

St Stephen's CE Primary School



School Prospectus 2018-19

With God's help, we love, listen and learn together to be the best we can be!

ST. STEPHEN'S C E PRIMARY SCHOOL
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TAMESIDE
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Headteacher: John Shelton

Dear Parents, Carers and Children,

Thank you so much for taking the time to find out more about our school family here at St. Stephen's. As you read this booklet together, I hope you get a flavour of the rich and varied learning opportunities which await your child.

Our Christian values run through our school like a 'golden thread' and enable us to appreciate the unique and precious qualities of every child in our care - our staff will work tirelessly to realise their massive potential. In this noble endeavour, we are always grateful for your help, co-operation and support, understanding that no-one knows your child as well as you. When we will all work in partnership – the child, the school and the home – incredible things can happen!

I am really looking forward to meeting you and hope you can come and visit to experience this amazing school for yourself! In the meantime, should you have any queries or questions, myself and all the staff will be happy to help.

We hope you will join us on this exciting journey!

Yours sincerely,

A handwritten signature in black ink, appearing to read 'John S W Shelton', with a long horizontal line extending to the right.

John S W Shelton
Headteacher

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ABOUT OUR SCHOOL

The main buildings of our school date back to 1863 when the school opened and was then known as Audenshaw National School. Since that time the school has changed its name to St. Stephen's C.E. Primary School then to Audenshaw C.E. Primary School and finally back to St. Stephen's C.E. Primary School.

A feature that has not changed, however, throughout the school's long history is the strong ties between St Stephen's Church and the school. St. Stephen's C.E. Primary School is a Church of England Voluntary Aided Primary School for children aged 5 to 11 years. This means that in addition to local and central government support we depend, to some extent, on support from St Stephen's Church. The Vicar, Rev. R. Dixon, visits school for an assembly with the junior and infant children every week. On special occasions, such as at Christmas, Harvest and Easter times and also for our Year 6 leavers at the end of the school year, we celebrate in St. Stephen's Church.

ETHOS

The close association with the Church, and the Christian commitment of its staff, have given the school a caring, family atmosphere which children and parents enjoy. The ethos of the school is of a family learning together and enables us all to value each other as individuals and the contribution each individual can make to the school. An emphasis is also given to politeness and consideration for others both in school and the local community. Children are introduced to Christian values, which are reinforced throughout the whole school environment.

MISSION STATEMENT

With God's help, we love, listen and learn together to be the best we can be!

PARENTAL RIGHTS OF WITHDRAWAL

Parents have the right to withdraw their children from Collective Acts of Worship and religious education lessons. Since we feel that religious education and worship in our school is a vital part of maintaining a particular view of and context for education, it is reasonable to request that parents discuss their position with the Headteacher. **There is, however, no legal obligation on parents to do so.** Any suggestions that a place at our school was conditional on the child's attendance at worship would be an infringement of parents' legal rights.

AIMS OF THE SCHOOL

As a Church school we aim:

- To develop a spiritual and moral awareness based on the Christian ethic of treating others in the way that a caring family cares for each other.
- To foster fundamental skills, attitudes and discipline in order that each child is equipped academically, socially, spiritually, physically and morally to fulfil her/his own personal potential.
- To enable children to develop self-esteem and a sense of their own self worth.
- To help children to learn that courtesy, good manners and consideration for others and their property are important qualities.
- To work as closely as possible with parents and carers in the belief that a home/school partnership is essential for the school to succeed in offering the best possible education for our children.

- To encourage a respect for differences among people and between cultures.
- To encourage and suitably reward individual effort and achievement.
- To encourage children to develop their own particular interests, both during and after school hours in order that they make the best use of their talents and leisure time.

EQUAL OPPORTUNITIES

At St. Stephen's everyone is equally valued and given equal opportunities in all aspects of school life, regardless of gender, ethnic origin, religious beliefs or disability.

ADMISSIONS

St. Stephen's C. E. Primary can accommodate a total of 210 children. The planned intake into the Reception class each year is a maximum of 30.

A child with a statement of Special Educational Needs, where the statement names the school, will receive a place in our Reception class.

If more than thirty applications are received, our school governors will use the following admissions criteria to rank in order of priority those children to be admitted into the Reception class:

- 1. Looked after children and previously looked after children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).**
- 2. Children of armed services personnel where school is notified that they will be moving into the area.**
- 3. Regular attendance at St. Stephen's Church or Sunday School with written acknowledgement in the form of a letter signed by the incumbent.**

Note: Regular attendance (at least twice per month) over a six month period of either the child's parent(s)/carer(s) or the child him/herself at St. Stephen's Church or the Church's Sunday children's activities.

- 4. Siblings who are living in the same household as brothers and/or sisters attending St. Stephen's C.E. Primary School at time of admission.**

Note: A sibling is defined as a brother or sister, or step-brother or step-sister or foster child living at the same address as the child for whom application is being made. Sibling priority will not be given where the brother/sister or step-brother/step-sister or foster child lives at a different address to the child for whom application is being made. No sibling priority is given to cousins regardless of their address. Where there are children of multiple births wishing to be admitted and the sibling(s) is the 30th child, the governors may admit over the infant class requirement if it is possible to do so. The governors will consult with the Local Authority and the parents to consider whether all the siblings can be offered a place at the same alternative school (which may not be a preference school named on the CAF) or whether the parents can be offered places at two or more schools with a view to the parents deciding which child will take up which offered place.

- 5. Regular attendance at another Christian Church or place of worship with written acknowledgement in the form of a letter signed by the minister or leader.**

Note: Regular attendance (at least twice per month) over a six month period of either the child's parent(s)/carer(s) or the child him/herself at another Christian Church or their Sunday children's activities.

- 6. Exceptional educational, medical or family reasons.**

Note: Written evidence must be provided by a suitably qualified professional – e.g. a G.P. or consultant for medical needs, or a social worker for social needs – that confirms that the child has an exceptional need which means that admission to a particular school is essential. A panel of governors from St. Stephen's C.E. Primary School will make a decision whether to admit a child under this criterion, using the evidence provided. All information provided will be treated in the strictest confidence.

- 7. All other children will be considered on the grounds of distance from home to school.**

Note: The address from which distance will be measured will be the permanent residential address, at the time of the application, of the parent. Where a child lives with parents with shared responsibility, each for part of a week, the home address is the address from which the child travels to school for the majority of school days per week. If the number of days is exactly equal, the home address will be that of the parent who receives the Child Benefit. Distance will be measured as a straight line from the central point of the house to the main entrance to the school property

using the Local Authority's data mapping software. In the case of flats, the central point of the block will be used to measure distance. In the event of distances being the same for 2 or more applications where this distance would be the last place(s) to be allocated, a random lottery will be implemented between the applications where the distance is the same. The random lottery will be carried out in a public place. All the names will be entered into a hat and the required number of names will be drawn out.

ARRANGEMENTS FOR PARENTS TO VISIT SCHOOL

Any parent or carer who wishes to visit school for the first time, please phone **0161 330 3818** to make an appointment.

Parents are welcome in school at all times. If you have any anxieties whatsoever please arrange to see the classteacher as soon as possible. It may not be possible to discuss any issues during school session times, in which case please make arrangements with the classteacher or Headteacher for a mutually convenient time.

TRANSFER TO ANOTHER SCHOOL

Please let us know as soon as possible if your child is leaving St. Stephen's. We will give you a transfer form to take to the new school and pass on your child's records when we know that he/she has been admitted.

TRANSFER TO SECONDARY SCHOOL

At the end of Year 6, your child will transfer to a secondary school. In the autumn term prior to transfer you will receive information from the Local Authority (LA) and you will be asked to state a preference for a specific high school in Tameside.

ATTENDANCE AND PUNCTUALITY

Children should arrive in time for registration at the beginning of the morning session and the beginning of the afternoon session. Lateness disrupts a child's learning and that of the other children in the class. Children are considered late, and a record is kept of this, if they are not in their classroom for registration. Registers are closed 30 minutes after the start of the morning and afternoon sessions and children who arrive after that time without a valid explanation are counted as an unauthorised absence. We will always discuss frequent lateness with parents and, if it continues, we will refer the matter to the Educational Welfare Officer. Children who arrive late should come to the office in order to be marked into the register. Please remember that we would rather have your child in school late than not at all.

If your child is absent, even for only one day, please telephone school to inform us of the reason before 10.00 a.m. After 10.00 a.m. school will telephone or write to parents/carers to try to establish the reason(s) for a child's absence. If a child is absent, parents will be contacted daily until their return. An absence of longer than five days requires a medical note from the doctor. **The Headteacher can no longer authorise absences for holidays during term-time.** All concerns which school has over a child's absence will be reported to the Educational Welfare Officer who may decide to make a home visit. A note is also required before a child leaves the premises during school hours and in such cases we ask that the child is collected by a parent, or the parent's representative, who should report to the school office.

Please let us know in advance if your child has a dental or medical appointment, so that attendance marks may be given and arrangements for school lunch made if necessary.

When a pupil is absent from school we are required to determine whether the absence is authorised (which means absence is due to illness, unforeseen family circumstances or for religious celebration etc) or unauthorised (which means that there is no real reason for absence). All schools are required to send attendance returns to the DfE

(Department for Education) informing the Department of the number of school sessions, the number of authorised absences and the number of unauthorised absences.

The overall attendance target set for 2017/18 is 96.5%.

Children are not allowed to leave school during school hours for appointments unless collected by an adult, or unless a letter has been received or a prior arrangement made stating that the child must leave school and stating the nature and time of the appointment.

HOLIDAYS IN TERM TIME

The Headteacher can no longer authorise holidays during term-time as the government has determined that these are now not allowed.

Penalty Notices for Non- school attendance – Information Letter

Section 444(A) of the Education Act 1996 empowers the local authority to issue Penalty Notices in cases of unauthorised absence from school. This means that when a pupil has unauthorised absence of 10 sessions (5 days) or more, in any term (where no acceptable reason has been given for the absence) or if their child persistently arrives late for school after the close of registration, their parents or carers may receive a Penalty Notice of £120, which is reduced to £60 if paid within 21 days. The penalty notice will need to be paid in full before 28 days of the notice being served. Failure to pay a penalty notice may result in prosecution.

In law, an offence is committed if a parent or carer fails to secure a child's regular attendance at school. Tameside Education Welfare Service, in conjunction with schools and Greater Manchester Police, will use these powers as an early deterrent to prevent patterns of unauthorised absence developing.

Parents may also receive a Penalty Notice without a warning letter for the offence of failing to secure regular school attendance under the following circumstances:

- Their child is stopped on a truancy sweep more than once
- They go on holiday in term time without school's permission
- The child fails to return to school following a fixed term exclusion

The Education and Inspections Act 2006 also makes it an offence if a parent fails to ensure that their child is not in a public place during the first 5 days of a fixed term or permanent exclusion. Penalty Notices may be issued for such an offence.

The Local Authority and schools are committed to providing the best possible future for your child. If you have concerns about your child's attendance at school or if you are experiencing any difficulties, please contact your school and ask for help.

Absence which has not been previously approved will be categorized as unauthorized.

Please be aware that for pupils with unauthorised absence from school (ie. any absence that the school has not given permission for) their parents/carers may, under the Anti-Social Behaviour Act of 2003, be subject to a Fixed Penalty Notice resulting in a fine of either £50 or £100.

CLOTHING

To promote smart appearance and a sense of belonging to our school, we actively encourage the wearing of a school uniform. Our school uniform is very simple.

Boys wear: white shirt or yellow polo shirt, grey/black trousers, royal blue jumper or sweatshirt.
Girls wear: white blouse or yellow polo shirt, grey/black skirt, pinafore dress or trousers, royal blue jumper, cardigan or sweatshirt.

Royal blue sweatshirts, royal blue cardigans and yellow polo shirts with our logo may be bought from the school office. We also sell royal blue fleece jackets (optional) with the school logo.

Please make sure that your child's clothing is marked with his/her name in order to avoid upset and confusion.

Jewellery is not allowed apart from one pair of stud earrings and a watch. Children should not bring expensive property or loose money to school. The school is **not** responsible for any property that is damaged, lost or stolen.

All children should be provided with a sunhat when the weather is very hot.

SCHOOL TIMES

School starts at 9.00 a.m.

The security gate at the side of school will be opened at 8.50 a.m. Pupils may then walk into their classes.

Morning playtime: 10.30 a.m. – 10.45 a.m. Y1, Y2, Y3
10.45 a.m. – 11.00 a.m. Y4, Y5, Y6

Lunchtime: Juniors 12.00 noon – 12.45 p.m.
(Year 3: 12.15pm – 1.00 p.m.)

Infants 12.15 p.m. – 1.15 p.m.

School closes at 3.00 p.m.

Please make every effort to ensure that your child arrives on time at the beginning of the school day.

HOME/SCHOOL AGREEMENTS

It is government policy to establish home/school agreements, which contribute to an effective partnership between home and school. Our home/school agreement sets out the rights and responsibilities of the school, the parents and the children. Parents and children are asked to sign a home/school agreement at the beginning of each academic year.

FRIENDS AND FAMILIES FOR FUN – FRIENDS ASSOCIATION

The main aim of the Friends Association is to raise funds for the benefit of the school. The Association organises a number of fund-raising activities and social events throughout the year. Membership is open to all parents who have children at St. Stephen's C.E. Primary School and to any other 'friend' of the school. The Association provides a valuable support to the quality of educational provision at our school.

Any person who would like to get involved should contact school, or one of the committee members. The Annual General Meeting of the Association is usually held in the autumn term.

PUPILS' WELFARE

If the school receives no explanation for your child's absence, it is recorded as an unauthorised absence. We try to follow up unreported absences as soon as we can in order to address possible child protection issues. Absences, which follow a pattern are noted and referred to the Educational Welfare Officer (EWO), who may call on you at home to discuss the matter. The EWO can help with other problems concerning children's welfare.

Educational Welfare Officer - Mrs. J. Kinsey

Please contact her through the School Office or at:

Education Welfare Service
Shirley House
5 Oldham Street
Hyde
SK14 1LJ

Educational Psychologist - Ms L. Quinn

School Nursing Team

Please contact them through the School Office or at:

Guide Lane Health Clinic.
Water Street,
Guide Lane,
AUDENSHAW.
Telephone 0161 330 7637

SECURITY AND SAFETY

We are very conscious of the safety of the children in school. The security gates at the side of school will be closed at 9.00 a.m. each morning and remain closed until 5 minutes before home time. There is no longer a crossing patrol warden on duty each day outside school on Audenshaw Road. Please ensure that the crossings outside the Boundary pub are used to cross the road for you own safety and that of your children. If you are bringing children to school by car, please remember that it is illegal to park outside school on the yellow road markings between 8.00 a.m. and 5.00 p.m. during weekdays.

SCHOOL MEALS

All children in Reception, Year 1 and Year 2 are entitled to a free school meal. However, if you are ALREADY entitled to free school meals, please fill out an application on line anyway, as the school then receives extra funding. Children may have a school meal, bring a packed lunch or go home for their lunch. If a child is staying for dinner, it would be helpful if you could send the money on Monday morning in an envelope with the child's name, class and amount clearly marked on it. If you think you are entitled to free school meals, please contact Mrs Bancroft, the School Secretary. If you wish your child to change from a school meal to a packed lunch, please give at least two weeks notice.

HOMEWORK

We hope that you will encourage and support your child at home in every way. Your interest and involvement in all aspects of your child's school life, right from the beginning, gives him/her the best possible start and helps to create the right attitude to learning.

All children are expected to read the amount set by their class teachers at home each day. It is hoped that you will assist by listening to your child and giving help and encouragement where necessary. We do emphasise the

importance of reading in school. In addition the school has a policy for homework that is aimed at supporting and reinforcing the work children are involved in at school. A copy of our homework policy is available at the school office. It is felt that homework will help your child make further progress with their schoolwork and also prepare them for the homework they will receive when they transfer to high school at age 11.

Children in the Junior classes are able to attend an after school Homework Club held in school on Tuesdays from 3.00 p.m. to 3.45 p.m.

MEDICAL CARE

Regular medical checks are carried out in school and help and advice on medical matters can be obtained from the School Nurse by appointment.

Cuts and bruises from accidents or boisterous play are dealt with in school and you will be advised if your child has had a head injury. If a child needs hospital treatment it is important that we can get in touch with you. We ask every parent to complete an emergency form giving essential details of telephone contact numbers, medical problems and the name of a responsible person whom we can contact, if in the event we cannot contact you. It is essential that we have up-to-date telephone numbers where parents can be contacted if necessary.

A register is kept in school of all children who are asthmatic. The register is updated at the beginning of each school year. Where a child has asthma and needs to use an inhaler, please ensure that the inhaler is clearly marked with his/her name and is always available in school.

Parents/Carers should inform school if their child is allergic to plasters.

Guidelines for exclusion due to the most common infectious diseases.

Measles	7 days from onset of rash
Rubella	7 days from the onset of rash
Mumps	7 days after swelling subsides
Chickenpox	6 days from onset of rash
Whooping Cough	21 day from onset of cough

The School Nurse visits school regularly to test eyesight and hearing and to attend to any other physical problems, which may arise. Routine medical examinations are carried out throughout the year. Where there is concern about a child's health or development, progress is monitored on a more regular basis. School nurses no longer carry out hair inspections. **Please check your child's hair frequently for signs of nits or head lice.** School will be pleased to advise you if treatment is necessary.

CHILD PROTECTION

Schools have an important part to play in the detection and prevention of child abuse. Parents should be aware, therefore, that where it appears to a member of the school staff that a child has been abused, the school is **required by Law** to report the matter to the Social Services Department or the National Society for the Prevention of Cruelty to Children immediately. Consequently, in such situations, it is likely that a Social Worker will contact parents, not the school. This requirement forms part of the Local Authority's procedures for dealing with child abuse and is not a matter for the discretion of individual headteacher or members of the school staff.

Child Protection Policy Statement

St Stephen's CE Primary School adheres to the principles outlined in the Children's Act 1989, believing that all children have a right to be protected from abuse. All members of staff have a responsibility to be aware of the procedures to be followed in cases of suspected child abuse. Staff in regular contact with children are well placed to notice signs of physical, sexual or emotional abuse, neglect, behavioural change or failure to develop as expected. If a member of staff suspects a child may be at risk or hears a disclosure from a child, the Headteacher (Child Protection Officer) will be informed. The member of staff will then be asked to complete a recording form if they have not already done so to provide an accurate account of any discussions or observations regarding the child concerned. Any records are then passed to the Headteacher as they are confidential documents and are kept in a locked Child Protection File.

The Headteacher is LEGALLY BOUND to inform Social Services of any concerns that she has.

A COPY OF OUR CHILD PROTECTION POLICY CAN BE GIVEN UPON REQUEST AND IS AVAILABLE ON THE WEBSITE.

THE GOVERNING BODY

The Governing Body is made up of Church members, Local Education Authority Representatives, Staff Governor, Headteacher and Parent Governors.

The Governing Body meets at least once a term and has responsibility for the overall management of the school. At the time of re-election of the Governing Body, parents will be informed and are given the opportunity to elect their representative.

Members of the Governing Body of St. Stephen's C.E. Primary School, are as follows:-

Chair of Governors:	Rev R Dixon
Headteacher:	John Shelton
Vicar (ex-officio):	Rev. R. Dixon

Foundation Governors: (appointed by the Church Council)

Andy Palmer
Beth Lindemann
Susan Edwards

Appointed by Manchester Diocesan Board of Education

Vacancy

Appointed by the staff

Kathrine Chow

Appointed by the parents

Vicky Lambert
Jayne Bousie

Appointed by Thameside Local Authority

Sue Pike

Clerk of Governors

Alison O'Connor

GOOD BEHAVIOUR

What We Mean By Good Behaviour:

We have agreed that good behaviour means that everyone in school is:

- Careful and kind
- Polite and friendly
- Helpful to each other
- Have excellent behaviour for learning (e.g. – be team-workers, show resilience, be reflective learners, participate well, become self-managers, be resourceful thinkers, show independence in their learning).
- Following our school rules

The Benefits Of Good Behaviour In Our School

At St. Stephen's C.E. Primary School, we believe that, because staff, pupils and parents value good social behaviour:

CHILDREN

- Learn what good behaviour means
- Learn to care for one another
- Learn the value of friendship
- Develop self-confidence
- Do as well as possible in their school work

TEACHERS

- Teach effectively with few behaviour problems
- Try to meet the needs of all pupils
- Make positive contacts with all parents

PARENTS

- Are valued as partners with the school in developing effective school behaviour
- Know that their children will receive support when they need it
- Feel welcome in school to discuss their children's progress in a positive atmosphere

Agreed School Rules

Our school rules have been devised by pupils and staff and are as follows:

1. We always do what an adult asks first time
2. We are polite and caring
3. We do not hurt others
4. We walk quietly and sensibly around school
5. We take care of our own things and those of others

We expect our school rules to be followed throughout the school day including lunchtimes when the Midday Assistants are responsible for the children. Any partner agency delivering extended services on the school site will be expected to follow our school rules.

What Happens When A Child Misbehaves?

To provide a consistent approach to consequences and to ensure that all children can see a fair approach, a 'BUILDING BLOCK' of consequences will be used.

Children will learn about the 'Golden Rules' – the rules of the class which will be agreed upon during the first week. All children are expected to keep to those rules and will understand that they have a **choice** as to whether or not they keep their rules. It is a child's choice – so if they choose to break the rules, s/he has chosen to accept the consequences.

For some children, breaking the rules is rare and it may be that the adult needs just to have a quiet word and the child will be fine. However, some children may break a rule on a number of occasions during a morning or afternoon, in which case, staff will keep to the following consequences:

Number of instances of poor behaviour during lessons	<u>A Building Block of Consequences</u>
1	Non-Verbal communication from adult
2	Adult to show examples of good peer behaviour
3	A reminder of the importance of good behaviour from the adult
4	Name on the board. Child sits away from others for rest of the lesson
5	Tick after name. Two-minute chat at playtime/lunchtime and loss of Golden Time begins.
6	Time out in another class (no longer than 15 minutes) Teacher will then phone/speak to parents at hometime
7	Child sent to Headteacher
8	Headteacher phones for parental interview. Child works in another class or in Headteacher's office.
9	If no improvement, child may be put on blue report for 1 week. Parents will be called in to see Headteacher.
10	If no improvement, child will be put on green report for 1 week. Parents will be spoken with after the second week.
11	Child will be put on red report for one week. If no improvement, the child will receive a short-term exclusion.
SEVERE CLAUSE	In the event of a child threatening or actually harming him/herself or others OR if a child's behaviour is preventing the teacher from teaching and the other children from learning, then the Headteacher will be sent for to take the child out of the classroom. Parents will be called and a decision made as to further action which may or may not include the possibility of a fixed-term exclusion or permanent exclusion.

It is very rare that a child gets beyond point 6. Most children acquiesce and revert back to good behaviour. However, children who continuously break rules will be sent to the Headteacher and parents may be contacted.

This building block will be displayed in classrooms, alongside the list of rewards that we offer for good behaviour. A copy of sanctions and rewards will be sent to parents/carers.

Lunchtime Incidents

1. Verbal Warning
2. Pupil removed from play for 5 minutes
3. Pupil removed from play for 10 minutes
4. Teacher intervention requested – pupil removed
5. Headteacher informed

Persistent Disruptive Behaviour/Persistent Breaking of Rules

- Teachers may contact parents at any time where repeated patterns of unacceptable behaviour are noted.
- Parents/Carers will be asked to come and talk to the teacher, and, if necessary, a member of the Senior Leadership Team.
- It is an expectation of school, that, in the case of a child showing persistent disruptive behaviour, parents will be supportive of the school and work with the school to bring about change in that behaviour.
- It should be noted that racist, sexist, homophobic and other forms of abuse will not be tolerated and any instances of this behaviour will be taken very seriously and dealt with by the Headteacher.

The Headteacher may decide to:

- a. Put the child on a daily or weekly report
- b. After consultation with parents, refer the child to an outside agency such as the Educational Psychology Service
- c. In extreme cases of unacceptable behaviour, exclude the child from school at lunchtime, if appropriate, or for a fixed period of time (up to 45 days per year) or permanently

Other special individual behaviour strategies may be used to support some children

Rewards that we give for good behaviour

- 45 minutes of Golden Time each week .
- Smiles
- Praise
- Hugs
- Stickers
- Written comments
- Team points
- Certificates
- Awards in Sunshine Assembly
- Headteacher's Award
- Special jobs in school
- Chats with parents

St Stephen's CE Primary School – Golden Time

The best way to reward children for good behaviour, as we know, is praise. However, to ensure that ALL children are rewarded for good behaviour, we use Golden Time. This is only successful if the following guidelines are implemented:

- On Monday mornings, ALL children begin the week with a 45 minute entitlement to Golden Time on Fridays. All names are in the 45 minute zone.
- All classes will have a 'ladder' display which the children can see to remind them of how much time they have. This also provides an incentive for those who have lost Golden Time minutes to climb back up and reach their goal.
- Those children who behave well all the time will never move from that 45 minute zone.

- Those children who choose to break the rules will lose chunks of 5 minutes over the week for each rule that is broken. They will be moved 'down'.
- HOWEVER – ALL CHILDREN CAN EARN THAT TIME BACK. This is very important. If a child cannot earn his/her time back, then s/he will give up trying to behave well.
- GOLDEN TIME HAS TO BE WORTHWHILE! THE CHILDREN WILL BE EXCITED ABOUT WHAT THEY WILL BE DOING.
- Golden Time is planned. It happens every week. Golden Time is planned to be a treat. Possible activities may include:
 1. Parachute games
 2. Outside games/team games in the Hall
 3. Drama
 4. Bouncy Castle
 5. Music Making
 6. Computers
 7. Junk modelling
 8. D/T challenges (eg making something to a particular specification)
 9. Art & Craft activities
 10. Baking
- When Golden Time begins, those children who have lost time must sit quietly while the others begin their activities. The Headteacher is informed of children who have lost Golden Time. They may join in when their time lost is over.

Discipline in school is based upon a partnership between home and school. The school looks to the home for support in encouraging and ensuring children keep our school rules that are few and are designed for the welfare of all. Corporal punishment is not used in school.

Parents are asked to support and agree to the school's Good Behaviour Policy, copies of which are freely available in school.

PASTORAL CARE

Children at St. Stephen's learn social skills that help them to work through their feelings and emotions. We discourage fighting and aggressive behaviour preferring to get together those concerned and to talk about the problem. **Please do not encourage your child to be aggressive or to hit back.**

If children are hurt, upset or being bullied, they are encouraged to tell an adult employed in school.

POLICY OF THE GOVERNING BODY ON CHARGES FOR SCHOOL ACTIVITIES

The Governing Body recognises the valuable contribution that a wide range of additional activities such as visits to museums and other places of interest can make towards pupil's personal and social education.

The Governing Body aims to promote and provide such activities by paying for them in full or in part from: -

Delegated School Budget

School Funds

Voluntary Contributions

Activities in School Hours:

Parents may be invited to make voluntary contributions to meet the cost of activities that take place in school hours.

There will be no obligation on parents to contribute and no pupil will be excluded from such activities.

Parents will have the right to withdraw their voluntary contribution before (but not after) the booking has been made.

The Governors reserve the right to cancel an activity if insufficient voluntary contributions have been received.

Activities outside School Hours:

The Governing Body reserves the right to charge the full cost for activities which take place outside school hours.

AFTER SCHOOL ACTIVITIES

Children are encouraged, if possible, to take part in a number of activities which take place out of the normal school session times.

SMOKING

For a number of years, the school governors had taken a decision not to allow smoking anywhere on the school premises. It is against the law to smoke on the school premises or grounds.

DOGS

Please note that dogs are NOT allowed on the school premises or grounds unless they are guide dogs or hearing dogs.

ASSESSMENT AND REPORTING

Parents are invited to visit school to see their child's teacher. There are two Parent Consultation sessions during the year: one in the autumn term and one in the spring term. We keep careful records of your child's progress and achievements. These will be shared with you during Parent Consultation sessions. Each half-term, children review their targets in Reading, Writing and Maths and then they are set new targets for the following 6 weeks. A copy of these achievements and targets are given to parents/carers each half-term.

Parents will receive a written report detailing their child's progress in class at the end of the summer term. Parents who wish to discuss their child's progress at other times are asked to make an appointment to speak to their child's class teacher or to the headteacher.

Year 1 Phonics Assessment.

Children in Year 1 are tested in June on their ability to decode and read familiar and unfamiliar words. These tests are set by the government each year.

The assessment of your child's progress and achievements is on-going by your child's class teacher. In addition, National Standard Assessment Tests (SATs) will normally be carried out for Year 2 and Year 6 children (in other words for 7 year olds and 11 year olds). Parents will be informed of their child's assessment at the end of the school year when every child receives a written report. In Years 3, 4 and 5 the children will take the Optional SATs which forms part of school's preparation for the "real" tests in Y6.

The Standard Assessment Tests/Tasks (SATs). concentrate on the basics:

- 7 year-olds are tested in Reading, Writing, Spelling, Punctuation and Grammar (SPAG) and Mathematics.
- 11 year olds are tested in Reading, Writing, Spelling, Punctuation and Grammar (SPAG) and Mathematics.

The SATs are marked on a common national scale where the children are expected to reach the 'expected standard' which in Y6 (which are judged on the basis of tests) is a scaled score of 100.

ORGANISATION AND TEACHING METHODS

Children are normally grouped into classes by age, not ability. At various times during the day, children may be working individually, in a group or a whole class; whichever is

most suitable for the purposes. Children are often encouraged to work co-operatively together rather than in competition with each other. Individual support is given as required, and from time to time we may call in the use of outside agencies e.g. Educational Psychologist, for additional support.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Pupils with Special Educational Needs and Disabilities (SEND) may be either exceptionally talented or be experiencing some form of difficulty in learning.

In order to achieve success and see progress, some pupils will require structured step-by-step approaches in specific areas through periods of focused, intensive teaching. However, we feel that it is particularly important that these pupils are offered a curriculum with breadth and balance. We aim to provide a stimulating programme within a supportive learning environment, which builds on strengths and achievements and which is resourced appropriately to meet their individual needs and circumstances.

All children with SEND are entered on our register of SEND to ensure continuity and progression of care, if appropriate.

A copy of our Special Educational Needs and Disability Policy and SEND guidelines for parents/carers is available for inspection at the school office.

The EARLY YEARS FOUNDATION STAGE

At St. Stephen's we follow the **Early Years Foundation Stage (EYFS)**

The Early Years Foundation Stage (EYFS) sets the standards to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

There are seven areas of learning and development. All areas of learning and development are important and interconnected. We plan our developmental curriculum using the curriculum guidance for the Early Years Foundation Stage. Children work towards the **Early Learning Goals (ELGs)** in all 7 areas of learning.

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Children learn most effectively in the early years through play. At the end of the EYFS children are assessed using the Early Years Foundation Stage Profile.

Children will either be at an emerging, expected or exceeding level of development. This information is reported to parents in the end of year report.

Their independent learning is further developed in our Year 1 class. When children are ready, they move onto the National Curriculum.

ENGLISH

English consists of activities across the whole curriculum that develops speaking, listening, reading, writing and communication skills. English often refers to the learning and use of the English language including grammar, sentence structure, punctuation and spelling. We are fortunate to have children who are speakers, readers and writers of a variety of languages.

Good communication skills in English are necessary for all pupils if they are to achieve success in their lives. As adults they will need to communicate effectively through talking, reading, writing and using audio-visual media and to this end we aim to provide equality of opportunity throughout the whole school curriculum.

All children, apart from the Reception class children in their first two terms in school, will be taught appropriate skills in English during the daily English lesson.

MATHEMATICS

Mathematics provides a means for organising, communication and handling information. The Mathematics curriculum enriches children's mathematical, aesthetic and linguistic experience, provides them with means of exploring their environment and develops their power of logical thought, in addition to equipping them with the numerical skills which will be a powerful tool for later work study.

Mathematics is taught in various ways to meet the general and specific needs of all children, thus providing a range and balance of working experiences. The whole school works through a progressive scheme to ensure progression and continuity and teachers provide extra materials for re-enforcement, lateral work or extension activities.

All children, as part of the National Curriculum 2014 are taught numeracy skills and concepts during the daily mathematics lessons.

PHYSICAL EDUCATION

We aim to provide all children with the opportunity to experience a wide range of physical education from the time they enter the Reception class. The National Curriculum requires that children should be taught several areas of activity: -

1. Games – learning the skills necessary for many team games including catching, throwing, striking, rolling and apply basic principles suitable for attacking and defending. Skills are developed using a variety of small apparatus.
2. Gymnastics – develop flexibility, strength, technique, control and balance.
3. Dance – this area encourages children to develop control and co-ordination usually in response to specially selected music.
4. Outdoor and adventurous activities – individually and within a team

In addition our Year 3 and Year 4 children start swimming lessons at Ashton-u-Lyne Swimming Pool. Please note that swimming is a legal requirement.

Children will need a costume and towel, in a suitable waterproof bag, for swimming.

Year 3,4,5 and 6 will visit Denton Community College on a rolling programme of half-termly visits for sports tuition.

Children also start to learn how to play a selection of team games using the skills already developed. These include football, basketball, netball, rounders, hockey and cricket. Children also cover athletic activities; developing skills in running, throwing, and jumping and outdoor and adventurous activities e.g. obstacle courses, problem solving courses and orienteering.

For all PE activities children are encouraged to wear shorts and tee shirt and indoor work is done in bare feet or pumps (not trainers).

For health and safety reasons all long hair should be tied back and jewellery should **not** be worn for any PE or games lessons.

COMPUTING

We have a range of technology to support our computing lessons including laptops and iPads.

As part of the National Curriculum, computing lessons give children the skills to use software and the internet, create programs and use this technology to support their learning in all other areas of the curriculum.

DESIGN AND TECHNOLOGY

Most children find it easier to think practically. Constructional toys and kits give children an awareness of working in 3 dimensions. Together with a wide range of materials including textiles, plastic, wood, clay and food, they allow for the development of children's creativity and manipulative skills.

Design and technology activities are often linked to other subject areas and are taught as part of topic work through focused practical tasks which develop and practise the skills of planning, designing, making and evaluating. Care is taken to encourage responsible attitudes, especially the safe use of materials and tools.

SCIENCE

A range of teaching methods is employed to develop a knowledge and understanding of Science.

Whenever possible, first hand exploration is made of living things, materials and processes from everyday experiences, to foster an atmosphere of wonder, respect and enthusiasm. TV programmes, educational visits and links with the School Clinic and local businesses support Science teaching.

SEX EDUCATION

The teaching of sex education is integrated with the general teaching of health and hygiene, self-awareness and the encouragement of wholesome relationships. Staff respond to specific questions in any year as appropriate for the questioner.

The changes that take place at puberty are raised in Years 5 and 6. The Headteacher teaches health and sex education lessons. Parents have the right to withdraw their child from sex education lessons.

RELIGIOUS EDUCATION

As we are a Church of England Voluntary Aided School the vast majority of our religious education is based on Christian teachings. We follow the Blackburn Diocesan Board of Education syllabus for religious Education that includes such topics as Bible stories, the work of the Church and Christian living. We also cover other faiths such as Judaism, Islam and Hinduism.

We always celebrate the main Christian Festivals of Christmas and Easter and we visit St. Stephen's Church for special services such as Harvest and the Leavers' Service at the end of the school year.

We hold Collective Worship every day:

Mondays	Headteacher	Look out to the world
Tuesdays	Vicar	Look up to God
Wednesdays	Class teacher	Look in to ourselves
Thursdays	Class teacher	Look around at our school
Fridays	Headteacher	Look at each other's achievements

We believe that RE includes the way we discipline children. We try to teach children the difference between right and wrong behaviour and so we encourage them to have a caring and respectful attitude towards their friends, teachers and parents.

EXPRESSIVE ARTS

The expressive Arts, including music, drama and visual art, play a significant role in school with the emphasis on developing and promoting self-expression. The children take part in singing and music making thereby encouraging free expression and individuality.

It is the aim of the school to introduce the children to various aspects of music, movement and drama through topic work and various school presentations. Creative and visual art will enable children to explore properties of different materials and present their work in two and three-dimensional formats using a range of media. The children's work will form the basis for much display work that plays an important role in creating a stimulating and exciting working environment.

HISTORY

History is concerned about people who actually lived. It is related to everyday life with relevant explanations and judgements and its effects to change and continuity. In History we reconstruct the past and build up a picture based upon evidence and the opinions of historians.

Our main aims in History are to help pupils understand the present in context with the past; to arouse interest in the past; to help give pupils a sense of identity and understanding of their own cultural roots and shared inheritances. We assist pupils in gaining a knowledge and understanding of other countries and other cultures.

GEOGRAPHY

Geography helps us to make sense of our world. It enables us to explore, enquire, investigate and experience the wonders of our world.

We aim to teach pupils about their rights and responsibilities to our environment and to help them to protect and improve the environment at a local, national and global level. We hope to give all of our pupils a comprehensive understanding of the world.

TEACHING AND LEARNING

The hours spent on teaching during a normal week are 21 hours for Reception and Key Stage 1 children and 23.5 hours for Key Stage 2 children. This does not include time spent on collective worship, registration, lunch and other breaks.

BREAKAGES

The governors reserve the right to ask parents to contribute to the cost of replacement items incurred as the result of breakages, loss or damage of books, equipment and materials other than normal wear and tear.

OFSTED and SIAMS INSPECTIONS

Every school is regularly inspected by a team from the Office for Standards in Education (OFSTED). Our school was last inspected in February 2015. A copy of the inspection report can be obtained on request from the school office. The report may also be viewed on the OFSTED website www.ofsted.gov.uk/reports.

As St. Stephen's is a church school, it also has a denominational inspection. The Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection was last carried out in June 2016. The report may be viewed on The National Society website www.natsoc.org.uk or on the school website: www.st-stephens.tameside.sch.uk.

COMPLAINTS PROCEDURE

If you are not satisfied with the way in which the National Curriculum is being applied at St. Stephen's C.E. Primary School, the 1988 Education Act gives you the right to complain.

First of all, you should discuss the problem with the headteacher informally. A second stage could be an informal discussion with the Chair of Governors. If they are unable to sort things out, or if you are not satisfied with what they say or do, you can make a formal written complaint to the Governors or the Local Education Authority. The headteacher or the Chair of Governors can tell you the right people to contact, and give you details of how your complaint will be handled.

If you are still dissatisfied, you can turn to the Department for Children, Schools and Families (DCSF).

This procedure is about the National Curriculum, Religious Worship and other related matters. If you are worried about anything else, please feel free to raise it informally with the headteacher or the parent governor or, more formally, with the Chair of Governors.

SCHOOL STAFF (from September 2018)

Teaching Staff:

John Shelton	Headteacher
Miss J Kay	Year 6 teacher
Miss K McTeague	Year 5 teacher
Miss A Doan	Year 4 teacher and Deputy Headteacher
Miss R Lowe	Year 3 teacher
Miss K Chow	Year 2 teacher (Mon/Tues/Weds)
Miss E Postill	Year 2 teacher (Thurs/Fri) & SENCO (Tues/Weds)
Miss R Taylor	Year 1 teacher
Mrs A Ashton	Year 4 teacher and PPA cover
Mrs R Clayton	Year 6 interventions teacher (part-time)
Mrs J Statham	Reception teacher (Mon/Tues/Weds)
Mrs R Pickles	Reception teacher (Weds/Thurs/Fri)

Support Staff:

Mrs B Bancroft	School Secretary
Mrs S Costin	Learning Mentor/SEN
Mrs J Miller	Teaching Assistant/PPA
Miss E Vickers	Teaching Assistant
Miss J Grundy	Teaching Assistant/PPA
Miss M Lawler	Teaching Assistant/PPA
Miss H Padmore	Teaching Assistant/PPA (Maternity leave)
Miss L Maksymuk	Teaching Assistant/PPA
Miss L Logan	Teaching Assistant
Miss S Sweeney	Teaching Assistant (part time)
Mrs A Mizera	Teaching Assistant/PPA
Mrs M Peach	Teaching Assistant
Mr O Lindsay	Teaching Assistant – Behaviour for Learning/Attendance

Mr J Bancroft	Caretaker
Mrs J Cheffings	Cleaner

Miss T Williams	Middy Assistant
Miss C Liu	Middy Assistant

Mrs N Ahmed
 Mrs M Karim
 Vacancy
 Miss S Burgess
 Mrs N Briggs

Middy Assistant
 Middy Assistant
 Middy Assistant
 Middy Assistant
 Middy Assistant

School Holidays 2018/19- St Stephen's CE Primary School

Term 1	First Day	Last Day
Autumn Term 2018		
First half-term	Tues 4 th September	Fri 26 th October
Half Term	Mon 29th October	Fri 2nd November
Second half-term	Mon 5 th November	Fri 21 st December
Christmas Holidays	Mon 24th December	Mon 7th January

Term 2	First Day	Last Day
Spring Term 2019		
First half-term	Tues 8 th January	Fri 15 th February
Half Term	Mon 18th February	Fri 22nd February
Second half-term	Mon 25 th February	Fri 5 th April
Easter Holidays	Mon 8th April	Mon 22nd April

Term 3	First Day	Last Day
Summer 2019		
First half-term	Tues 23 rd April	Fri 24 th May
Half Term	Mon 27th May	Fri 7th June
Second half-term	Mon 10 th June	Fri 26 th July
Summer Holidays	Mon 29th July	

Please note: Holiday dates are in bold.

SCHOOL WILL BE CLOSED ON THE FOLLOWING DAYS:

Teacher training days:

Monday 3rd September 2018

Monday 7th January 2019

Thursday 2nd May 2019 Local Election Polling Day

Bank Holidays not included in Holiday time:

Bank Holiday – Monday 6th May 2019