



Parents Handbook 2022-23

Learning together, memories to treasure



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Welcome from our Headteacher

Dear Parents,

I would like to offer you a very warm welcome to our school. West Boldon Primary School caters for pupils aged 4-11 and we are a valued and central part of the local community.

West Boldon Primary School offers a vibrant and nurturing environment, where children are enthused and motivated to achieve endless possibilities. We hold a strong ethos on well-being and children are at the heart of every decision we make, ensuring they are happy and confident individuals. Children are given the support they need to succeed now and achieve future goals.

Our school has a dedicated and dynamic team; we deliver an enriched and engaging curriculum which is well researched and designed to instil a passion for learning. In addition to gaining language, mathematical, scientific and technological skills, your child will build confidence, develop self-reliance whilst feeling happy, secure and valued. Your children will learn to make decisions and develop the ability to articulate feelings and ideas, preparing them for taking a full role in modern, liberal British society.

We attach great importance to the development of the children's social skills and seek to enable them to build relationships with other children and adults and be sensitive to the feelings and needs of others.

Alongside our brilliant staff and governors, is a whole community of parents and carers; each contributing to our learning environment and the school's wonderful and creative ethos. We believe that you, as parents and carers, are the most important people in your child's life. We look forward to building long-lasting relationships with both you and your child. I look forward to welcoming you to our school and hope that your children will be very happy here.

Linsey Garr

Head Teacher

Our school vision, values and ethos

Learning together, memories to treasure

Our Vision:

We aim to provide a happy, supportive community school, which promotes excellence, enabling all members to experience achievement and success within a caring environment.

Our Mission:

Today and every day we will work together to enable everyone to succeed and become responsible citizens of tomorrow. We will encourage independent, creative thinkers and learners.

Our Values:

Children will learn in a mutually respectful, happy learning environment, based on patience, fairness, consistency and understanding.

We hope to engender in our pupils:

- A desire to do their best for others and themselves
- A respect for others' values, beliefs, aspirations and property
- The confidence and self-respect to exhibit positive behaviour both in and out of school
- We will use our professional expertise to promote and maintain an effective and respectful partnership within the school community
- This will be based on high expectations, honesty and trust, courtesy, consistency and fairness.

Our School Aims to have:

Successful Learners: Through the enjoyment of learning, develop enquiring minds in order to process information, reason, question and evaluate, enabling all children to achieve the best they can now and in the future.

Confident Individuals: Become increasingly independent, are able to take the initiative and organise themselves, showing a willingness to try new things and making the most of opportunities.

Responsible Citizens: Are enterprising and well prepared for life and able to work co-operatively in a diverse, multi-faith/cultural society. Taking account of and respect the needs of present and future generations in the choices they make and know that they can change things for the better.

Our school provides:

- A friendly, happy, secure and stable environment

- High levels of pupil engagement.
- High standards in academic achievement for all pupils.
- High expectations of behaviour with the emphasis on positive reinforcement of good work, effort and behaviour.
- High degrees of collaborative work amongst the staff to ensure the aims of the school are met
- Parental involvement in a wide variety of ways both within and outside the class
- A positive interaction between home and school.

To achieve this, the school aims to help pupils:

- Attain a high standard of achievement, satisfaction and enjoyment in all areas of the curriculum.
- Grow in self-confidence, have a sense of personal worth and be able to adapt to the changing world in which they live.
- Mix with their peers and adults, to communicate feelings and share experiences, building a better understanding and mutual respect for each other
- Apply themselves to tasks individually and as contributing members of a team.
- Develop a set of moral values, understand the world in which they live and respect the views of others, tolerating different opinions and beliefs whether racial, religious or political
- Develop lively, enquiring minds with the ability to communicate their findings
- Be aware of and take an interest in the beauty and wonder of the world around them and recognise the need for conservation.

School Rules

School Rules:

The School Rules are an integral aspect of all areas of school life. They are used as the basis for teaching values which we think are important in modern day society. Hopefully, they will help our children develop into good global citizens of the future.

- Respect people
- Respect property
- Respect learning

We expect children to follow the rules whenever they represent our school.

Positive behaviour

Star of the Week: Teachers nominate a child from their class each week to be awarded Star of the Week. The nominated child will receive a certificate and badge. Star of the week can be awarded for effort, attainment, behaviour as well as being a good member of our school community, e.g. being a good friend, caring for others, being well-mannered or exemplary behaviour on a school trip for example. Winners of the Star of the Week award are posted on our school Facebook page.

House Points: House points can be a great way to motivate students to work hard and strive for excellence. It allows them to feel a sense of accomplishment, as well as promoting a sense of community and healthy competition. By using house points to reward and motivate students, schools can create a positive learning environment and foster a spirit of collaboration and teamwork.

House points are awarded to students for a variety of activities, such as completing classwork, being kind and helpful, showing good manners or demonstrating exemplary behaviour. Points are allocated to students and kept track of by our school House Captains, we have a weekly assembly to celebrate our weekly winners and at the end of the year, the house with the most points is declared the overall winner.

The rewards for the winning house can vary, but typically include a celebration or special event.

Our House teams are:

Sapphire
Emerald
Ruby
Diamond

Celebrating excellence in school is an important part of our school experience. It helps to foster a sense of pride among staff and students, and it serves to recognise the hard work and dedication of both.

This recognition comes in the form of special sashes that represent the student's allocated house colour. Every child and staff member wears their sash in our celebration assemblies each week. Students can gain badges for excellence and various additional responsibilities, the badges are then added to their sash.

The decorated sashes have become a symbol of pride and accomplishment for those who have earned them. Wearing the sashes conveys to the entire school community that these students have achieved something special, or have a special role within our school. In addition, the sashes also serve to motivate and inspire other students to strive for excellence. It provides an incentive for everyone to work hard and strive for excellence in their own pursuits.

In school we have high expectations of behaviour. In class we use a "Thumbs Up/Thumbs Down" system. This system rewards students for positive behaviours and discourages negative behaviours. To use this system, teachers and staff use a visible signal for good behaviour. For example, when a student does something positive or helpful, the teacher could put them on a thumbs up. Similarly, when a student does something negative or disruptive, the teacher could indicate this with a thumbs down.

Restorative conversations around behaviour form of proactive discipline that focuses on repairing any harm caused by a student's behaviour. These conversations involve talking to the student about their behaviour and helping them to understand the impact it has had on others. They are used to facilitate the process of restoring relationships, foster improved communication and build stronger understanding between the student and those they have affected. The conversation is focused on restoring the relationship, rather than on punitive measures.

Restorative conversations are an important tool in helping to establish a positive school culture and promoting respectful behaviour. They emphasize the importance of understanding how one's actions can affect others, and the need for accountability for one's actions. When used properly, restorative conversations can help to create an environment of understanding and respect.

In order to make the most of restorative conversations, it is important to create a safe and supportive space for all involved. This means allowing the student to share openly, providing support and understanding, and setting clear expectations. It is also important to ensure that the conversation is focused on restoring the relationship, rather than on punitive measures.

By engaging in restorative conversations around behaviour, we can promote a positive and respectful learning environment for their students.

Please see our Behaviour Management Policy for more information.

School Organisation

Our school is organised into 3 Stages

Stage	Name of Year group	Age of children
Foundation Stage	Reception	Age 4-5
Key Stage One	Year 1	Age 5-6
	Year 2	Age 6-7
Key Stage Two	Year 3	Age 7-8
	Year 4	Age 8-9
	Year 5	Age 9-10
	Year 6	Age 10-11

Meet the staff:

Headteacher	Mrs Garr
Deputy Headteacher	Mr McCormack
SENDco	Mr McCormack
Office Staff	Mrs Bingham and Mrs Lindstedt
Teaching staff	Miss C Smith, Miss Fraser, Miss R Smith, Mrs L Davidson /Mrs A Davidson, Miss Swales, Miss Makel, Miss Wilkinson, Miss Smart, Miss Robinson, Miss Ingoe, Mr Wilson, Mrs Goodwin, Mr Cairns
Teaching Assistants	Mrs Greenwell, Mrs Chapman, Miss Johnson, Mrs Anderson, Mr Mills, Miss Skiggs, Mr Underwood, Miss McCarthy, Miss Turnbull, Mrs Langley, Miss Simpson, Mrs Spence, Miss Johnston, Mrs Black
Cover Supervisor	Miss Young
Pastoral and wellbeing lead	Mrs Askwith
Intervention	Mrs Hay
Lunchtime supervisors	Mrs Tully, Miss Marriott, Miss Jarrett, Mrs Kelly, Miss Nevison, Miss Champion, Mrs Brown, Miss Armstrong
Caretaker	Mr Sloanes

Meet Our Governors:

<u>Governors</u>	Mrs Brown, Mrs Garr, Mr McCormack, Mrs Anderson, Mr Houghton, Rev Barker, Mrs Henderson, Mrs McGinley, Mrs Hay, Mrs Wight, Mr McKie, Mr Oliver
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Dates for the Academic Year

Please see the table below for guidance on holidays and IN-SERVICE Day information.

School Holidays	Starts	Finishes
First Day of School	7th September	
Autumn Half Term Holidays	24th October	28th October
Winter Holidays	23rd December	6th January
Spring Half Term	20th February	24th February
Spring Holidays	3rd April	14th April
Summer half	29th May	2nd June
Last Day of School		21st July

There may also be other occasions when the school is closed for In-service days or due to unforeseen events, and local/national elections. Parents will be informed of this if/when they occur.

Our 2022/23 In-service Days are -

- Monday 5th September 2022
- Tuesday 6th September 2022
- Thursday 4th May 2023

Our Curriculum

The school provides a broad and balanced curriculum focusing on the development of the whole child and equipping them with the skills needed to succeed in the global community we now live in. The curriculum is planned and delivered through a creative approach, maximising opportunities for independent learning and development of key skills. We follow 'Dimensions Curriculum'. This is personalised, and cohesive to us. Our focus is 'Learning Means the World'. It is innovative, forward-thinking and highly relevant - dealing with tomorrow's issues today. It is devoted to providing pupils with a broad and deep level of learning, developing fully rounded individuals, fuelling creativity and resulting in positive change. Our curriculum is knowledge-rich and skills-based, providing the perfect blend of learning for pupils in a fast-changing and inter-dependent world.

At the forefront of 'Learning Means the World' are world issues centred around the four C's of Communication, Conflict, Conservation and Culture.

- **Communication**

Communication is the foundation of all human relationships and affects all aspects of our lives. It spreads knowledge and information across cultures, countries and generations. With more means of communication than ever, there are now even more ways to be misunderstood than ever. Having good communication skills involves being aware of both sender and receiver. Pupils need to learn how to communicate clearly and positively, using verbal and non-verbal skills to get their ideas and feelings across, to receive other people's messages and to resolve conflict.

- **Conflict**

Poverty and political, social, and economic inequalities between groups predispose them to conflict. Eight out of 10 of the world's poorest countries are suffering, or have recently suffered, from large scale violent conflict. Wars in developing countries have heavy human, economic, and social costs and are a major cause of poverty and underdevelopment. Understanding world history would be impossible without understanding the conflicts that have shaped it. Pupils need to learn how to handle disagreements constructively and resolve their differences without yelling and screaming, ignoring and sulking, whining and moaning or resorting to violence. Conflict can be seen as an opportunity for learning about and understanding our differences.

- **Conservation**

The population of human beings has grown enormously in the past two centuries and billions of people use up resources quickly. It's normal to feel powerless when faced with the enormity of world conservation issues, but pupils need to know that small actions can make a big difference.

- **Culture**

Cultures evolve continuously, as people interact with one another, producing an intermingling of values, and material ways of life. Our communities are becoming increasingly diverse, creating a fusion of people of many religions, languages, economic and cultural groups. An understanding and appreciation of, and establishing relationships with people from, other cultures is vital in building and maintaining successful communities. An appreciation of cultural diversity goes hand-in-hand with a just and equitable society and helps to overcome and prevent racial and ethnic

divisions. Pupils need to learn how culture affects perception, influences behaviour and shapes personalities.



The Early Years Foundation Stage Curriculum.

The EYFS (Reception classes) work within 3 Prime Areas and 4 Specific areas of learning.

The three Prime Areas of Learning:

- Communication and Language (speaking and listening);
- Physical Development (coordination, control and movement);
- Personal, Social and Emotional Development;

The four Specific Areas, through which the Prime Areas are strengthened and applied are:

- Literacy (letters, sounds, reading & writing)
- Mathematics (counting, understanding and using numbers, calculating simple addition and subtraction problems, shapes, space and measures)
- Understanding the World (people, places, technology and the environment)
- Expressive Art and Design (art, music, movement, dance, role-play, design & technology)

Key Stage One and Key Stage Two

In Key Stage 1 and in Key Stage 2 the National Curriculum is followed and can be divided into core subjects and foundation subjects.

- The core subjects are ENGLISH, MATHEMATICS, COMPUTING and SCIENCE and more time is devoted to these very important areas of the curriculum.
- The foundation subjects are Design and Technology; History; Geography; Art; Music; Modern Foreign Languages and Physical Education. In addition, our school provides Religious Education and PSHE / Citizenship.

Active and Healthy lifestyle.

In this modern world we recognise the need for children to learn how to take care of their whole self, including their health and well-being.

Our Environment

We are very lucky at West Boldon to have an area where the children can do forest school. We also have a special secret garden. We have special wooden tepee huts that the children can do work in. Some of the children have also made some bug hotels in the secret garden too. Lots of exciting developments will come soon in this area.



Curriculum Provision

Agreements for Pupils with Special Educational Needs

We aim to create a positive environment for learning and we provide individual differences within the classroom, adapting our teaching methods through careful selection of a range of teaching materials.

Where particular learning difficulties are identified, the children are placed on our Special Educational Needs register. Parents are informed and asked to visit the school to discuss their child and the provision which will be made for him/her within the classroom.

Individual Education Plans are drawn up with the co-operation of parents. Specific targets are set and reviewed regularly as laid down by the Code of Practice.

If it is thought necessary, parents' permission will be sought to involve outside agencies such as the Educational Psychologist, Speech Therapist or other medical services. If a formal assessment is required to be made, parental consultation takes place at every stage.

We have a rigorous monitoring system which highlights any children who are underachieving in English or Maths. These children will then form part of an intervention group to support their learning and address any misconceptions they may have.

Religious Education

The school follows the SCRE syllabus which is generally used throughout South Tyneside Local Authority. The School is a community school with no particular religious affiliation. In accordance with Education Act legislation, the School provides for the spiritual, moral, social and emotional development of pupils throughout the curriculum. Whilst much of the work carried out has a Christian emphasis, the School attempts to provide pupils with knowledge of other worldwide religions, and to encourage sensitivity to the religious views of others. During their time in our Primary school children will have the opportunity to learn about Christian, Muslim, Sikh and Jewish faiths.

Collective worship

Collective worship takes place daily. Assemblies take place at several times throughout the week and are broadly Christian, although different religions are recognised at appropriate times. Emphasis is also laid upon mutual care, dependability, understanding and trust. Assemblies take place either as a whole school or within the classroom setting. On occasions, visitors are invited to conduct the Assemblies. Sometimes visitors may represent a variety of faiths found in our community. Parents may withdraw their child from Assemblies and Religious Education lessons under Section 25 of the Education Act 1944. If you wish to withdraw your child please contact the Head Teacher so that alternative arrangements can be made.

Relationship and Sex Education

The policy of the teaching of sex education is in accordance with that adopted by the majority of schools in the Borough of South Tyneside, and approved by the School Governors. Pupils will be provided with opportunities to participate in a structured programme of Sex and Relationships Education. A structured health education programme and Sex and Relationships Education exists in Early Years, Key Stage 1 & 2. The school nurse will support the delivery of these areas. Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any part or the School's entire programme of sex education, other than those elements which are required by the National Curriculum Science Order. This would need to be discussed with the Head teacher.

British Values

We have a duty to prepare the children of West Boldon Primary School for life in modern Britain. The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with mutual respect and tolerance of those with different faiths and beliefs." The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated in 2014 by the DfE and form part of the Ofsted inspection process. At West Boldon Primary School these values are reinforced regularly and in the following ways:

Democracy

Democracy is embedded within our school. Children have many opportunities for their voices to be heard through voting for House Captains and writing a manifesto to become a school councillor.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, visits and visitors and through school assemblies.

Citizenship

Citizenship is encouraged through the house point reward system, and regular citizenship awards presented by the community police.

Individual Liberty

At West Boldon Primary School, pupils are actively encouraged to make choices, knowing that they are in a safe and in a supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education.

Mutual Respect

Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. School assemblies help promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs

West Boldon Primary School is situated in an area which is not greatly culturally diverse; therefore, we place a great emphasis on promoting diversity with the children.

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.

Reading

At West Boldon, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and ensure we have a holistic approach to the teaching of reading.

We aim to develop the full potential of all of our pupils as confident, literate readers and writers. We aim to teach the children to read fluently and accurately and develop skills which promote understanding and interpretation of texts to support the curriculum. We use a wide range of material to promote home school reading. The main core of the scheme is Read Write Inc. before children move on to appropriately levelled books.



Our Reading Aims

- To develop phonetic skills which lead to blending and reading accurately and fluently.
- To promote confidence and positive attitudes to reading through access to a wide range of literature.
- To develop their vocabulary and comprehension of what they have read.
- To encourage good home/school partnerships.
- To enable children to analyse what they read and to participate in discussion and debate about texts.
- To monitor each child's progress through the use of a range of assessment strategies e.g. Reading Age tests, on-going reading observations, monitoring against end of year assessment criteria
- To support those children who require additional support with their reading.

Reading in School

Many activities take place which promote pre-reading skills. Children become aware of print in their environment and match pictures and words. Language comprehension is developed by talking and reading to the children. As children gain phonic knowledge they start the process of decoding.

Initially, as children learn to read, they are given a picture book with no words with the intention that they will share the book and take part in a conversation generated by the pictures. Gradually as the children's knowledge of letters and sounds develop they begin to phonetically decode words.

Children in EYFS and KS1 begin with books from the RWI scheme. These are individually matched to the children using the phonics assessment completed by the Literacy Lead. Our reading books are organised into coloured Book Bands. Children are assessed regularly and move onto the next Book Band when their fluency and understanding show that they are ready. Children move through the Book Bands until they reach the required standard to become a Free-Reader.

Developing Reading for Pleasure

To encourage children to read widely our English curriculum is based around a text to captivate pupil's interests and motivate and inspire children to read a variety of authors and for a variety of purposes. The Literacy Lead has created a Reading Spine for the whole school. This is a selection of texts per half term for each year group. There is a main text for each year group per term which they will base their Literacy around. There will be a selection of texts to support the main text. Texts which we do not want the children to miss out on have been added to the relevant year groups.

We try to encourage a love of reading by holding book themed days and events both as individual classes and across the whole school. E.g. Reading Challenges, World Book Day, Buddy Reading, video conferencing with authors such as Berry Hutchinson and Reading Breakfasts. We have strong links with East Boldon library and the children visit several times throughout the year. Several children participate in the summer reading challenge as well as having workshops and trips throughout the year. A Scholastic Book Fair is held every year to allow all children the chance to look at new books of all genres and hopefully purchase a new book of their own to take home!

Assessment of Reading

Reading is assessed regularly and monitored on the school tracking system. External tests for Key Stage One and Two are completed in Summer term and reported to parents and in Raise Online. In KS2, optional SAT reading tests are also used to monitor progress. Liaison with the school SENCO and external agencies is arranged for children who require additional support and reading intervention strategies.

Support at home

To support your child at home, you need to make sure that you read their book with them three times per week before it is changed. Children in EYFS and KS1 will be using the RWI phonics books, which have instructions inside for how to read them in line with the phonics lessons at school. It is also important that you practise their spellings with them to ensure that they are prepared for their weekly spelling test.

Book Vending Machine

At West Boldon, we strive to encourage reading as much as possible. In our school we have a book vending machine, by which children can access as a reward and get a brand new book!



The extended Curriculum and Curriculum enhancements

At West Boldon Primary school we are committed to the development of the whole child, academically, socially, emotionally and pastorally. We therefore offer a range of activities including arts, music and sports to pupils both in lessons and outside normal school hours.

Sport: The PE curriculum includes opportunities for both individual and team sports. Pupils have the opportunity to participate in dance, gymnastics, athletics, football, netball, rugby, cricket and tennis. PE lessons are taught by class teachers but, in addition, visiting coaches may be involved. Swimming is part of the PE curriculum. All children in Key Stage Two swim once a week at either Boldon Community Association or Boldon School.

Music: There are also opportunities for your child to learn to play a musical instrument, join the choir or drama club. There are several performances throughout the year to allow these children to showcase their talents to their peers and their parents.

Breakfast Club: At West Boldon we offer a breakfast club to our pupils. The club runs from 8am every morning at the cost of £1.50 a day. Children are offered cereal, toast juice and water.

Afterschool clubs: At West Boldon we have a whole host of different after school clubs available for your child, ranging from academic clubs such as times tables rockstars and phonics, art, music, sport amongst many more.



Commando Joe



Commando Joe's is a programme created by army veterans, designed to develop children in the following areas:

Resilience
Empathy
Self-awareness
Positivity
Excellence
Communication
Teamwork

Each Commando Joe's unit is linked to a National Curriculum topic and a famous explorer, to act as a role model for children. For instance, Year 5 completed a unit based around British astronaut Tim Peake, which linked to their Space topic. Each unit begins with a discussion around the chosen explorer and why they are so well known.

Once this discussion has taken place, sessions begin. Each session then consists of a practical challenge using selected resources from the Commando Joe's equipment box. For instance, children may be asked to cross the river Nile (an area marked by cones) using their selected equipment or they may be asked to create communications tower using bricks and planks of wood. Whatever the challenge, children are required to work as part of a team. Children must communicate their ideas and listen effectively to the ideas of others if they are to be successful within each given task. All of the sessions are challenging and without an immediate and obvious solution. Resilience, determination, a can-do attitude and use of problem solving skills are, therefore, essential in sessions.



The aim of the programme is for children to improve in the areas outlined above, not just in Commando Joe's sessions, but across the wider curriculum as well.

This has had an impact across other subjects, for example, children have a more determined approach to problem solving in Maths lessons since beginning Commando Joe. There has also been a change in how some children conduct themselves during break and lunch periods. Children seem to be far more creative at break times with the equipment they have available. An increasing number of children choosing to design their own activities, such as creating obstacle courses, rather than playing football every break.

The best thing about Commando Joe's though is how much children enjoy sessions. It offers a great way to engage otherwise disengaged learners and I believe it improves children's attitude to learning; giving children a reason to look forward to coming to school.



Mental Health and Wellbeing

At West Boldon we know that academic success is not the only thing that is important in our pupils. It is also important that they are safe and happy!

We have a variety of interventions in school for children who need that little bit extra support with their wellbeing. All interventions are delivered by our Pastoral Care Mentor, Mrs Askwith.



Some of our in-house therapies include:



Theraplay is a nurturing group through play to support emotional, social and help children to regulate their emotions and feelings more appropriately. Within the sessions, the children play games which are challenging, structured and evaluating nurturing to target a range of feelings. These group sessions take place on a weekly basis.



This is a non -evasive session where the children relate to their feelings through drawing without the questioning of what is wrong or why. Drawing is all fantasy and open to support the child to progress through the three stages. These individual sessions take place on a weekly basis.



Lego therapy is a social team building activity creating structure through Lego- each child takes on a different role; builder, supplier and engineer. These group sessions take place weekly.



We have a Worry Monster - children can pop their worries or concerns inside the Worry Monster. Worries and concerns can be addressed through talking to Mrs Askwith or through PSHCE sessions or assemblies.



ELSA stands for Emotional Literacy Support Assistant. The aim of the sessions is to support the child/ children to help them reach their potential educationally supporting them to remove the barriers to learning to have a happy child in school and at home. Children can refer themselves for this support by filling out a referral form in class, or teachers can refer pupils for this in a similar way. ELSA support may take place through individual or group sessions and they run on a weekly basis.



A gratitude journal is a diary of things for which one is grateful. Gratitude journals are used by individuals who wish to focus their attention on the positive things in their lives. At the end of every day KS2 children write in their gratitude journals something they are grateful for. This aids in changing the mind-set of the children becoming more positive and grateful.



There is also a team of teachers and support staff which meet on a regular basis to discuss needs for wellbeing and pastoral care relating to our children, their parents and our staff members.

The Giving Project

Here at West Boldon we care about one another and those in our local community. A new project has been introduced into the school
We follow the motto:

'TO GIVE, TO HELP, TO BE KIND AND CREATE HAPPINESS'



The aim of the project is to work with the children to bring togetherness and create happiness, showing each other that we care, by working together within the school community and the local community.

The project has been greatly supported by the Midday Supervisors and a parent volunteer, who kindly work voluntarily with the children each afternoon.

Over the year, the children have taken part in a number of activities to help the local community. The children have been enjoying making beautiful cakes and delivering them to the local food bank, making Christmas cards for each resident of the Meadows Care Home and creating a rainbow picture for the local church. They also recorded videos of Christmas songs and stories to spread some Christmas cheer around the community.

The projects continue throughout the year. The children and staff/volunteers are very much enjoying working on the project, seeing the happiness it is bringing to everyone involved, encouraging a togetherness within the school and local community.



Recognising Diversity

Here at West Boldon we value every individual.



During diversity week we celebrated difference. We talked about all the ways we are different to one another and agreed these things make us all unique, special and wonderful.

We have also spent some time decorating our school gates with the rainbow flag and pictures and information about LGBT+ icons.

We took part in a variety of activities across the week to celebrate how we are all unique and special. It's ok to be you!



School Council

Pupil voice is an important part of school life, allowing students to express their views, opinions, and ideas in a constructive and meaningful way. In the classroom, teachers can use activities like group work and class discussions to give students a chance to share their thoughts. Outside the classroom, there are a variety of ways that schools can encourage pupil voice.

We have an active school council who meet regularly to share their opinions and shape school life. This is a way for students to discuss and vote on important topics like school policy, curriculum, and extracurricular activities an opportunity for student feedback through focus group discussions which help us to understand how students perceive different aspects of school life.

Our subject ambassador's play a key role in representing the school's interests, both to other students and to the wider community. They help to foster a positive learning environment. Our ambassadors may be asked to speak at assemblies and other gatherings. Through these activities, subject ambassadors help to raise the profile of their chosen subject and the school.

School Uniform

There is a school uniform that is listed below. Most items can be bought from major high street shops.

Items with the school logo can be purchased from <http://totstoteams.com/>

We do not carry stock of uniform in school

All clothing should be clearly marked with the child's name. The school will not take any responsibility for any garment that is not clearly marked.

Our school uniform	We do NOT permit
Black Skirts/ Leggings /trousers Blue sweatshirt or cardigan White T shirt, blouse or shirt Black school shoes or black trainers	Any logos or slogans on clothing Coloured trainers Shoes with flashing lights Open toed sandals Shoes with a 'high' heel
Summer uniform	
Blue and white checked dress Black or Grey shorts	

Children should wear the correct school uniform every day, unless requested by the school for a special day or event.

Please note that unsuitable footwear will result in a phone call to parents and children being provided with suitable footwear whilst they are in school.

P.E. Kit

PE is an essential part of the curriculum and it is important, for health and safety reasons, that all children have suitable clothing. Our PE kit is:

Indoor P.E.	Outdoor P.E.
White T-Shirt Navy Shorts Bare feet	White T-Shirt Navy Shorts Separate training shoes Tracksuit top/bottoms

Parents must ensure their children have the correct P.E. kit in school. We suggest that children keep their kit in a bag in their peg in the classroom. P.E. bags should be taken home termly for kit to be washed and then returned to school at the beginning of the next term.

Please note: It is statutory that all children take part in P.E. lessons and important that they wear the correct clothing. If your child does not have a P.E. kit in school, they will be provided with an alternative in school. This kit will be alternative colours from our normal kit, this is to ensure the spare kit remains in school.

We also have spare swimming costumes available, on the rare occasion that children forget their kit. Swimming is also part of the National Curriculum and is therefore essential that all Key Stage 2 children take part.

Jewellery

Jewellery may **not** be worn by children in school apart from a simple pair of stud earrings and a watch. This is for their own safety and the safety of others. Children are **not** allowed to wear jewellery for P.E.

Admissions and Transitions

Admissions Arrangements

Children starting school for the first time are admitted during the school year in which their fifth birthday falls. Children must have their fifth birthday between 1st September and 31st August, (inclusive) of the year in which they begin school.

The school has places for 45 per year group, with a total capacity of 320. In the case of over subscription to the school the admissions criteria will be applied. Please see our website for full details of the admission procedure, criteria and appeals process.

Arrangements for Pupils with a Disability

At West Boldon, we welcome applications for school places from any interested party.

No pupil will be refused admission to the school purely on grounds of disability, unless it was thought the school could not provide the best educational environment for the child, following discussions with the South Tyneside Local Authority and all parties concerned.

West Boldon Primary School is a single storey building with small sets of stairs internally. Disabled toilets and showers are available. We have an Equal Opportunities policy, which is in place and reflected throughout the school. The school's accessibility plan details future plans for increasing access to the school by pupils with disabilities.

Children moving through the school

Reception and Year 1 teachers work closely together on a structured induction programme to ensure a smooth transition between Foundation Stage and Key Stage 1. This will involve staff from Reception and Year 1 meeting and working with the children.

Year 2 and Year 3 teachers work closely together on a structured induction programme to ensure a smooth transition between Key Stage 1 and Key Stage 2. This will involve staff from Year 2 and 3 meeting and working with the children.

Towards the end of each year, we hold a transition day within school. This is an opportunity for all children to spend time with their new teacher for the year ahead.

Children transferring to and from other schools

Parents moving into or out of the area should notify the Head Teacher as soon as possible so that arrangements can be made for the children to visit their new school and for transfer of books and records. Year 6 follow a structured transition programme which includes a visit from the head of Year 7 and a one-day visit to their chosen comprehensive school. Each child takes a portfolio of their 'best' Year 6 work with them on their initial visit to their chosen comprehensive school.

Safety in and around School

Safeguarding (Child Protection) Procedures

Because of day to day contact with children, schools are particularly well placed to observe signs of abuse, changes in behaviour, or failure to develop. Parents should be aware therefore that where it appears to a member of staff that a child may have been abused, the school is required as part of Safeguarding Procedures, to report its concern to the Social Services Department.

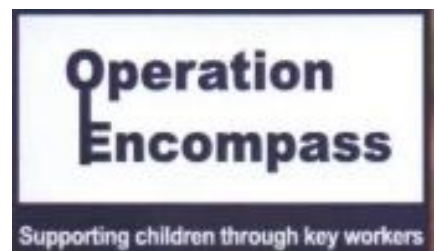
All adults and volunteers who work in school have enhanced criminal record disclosures.

The school has four designated leads for Safeguarding, Mrs Garr, Mr McCormack, Miss Smith and Miss Makel.

A copy of the school's Safeguarding policy is available from the office and available on the school website if required.

Operation Encompass

Our school is also part of the Operation Encompass project. The project is run in partnership with both South Tyneside Council and Northumbria Police.



The project commenced in January 2016. It aims to support children who are affected by Domestic Abuse. Witnessing domestic abuse is really distressing for a young person, who can often see the abuse, hear it from another room, see a parent's injuries or distress afterwards or be physically hurt trying to stop the abuse.

As a result, following any domestic abuse incident being reported into Northumbria Police, specialist Police Officers will make contact with Children's Social Care who will then communicate relevant and necessary information to nominated school staff. This will ensure that the school is made aware at the earliest possible opportunity and can subsequently provide support to children, in a way that means they feel safe and listened to.

Each school has a member of staff (key adult) who has been fully trained to liaise with the Police and Social Services, when required, and will ensure that necessary support is made available to the child following the disclosure of a domestic abuse incident. This project demonstrates our school's commitment to working in partnership, to safeguard and protect children, and to providing the best possible care and support for our pupils.

CPOMS

We use a system called CPOMS. CPOMS is a secure, online system to record and monitor child protection, safeguarding and pastoral and welfare issues. This system allows senior leaders to ensure that students are safe and fully supported.

E-Safety

The e-safety of our children is extremely important!

Experience has shown that this affects all of our children regardless of age. Within school there are e-safety rules and acceptable use policies that must be followed by all children and staff. This is regularly promoted in ICT lessons and through whole school assemblies. The school's network has a very effective firewall in place, which ensures no child can inadvertently access inappropriate material. Any breach of this is immediately reported and dealt with. There is a wealth of information on our school website that will give you detailed information about how e-safety is addressed in school and also how you can keep your children safe when using technology at home. The school's designated e-safety officer is the Head Teacher, Mrs Garr.

Car Parking Arrangements

Please keep the area around the school safe!

Our car park is for staff only. We respectfully ask parents not to park in our car park, this is to avoid the risk of children being hurt by moving vehicles. Please be mindful of our neighbours when parking on the surrounding street. The Police are constantly monitoring traffic congestion and owners of cars parked illegally or cars blocking public footpaths will be fined.

Bikes and Scooters

We encourage children to ride their bikes and scooters to school, however, it is essential that parents and children ensure that they are securely locked in the bike shed and not used on the school playground as this area is very busy and there is a risk of accidents.

Lunchtime Arrangements

All pupils are encouraged to stay for a school lunch. Children who stay for school lunch are supervised by the supervisory assistants during the lunchtime period.

Menus are provided on a 2-week rota and are changed twice a year. Parents are encouraged to talk to their child about the menu choices to make decisions easier at lunchtime.

EYFS and KS1: All children in Reception, Year 1 and Year 2 are entitled to a free school meal. However, if you receive Income support or income based job seekers allowance it is important that you complete the free school meals form. Your child may be entitled to Pupil Premium money to support their progress in school. If the form is not complete the money will not be in the school budget to further support your child. If you feel you might be eligible please complete the application form and the school office will process the information.

Parent Pay

Parent Pay is a secure, cashless system and very easy for parents to create an account. Our parents find it very easy and convenient to use. It offers you the freedom to make payments whenever and wherever you like, 24 hours a day, 7 days a week - safe in the knowledge that the technology used is of the highest internet security available. You will have a secure online account, activated using a unique username and password.

The school collects payments for School Meals. Breakfast Club, Trips and more using Parent Pay.

Arrivals and collections

Procedures for dropping off and collecting children

The layout of the school is such that we need to be particularly vigilant about security and the safety of our children and staff. Every adult who enters school needs to be signed in by the school office. This is to check their identification and to ensure we maintain rigorous safeguarding procedures.

Our school day starts 8:45am for KS1 and 8:30am for KS2.

Foundation Stage

Children in Reception enter the classrooms via the small yard behind the Reception classrooms. Staff will open the doors at 8:45am. Parents should say goodbye to the children at the door. The classroom is the children's space and should be respected as such. There will always be staff in the classroom to support children to hang up their coats and bags. Staff will support children who are struggling to settle.

At the end of the day children in Reception are dismissed from their classroom door, which opens in to the Reception garden. We operate a password system in Reception. This password is set by parents. In the event of a different responsible adult* other than yourself or any other regular person collecting your child a password will be needed.

Please ensure that you have given the EYFS lead your password and that the nominated person is aware that they will be asked. In the event the adult does not know the password, we will not be able to send your child home with them and we will telephone you to make further arrangements.

Key Stage 1

Children line up at their gates at 8:45am. The class teacher will greet the children in the line and walk them to the classroom.

At the end of the day children will be dismissed from their classroom door. Parents should ensure they can be clearly seen by staff and their child but should not block the doorways or other exit points.

All children in Key Stage One must be collected by a responsible adult*.

Parents must complete a form at the start of the year to notify school who is able to collect their child. If another adult, other than the parent or carer, is collecting your child please let a member of staff know. We may telephone you to ensure we have permission to release your child.

Key Stage 2

Children line up at their gates at 8:30am. Teachers will meet the children there and walk them to their classrooms.

At the end of the day KS2 children will be dismissed from their classrooms. Parent's must complete a form to say which responsible adult* is able to collect their child or if children.

Children in Year 5 and Year 6 are allowed to walk home independently. Parents must complete a permission form before children can walk home by themselves.

Children not in year 5 or 6 are NOT permitted to walk home alone.

Older Primary aged children should not be allowed to bring their younger siblings to school or to take them home unaccompanied by a responsible adult*

*Please note 'a **responsible adult**' is someone the parent deems able to ensure the safety and well-being of their child or children. This person **MUST** be over the age of 16.

Children leaving the premises during the day

If you need to collect your child at any point during the school day you must report to the main office. Your child will then be signed out when you collect them. It is essential we know where all children are in case of a fire alarm.

At lunchtime, children who are going home for lunch will leave and be returned to the main office.

As we have more and more after school clubs running there is a need to secure the premises as soon as is possible at the end of the school day. Therefore, once you have collected your child please leave the school premises promptly. This will enable the caretaker to secure the outdoor areas of the school promptly.

Attendance Information

We endeavour to reach at least National expectations with regards to attendance which is 96%. This is monitored weekly in celebration assembly and displayed in the hall.

We monitor attendance daily and your child will receive a phone call on their first day of absence if you have not contacted the school. If attendance is regularly unauthorised this may lead to the Local Authority issuing a fine.

We monitor class attendance weekly in celebration assembly and celebrate successes. We also celebrate punctuality and excellent attendance weekly with our initiative 'STRIVE for FIVE'. We hope to foster a culture of all children attending school every day of the week and arriving on time. At the end of the year, those children who have 100% attendance for the whole year, will be rewarded with a prize.

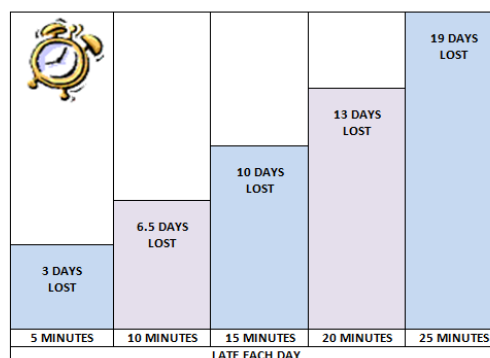
Late: If you arrive to school after the start of the school day, you must bring your child to the main entrance and register them at the office. This is for registration and school meals. Adults bringing children to school late will be asked to record a reason for their child's late arrival. Once registered at the office, children will be taken to their class by a member of the school staff, parents and other adults are not permitted in to the school building during lesson time. If your child is late on a regular basis this could also lead to a fine being imposed by the Local Authority.

Please contact school if you have any issues with getting your child to school on time. We will try to assist in any way we can.

Lateness = Lost Learning

If you are 5 minutes late every day that adds up to over 3 days lost each year.

15 minutes late every day is the same as being absent for 2 weeks in a year.



Absence: If your child is ill, please ring the school office before 9 o'clock on the first day of absence, so that we can update the registers as an authorised absence.

The school office may ring if your child is absent and we have not received a call or if your child has been absent for several days to find out how they are.

If we have not received a phone call or have not been able to contact you, your child will be recorded as having an unauthorised absence.

High levels of unauthorised absence can result in a fine being imposed by the Local Authority.

Medical Information



We have several qualified First Aiders on the staff and in the case of your child becoming ill or having an accident we will contact you immediately. We ask all parents to provide us with an emergency contact number so that they can be notified in such circumstances.

If children are ill, please keep them at home until they are well or their doctor says they can return to school. This is particularly important in the case of infectious diseases. Information on the NHS website gives a guide to the exclusion periods for different periods.

<http://www.nhs.uk/Livewell/Yourchildatschool/Pages/Illness.aspx>

We ask that you do not send medicines or tablets into school. However, you or a nominated responsible person may come to school to administer these at lunch-times or playtimes if it is necessary to do so.

In the case of a child having a more serious complaint such as epilepsy, diabetes or asthma the appropriate amount of medicine or an inhale **must** be kept in school. It is essential that you speak to the class teacher and or head so that we can put an appropriate care plan in to place.

In the instance of medicines needing to be administered within school time the 'Medicines Form' **MUST** be completed and handed in to the office. Forms are available at the main office. We can only administer medically prescribed medicines.

Money Matters

Charging Policy

There are no compulsory charges for any aspect of the main school curriculum. However, the principle of asking for voluntary contributions will continue. It should be recognised that some activities which enhance the curriculum process cannot continue without these funds.

Visits, which often enhance pupils' school experience, can only be planned on the basis that parents will make necessary contributions.

Parents are entitled to know in advance likely expenses involved during the school year. They should also be reassured that in genuine financial hardship the school will endeavour to see that pupils are able to participate in most activities. Parents are asked to contact the Head Teacher directly where the case will be dealt with in total confidence.

Fund Raising

Please help us with our fundraising efforts. The school fund pays for all those extra things that we would otherwise be unable to afford.

Raising Money for Charities

Each year we usually hold a number of events to raise money for charities for example Red Nose Day and Children in Need.



Assessments

Assessment is an integral part of the teaching and learning process and is the tool which aids planning of work for the children. Alongside the continual teacher assessments, the children have more formal assessments which occur each year throughout their school life.

Year group	Assessment procedure
Reception	Baseline assessment End of Year assessment and reporting
Year One	Phonics test Regular teacher assessment Regular in school tests
Year 2	National Literacy and Numeracy assessments National Grammar, Spelling and Punctuation test Science teacher assessment reported Regular teacher assessment Regular in school tests
Year 3,4,5	Regular in school tests Regular teacher assessment
Year 6	National Literacy and Numeracy assessments National Grammar, Spelling and Punctuation test Science teacher assessment reported (some sample Science tests) Regular teacher assessment Regular in school tests

The Government no longer report in levels. You will be told if your child is

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth towards the expected standard

(If you need any further clarification on this matter please speak to a member of staff).

School and the local Community

Links with ASDA

Asda supports the school whenever possible. The school and PTA have a good relationship with our local Community Life Colleague.



Local Library

Reading is a fundamental part of learning and we are passionate about developing each child as a reader by giving them access to a range of genres of reading books. Children in our school regularly visit the library to enable them to do this.

Feeder Schools

The school has established links with its feeder schools. Staff and pupils work together on a range of projects throughout the year and this helps aid a smooth transition between different phases of children's education.

Community Police

We recognise the role the police play in our society and are committed to developing strong relationships with them within school. They regularly come to assembly to present a Citizenship award, they talk to the children about safety and bullying and every year they take part in a school football match. It is our aim to further develop this role to promote a positive image of policing in our society.

School and Parent Partnership

Education is much more effective when there are close links and co-operation between home and school. We recognise parents as co-educators and believe that by working together we will achieve the best possible education for your child. We have an 'Open Door' policy, seeing our role as a partnership based on mutual trust and respect for your child. Our aim is to involve parents and community in the learning process and life of the school in order for the children to reach their full potential and to have the best possible support during their school career.



Local Church

At West Boldon Primary we are lucky to have close links with our local church, St Nicholas. The children get opportunities to visit the church as part of the curriculum and also to celebrate events, such as Christmas. The church also come into school to deliver assemblies

to the children. Rev Paul Baker, who is also a school governor, plays an active role, working with the school and liaising with the RE subject lead.



Keeping in touch

The Head Teacher and staff are pleased to meet parents to discuss any problems should the need arise.

Class teachers prefer to meet parents after school, usually by arrangement through the school office. Teachers are not usually available after school on a Wednesday as they are involved in staff training.

The Head Teacher is usually available at the commencement of each day when welcoming children/parents into school. Parents who wish to discuss matters of a private nature with the Head Teacher are always encouraged to do so and appointments can be made if the Head Teacher is not readily available.

As a school we feel that it is vitally important to develop parental links and create as many opportunities as possible to involve parents in the life of the school.

- We hold regular events in school to celebrate special events and learning.
- We hold parent's nights bi-annually.
- Our website, Instagram and Facebook pages are regularly updated with events and activities in school.
- Class DoJo is also a platform used to communicate messages. This might be whole school news or conversations between parents and class teachers.

General Information

Sources of General School Information

- Our school website www.west-boldon.co.uk contains a wealth of information about school life, including important information for parents and fun educational activities for pupils.
- Our Facebook page - West Boldon Primary - is regularly updated with news and events.
- ClassDojo
- Letters are sent home
- To discuss a specific issue, about your child, with their teacher, please contact the school office to make an appointment. (0191 5362846)

Information on Your Child's Progress

- Children with special educational needs have an individual education plan that is reviewed on a regular basis. Parents are invited in to school for each review.
- Parent Consultation events are held three times a year. Information is given about children's progress and achievement in core subjects and how they are coping more generally.
- Every child receives an annual written report at the end of the Summer Term. Parents are given the opportunity to discuss the report with the class teacher, before the end of the school year.
- Parents of children in Years 2 and 6 will also receive school and national test results.

Homework

All children are encouraged to read regularly and benefit greatly from practising their reading at home. They each have a Reading Record booklet and parents are encouraged to comment on their child's reading progress.

We ask that you support your children to read at home with adults at least 3 times per week. We understand that time with your children at home is precious, however in order that children make good progress in their reading and spelling it is essential that they practise these skills regularly and often at home.

Reading scheme books are changed weekly. However, it is essential that reading diaries are signed the minimum of three times for books to be changed. If a child returns their reading diary with 3 signatures, they will receive a sticker on their reward bookmark. If they are awarded 10 stickers in a term they receive a special prize!

School Policies

A range of policies and information are available for parents to read and can be accessed via the school website www.west-boldon.co.uk These include:

- E-safety Policy
- Equality and Diversity policy
- Complaints policy
- Admissions Policy
- Behaviour Policy

We do encourage you to read the following:

- This School Prospectus
- The latest OFSTED Report

Freedom of Information Act 2000

The Governors of the school have published a Scheme under the above Act laying out what information is published by the school and how it may be obtained. A copy of this Scheme is available from the school.

West Boldon Primary School is committed to ensuring the security and protection of the personal information that we process, and to provide a compliant and consistent approach to data protection

We have created a GDPR Compliance Statement to explain our approach to implementing our GDPR compliance program. It describes the implementation of our data protection roles, policies, procedures, controls and measures to ensure ongoing compliance with GDPR

Our GDPR Principles

We take the privacy and security of individuals and their personal information very seriously. Our principles for processing personal information are:

- We will process all personal information fairly and lawfully
- We will only process personal information for specified and lawful purposes
- Where practical, we will keep personal information up to date
- We will not keep personal information for longer than necessary

A Legal Statement about this Handbook

The information supplied in this document is in accordance with information at present available to the Governors and is believed to be correct as at the date of printing. In

particular, nothing herein prejudices the right of the Education Committee or any of its Sub-Committees, or the Governors, or the Head of the School to make any decision relating to the school as it sees fit, without regard to whether this will affect the accuracy of any matters contained in this publication. Further, neither the Governors, nor the school, nor the Education Authority, nor any members of the Authority or the school is legally responsible for any erroneous information contained in this document.

