school also runs activities for children throughout the day, e.g. School Council, Lego club.



### **Dance Club**

In addition, we have a number of opportunities for your child to develop their sporting skills. It is our aim that children become interested in and enjoy sport, through the PE Curriculum as well as extra-curricular activities, special events, visits and visitors. We are proud of our continued involvement with Go Well (formerly Sedgefield Sports Partnership) which allows us to offer a range of activities for children, including additional coaching in PE, and extra-curricular clubs and events; for example: Football Training, Gymnastics, Athletics, Cricket, Rugby, Tennis, Multi-skills, Netball and Basketball.

Additional **enrichment activities** are developed throughout the year to enhance opportunities for all pupils in school. For example:

- Theatre shows in school and trips to the theatre
- Zulu Warriors
- Captain Raggy Beard Pirate Visit
- Eden camp visit
- Oriental Museum Visit
- Church and mosque visits
- Botanic Garden visit
- Farm visits
- Planetarium
- Halloween Disco
- Charity events (NSPCC, Red Nose Day, Sport Relief)
- Safety Carousel
- Book Fair
- Beach visit
- Anti-Bullying Week
- Residential trip
- Orienteering at Hardwick Park
- Sports Festivals and Competitions
- Beach visit
- Museum visits
- Chef visits to school
- World Maths Day
- Author in school
- Multicultural week
- Roman Fort visit
- Life Centre visit
- Poetry week
- World Book Day
- PSHCE weeks
- Captain Chemistry

### **Will my child be taught Sex Education?**

The Governors have determined that in accordance with DFE and LA guidance, Relationship and Sex Education (RSE) should form a part of the educational provision made for pupils at the school. Sex Education is not presented as a 'cold' subject but is gradually introduced by means of a larger, more extensive topic on health and relationships education; this forms part of our PSHCE and Science education in school. The school nurse may support with this. Parents are welcome to come to school for further information and have the right to withdraw their child from RSE.

Our current arrangements include:

- Work on relationships education throughout all year groups
- Work linked to science in Year 5
- a talk to Year 5 girls from trained school staff about menstruation.
- a talk to Year 5 pupils by trained school staff on hygiene and sex education.

### **What special arrangements are made when children move year groups?**

As well as the visits organised for pupils joining Nursery and Reception class, we ensure that children are given opportunities to meet their new teachers before moving year groups. Children have a 'move up' day each summer when they work with their new teachers. Children have regular opportunities through the year to work alongside different staff.

For pupils moving into secondary education, we liaise with comprehensive schools to manage transition arrangements. Transition staff from the local comprehensive schools will meet with pupils from North Park. We take advantage of opportunities offered to spend enrichment days at various comprehensive schools, in both Year 5 and 6, where children undertake activities with pupils from other feeder primaries. We work closely with the transition workers if we feel there are any pupils who may be more vulnerable before they move to the comprehensive.

### **How can I be involved in school life?**

Parents are kept fully informed of school life through newsletters, and through the wealth of information on the school website. For those who would like to have a more involved role, there are a number of ways:

- A wide range of opportunities are planned for parents to come into school, such as stay and read, stay and play, coffee mornings, family assemblies, as well as more formal parent meetings.
- Many parents like to help, and enjoy assisting with activities in school such as reading, cooking, in class support, discos, trips, etc.
- We have a wonderful group of active volunteers in the '**Friends of the School**' and you may feel you would like to join this group.

Parental help is both encouraged and hugely appreciated. Any parents wishing to help can contact the class teacher or main office.

### **What do Governors do?**

We have an active and very supportive Governing Body. Governors make important decisions regarding the school curriculum, its budget, the staff and the premises. Each term, there is at least one full meeting. At other times smaller groups of Governors meet as a committee, to consider curriculum, standards, finance, and other issues.

The School and Governor Support Service provides a wide range of help and support services for School Governors, including training courses, a resource centre, an advice line, a magazine, access to a network of local support groups of Governors, and a Durham County Association of Governors.

Governing Bodies are made up of Parent Governors, Staff Governors, Local Authority Governors and Community Governors. Information on how to become a School Governor is available by writing to or telephoning:

School and Governor Support Service  
Education Department  
County Hall  
Durham  
DH1 5UJ  
Tel: **03000 265 704**

### **How is a decision made about who is admitted to the school?**

The Governors admit any pupil of appropriate age to the school, provided the limit agreed with the Local Authority is not exceeded. The Local Authority deals with school admissions. Nursery admissions are dealt with by school.

The current Pupil admission number is 38 (to change to 30 on 2024-2025). This limit means that we cannot admit more than 38 children into each year group. The Education Committee is legally responsible for all admissions to County and Controlled Schools.

It may not be possible for the LA to offer your child a place at your chosen school if it receives more applications than it can take within its admission limit. Where this happens, the Authority will consult the Governing Body of the school and allocate places according to the following criteria in order of priority.

- 1. Medical Reasons**  
Pupils with very exceptional medical factors directly related to school placement. Application under this criterion should be supported by written evidence from a doctor.
- 2. Sibling Links**  
Pupils who have a brother or sister already attending the preferred school or associated school on the same site and who is expected to be on roll at the school at the time of admission.
- 3. Distance**  
Pupils who live nearest the preferred school measured by the shortest walking route. This will be based on the parents' address. The Authority will, however, consider the overall availability of school places in an area to ensure that no children have an unreasonable distance to walk. This may override proximity to the preferred school.

Prospective parents are always welcomed and encouraged to visit, and they should contact school to make an appointment.

### **What happens if the school is closed?**

Whilst we hope it will never be necessary, there may be occasions when, due to circumstances beyond our control, it is necessary to close the school. In times of severe weather or heating breakdowns we may have very little notice of such closure. Should it be necessary to close the school we will contact parents via our text messaging service. Information may also be broadcast on the Durham County Council website, our school website and on local radio. Please check Real Radio, Metro Radio, Radio Newcastle Star Radio and Sun FM.

## **GUIDANCE ON SEVERE WEATHER CONDITIONS**

### **Rationale**

The Headteacher, in consultation with the Governing Body, has a responsibility of care to both the children and staff in school. Whilst every effort will be made to keep the school open, when the Headteacher, in consultation with the Chair of the Governing Body, considers that the weather conditions place either children or staff in danger it is likely that the school will be closed.

### **Aims**

1. To ensure that the school remains open and operates normally wherever possible.
2. To ensure the safety of both children and adults at all times.

### **School will be closed when:**

1. There are insufficient staff in school by 8.15am to provide suitable care for the children and it is uncertain whether staff will be able to reach school by 8.50am. This includes catering and cleaning staff.
2. Public transport ceases to run.
3. It is not possible to make the school grounds safe, e.g. to keep steps free from snow and ice.
4. Weather conditions are severe and the Meteorological Office is issuing further severe weather warnings for the area.

### **Guidelines for Closure and Re-opening the School**

In the case of closure, the following procedures will be followed:

1. The Chair of the Governing Body will be consulted.
2. The Education Policy and Planning Unit at County Hall will be informed of the closure.
3. Local radio stations will be informed of the closure.
4. Any school transport will be informed of the closure.
5. Arrangements will be made to receive any pupils who still arrive at school without an adult.
6. The school will re-open when conditions allow. This will be announced to parents via local radio. The Chair of Governors will be kept informed as will the Education Policy and Planning Unit.
7. When school is closed staff should report to their closest school.

### **Does the school charge for trips?**

From time to time, educational visits are organised to enrich the curriculum for the benefit of pupils. Under the 1988 Education Reform Act schools are prohibited from charging for activities during school hours which are an essential part of the curriculum. Activities are always subsidised by school. However, we may ask for voluntary contributions to help with the cost of certain activities e.g. educational visits during school hours. Parents may be charged for events their children take part in outside the school day e.g. disco, weekend residential visit.

Unfortunately, if we do not receive enough contributions there may be occasions when a trip or activity may have to be cancelled, although we will do all we can to avoid disappointing the children.

### **What other things has the school achieved?**

- In recognition of our work in maintaining a healthy lifestyle, we achieved national **Healthy School's** status in 2008.
- We are very proud of the **Investors in Children** Award we have achieved.
- We are also proud of our work in the past on **Anti-bullying accreditation** - achieved through working with the BIG (Bullying Intervention Group).
- We are very proud of our **UNICEF Rights Respecting School Award**, achieved in 2010 for our work on rights and responsibilities.
- We achieved the **International School Award in 2010**, in recognition of our links with France and in our drive to develop international awareness.
- We also hold the **Fair-Trade Award**.
- We are accredited with the **Young Carer's Charter**.
- School holds sporting awards for the **School Games** and **Active 30**.
- We are and **Educate and Celebrate** good practice school, recognising the work we do to promote equality and the rights of LGBT+
- We also hold the **Quality Mark** for Basic Skills.
- We are underway with application for the **Inclusion Quality Mark**.



***Skipping  
workshop***

### **How is the information held about my child protected?**

This privacy notice explains how we collect, store and use personal data about pupils. We, North Park Primary School, are the 'data controller' for the purposes of data protection law. Our data protection officer is Mrs Emma Atkinson.

#### **The personal data we collect and hold**

We hold personal data about pupils, their parents or carers to support teaching and learning, to provide pastoral care and to assess how the school is performing. We may also receive data about pupils from other organisations including, but not limited to, other schools, local authorities, health care providers and the Department for Education.

Personal data that we may collect, use, store and share (when appropriate) about parents and pupils includes, but is not restricted to:

- Contact details, contact preferences, date of birth, identification documents, National Insurance number.
- Results of internal assessments and externally set tests
- Pupil and curricular records

- Characteristics, such as ethnic background, eligibility for free school meals, or special educational needs
- Exclusion information
- Details of any medical conditions, including physical and mental health
- Attendance information
- Safeguarding information
- Details of any support received, including care packages, plans and support providers
- Photographs

### **Why we use this data**

We use this data to:

- Support pupil learning
- Monitor and report on pupil progress
- Provide appropriate pastoral care
- Protect pupil welfare
- Assess the quality of our services (including monitoring staff performance)
- Administer admissions waiting lists
- Carry out research
- Comply with the law regarding data sharing
- Identify pupil eligibility for Free School Meals and Pupil Premium funding

### **Our legal basis for using this data**

We collect and use personal data on the basis of performing a public task (educating children).

On some occasions we may ask for consent to process data when its use is optional. On those occasions consent can be withdrawn at any time. We will make this clear when we ask for consent and explain how consent can be withdrawn.

### **Collecting this information**

We collect / obtain data from pupils, parents, carers, teachers and other professionals where relevant (e.g. G.P, hospital, social workers etc.)

### **How we store this data**

We keep personal information about pupils, and their parents/guardians while they are attending our school. We may also keep it beyond their attendance at our school if this is necessary in order to comply with our legal obligations. We will only retain the data we collect for as long as is necessary. This would be to satisfy the purpose for which it has been collected in accordance with our data retention policy. Please contact us if you would like further details on this policy.

The security of data and information is important to us. This is why we follow a range of security policies and procedures to control and safeguard access to and use of your personal information. This includes both physical and technical security and integrity of all data.

### **Data sharing**

We do not share any of this data with any other organisation without your permission, except where the law requires it. We are required to provide pupil data to central government through the Department for Education and the Education Funding Agency. Where it is necessary to protect a child, the school will also share data with the Local Authority Children's Social Services, medical professional and/or the Police.

We will share information with the local authority to check eligibility for free school meals.

We do not transfer personal data to countries outside the European Economic Area.

### **Parents and pupils' rights regarding personal data**

Individuals have a right to make a '**subject access request**' to gain access to personal information that the school holds about them. This includes access to their child's educational record. This should be made in writing or by e-mail to



northpark@durhamlearning.net

The school will respond within a 15 school days timescale.

Parents/Carers can make a request with respect to their child's data where the child is not considered mature enough to understand their rights over their own data (usually under the age of 16), or where the child has provided consent.

Parents also have the right to make a subject access request with respect to any personal data the school holds about them.

If you make a subject access request, we will:

- Give you a copy of the information in an intelligible form
- Give you a description of the data we hold
- Tell you why we are holding and processing it, and how long we will keep it for
- Explain where we got it from, if not from you or your child
- Tell you who it has been, or will be, shared with
- Let you know whether any automated decision-making is being applied to the data, and any consequences of this

Individuals also have the right for their personal information to be transmitted electronically to another organisation in certain circumstances.

If we cannot provide information to you, we will give you a description of the information we hold and the reason why it cannot be disclosed to you at the time of your request.

### **Other rights**

Individuals have rights regarding how their personal data is used and kept safe, including the right to:

- Object to the use of personal data if it would cause, or is causing, damage or distress
- Prevent it being used to send direct marketing
- Object to decisions being taken by automated means (by a computer or machine, rather than by a person)
- In certain circumstances, have inaccurate personal data corrected, deleted or destroyed, or restrict processing
- Claim compensation for damages caused by a breach of the data protection regulations

To exercise any of these rights, please contact our data protection officer.

### **Complaints**

We take any complaints about our collection and use of personal information very seriously.

If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance.

To make a complaint, please contact our data protection officer.

Alternatively, you can make a complaint to the Information Commissioner's Office:

- Report a concern online at <https://ico.org.uk/concerns/>
- Call 0303 123 1113
- Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

### **Contact us**

If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact our data protection officer - **Mrs E Atkinson**

### **Sharing with the DfE and the Government**

The pupil data that we lawfully share with the DfE through data collections:

- underpins school funding, which is calculated based upon the numbers of children and their characteristics in each school.
- informs 'short term' education policy monitoring and school accountability and intervention (for example, school GCSE results or Pupil Progress measures).

- supports 'longer term' research and monitoring of educational policy (for example how certain subject choices go on to affect education or earnings beyond school)

### **Data collection requirements**

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>

### **The National Pupil Database (NPD)**

Much of the data about pupils in England goes on to be held in the National Pupil Database (NPD). The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies. To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>

### **Sharing by the Department of Education**

The law allows the Department to share pupils' personal data with certain third parties, including:

- schools
- local authorities
- researchers
- organisations connected with promoting the education or wellbeing of children in England
- other government departments and agencies
- organisations fighting or identifying crime

For more information about the Department's NPD data sharing process, please visit: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

Organisations fighting or identifying crime may use their legal powers to contact DfE to request access to individual level information relevant to detecting that crime. Whilst numbers fluctuate slightly over time, DfE typically supplies data on around 600 pupils per year to the Home Office and roughly 1 per year to the Police.

For information about which organisations the Department has provided pupil information, (and for which project) or to access a monthly breakdown of data share volumes with Home Office and the Police please visit the following website:

<https://www.gov.uk/government/publications/dfе-external-data-shares>

To contact DfE: <https://www.gov.uk/contact-dfe>

### ***THE FREEDOM OF INFORMATION (FOI) ACT 2000***

The Freedom of Information Act requires publicly funded bodies, including schools, to be clear about the information they publish. We have produced a publication scheme setting out all the information we publish on a regular basis and where to find it. Ask the school office to let you see the scheme or provide you with a copy free of charge.

**What can I do if I have a problem or wish to complain?**

We work hard to ensure the smooth running of the school, and hope that parents feel any issues are dealt with promptly and fairly. If you have a query regarding your child please contact the class teacher who will deal with the matter promptly, or if unavailable (i.e. during registration/lesson time) will make an appointment to see you.

If it is a more serious matter which needs immediate attention, then the Headteacher or Deputy Head will listen sympathetically and endeavour to resolve your concerns as quickly as possible. We are happy to see you as soon as possible and will make an appointment if we are not available.

There is also a School Complaints Procedure available from the Headteacher or the school website should you need this.

**Where can I keep up to date about events in school and find out more information about school policies?**

A wide range of information is available on the school website. The website has details about policies, curriculum, SEND and other important school information. Monthly newsletters will be sent to you, detailing school news and an events calendar. These are also uploaded on to the school website. If there is any other information you require, please feel free to contact school.

**When are the school holidays?**

**North Park Primary School HOLIDAYS 2023/2024**  
(other schools may be different!)

<b>Holiday</b>	<b>Closing Date Last day in school for children</b>	<b>Date Re-open for Teaching Purposes</b>
<b>Summer 2023</b>	Friday 21 July 2023	Monday 4 September 2023*
<b>Autumn half-term 2023</b>	Friday 27 October 2023	Monday 6 November 2023*
<b>Christmas 2023</b>	Tuesday 19 December 2023*	Wednesday 3 January 2024
<b>Spring half-term 2024</b>	Friday 16 February 2024	Monday 26 February 2024
<b>Easter 2024</b>	Thursday 28 March 2024	Monday 15 April 2024
<b>May Day 2024</b>	Friday 3 May 2024	Monday 7 May 2024
<b>Summer half-term 2024</b>	Friday 24 May 2024	Monday 3 June 2024
<b>Summer 2024</b>	Tuesday 23 July 2024	Wednesday 4 September 2024

**\* North Park Primary will be closed for the following five Professional Development Days:**

**4.9.23 6.11.23 18.12.23 19.12.23 15.3.24**

***This information is correct at 28.4.23. It must not be assumed that there will be no change affecting the relevant arrangements during the year.***