Welcome from Chair of Governors

Dear Parents/Carers,

The Religious Inspection in 2015 described our school as being "Good with significant outstanding features". This was echoed by the recent Ofsted inspection which judged St. Marys to be a "Good" school in which children "get off to a flying start". The inspection team noted that the school is a "welcoming, caring and stimulating place for pupils to learn"

In today's challenging environment we are never complacent and we are continually looking to improve the life chances of your child. Whilst our children achieve good progress in reading, writing, the use of number, and in the arts and sport we also know that this is only a part of their developmental journey.

We are a Faith School which is founded on the gospel values of Our Lord Jesus Christ. These foundation principles underpin everything we do in the school. We believe that by rooting our actions in these principles a child's physical, social, emotional, and spiritual development is nurtured too. All of these things matter: it's what makes your child unique. We know that children's personal development can make a difference in their overall progress and that their growth in this way gives them room to shine their own light in the world.

How do we do this at St. Mary's, and how do we know which are the right qualities to encourage? Firstly, we have recruited the very best skilled and qualified teaching and support staff. Secondly, we form a partnership between you, your child, and the teaching staff. Such a working partnership presents your children with their first heroes in whom they will look to for everything they need throughout their growing years. Other heroes will come and go for them throughout their lives but here at St. Mary's we look to two lifelong Super Heroes: our patron Mary and her son Jesus. We encourage all children to develop a relationship with them that we know will sustain them throughout their lives. Children will come to know Jesus and Mary as their guides as they become well- balanced, confident, courageous, respectful and caring persons who are able to take their place in the world.

Your child's potential to grow in this way can only succeed in a safe, secure, and caring environment both at home and in school. Ofsted noted that our pupils "feel safe, are polite, and are keen to talk about the part they play in the school".

Others, in the sphere of education, have described our school in glowing terms; they have marvelled at the quality of work and attitudes of our children; they have said that we are a school on the cusp of "outstanding". Many have expressed an interest to see at first-hand what is going on in St. Marys because our reputation as a good school is spreading throughout the Diocese and beyond.

If you have received this prospectus because you are thinking of choosing St. Mary's for your child I could do no better than to guarantee your child will matter and that, in working together, your child will thrive.

We look forward to working alongside you in the very best interests of your child.

Chair of Governors

School Mission

As a faith community of children, parents, grandparents, cleaners, kitchen staff, governors and teachers we gathered together to redefine our mission. We all discussed what our core values should be in and beyond our school. These were then shared and discussed in class, in the pupils' School Council, at staff meetings and a full governing body meeting.

We agreed that the statement below should be our core mission. It is what makes St Mary's. It embeds all our successes and failures.

Our Mission Statement

As the family of St. Mary's, learning and growing in God's love, joyfully, we pray, play and respect all, changing our world forever

Designation

St. Mary's R.C. Primary and Nursery School is a voluntary-aided school established to provide education for Catholic children between the ages of 3 and 11 years.

The school operates a waiting list for nursery age children.

ADMISSION TO THE NURSERY CLASS at St. Mary's Roman Catholic Primary School will be on a part time basis and made by the Governing Body in accordance with the parental applications subject to the following set of ADMISSIONS CRITERIA forming a priority order where there are more applications for admission than the Nursery has places available. For the school year commencing September 2019 the Governing Body has set its Nursery admissions number at 60.

1. Baptised Roman Catholic Looked After Children or previously Looked After Children
2. Baptised Roman Catholic children who have a sibling in the Primary School at the time of admission
3. Baptised Roman Catholic children resident in the parish of Our Lady of the Assumption.
4. Other Looked After Children and Previously Looked After Children
5. Other children who have a sibling in the Primary School at the time of admission
6. Other children.

Mornings and afternoons – 30 (part-time). For further details please contact school on 0161 643 7594 or e-mail office@stmarysrcmidd.rochdale.sch.uk.

St. Mary's is a Roman Catholic Primary School under the trusteeship of the Diocese of Salford. It is maintained by Rochdale Authority. As a Voluntary Aided School, the Governing Body is the Admissions Authority and is responsible for taking decisions on applications for admissions. The co-ordination of admissions arrangements is undertaken by the Local Authority. For the school's year commencing September 2019, the Governing Body has set its admissions number at 60.

ADMISSIONS TO THE SCHOOL will be made by the Governing Body. All preferences listed on the Local Authority Preference Form will be considered on an equal basis with the following set of ADMISSIONS CRITERIA forming a priority order where there are more applications for admissions than the school has places available.

1) Baptised Roman Catholic Looked after Children or previously Looked After Children
2) Baptised Roman Catholic children who have a sibling in the school at the time of admission
3) Baptised Roman Catholic children resident in the parish of Our Lady of the Assumption
4) Baptised Roman Catholic children resident in other parishes
5) Other Looked After Children and previously Looked After Children
6) Other children who have a sibling in the school at the time of admission
7) Other children.

Appeals

Parents of children who have not been allocated to their preferred school can appeal, in writing to:-

Early Help and Schools
Number One Riverside
Smith Street
Rochdale OL16 1XU

01706 647474

www.rochdale.gov.uk › Schools and education › School admissions

School Address

St. Mary's R.C. Primary,
Wood Street,
Langley,
Middleton,
Manchester,
M24 5GL

Tel: 0161 643 7594
Fax: 0161 654 6487
E-mail: office@stmarysrcmidd.rochdale.sch.uk
Website: www.stmarysrcmidd.rochdale.sch.uk

Head Teacher: Mrs. S Geddis
Deputy Head Teacher: Mr. M McGrail

Chair of Governors: Mrs. M Hyde
St Mary's RC Primary School,
Wood Street,
Langley,
Middleton,
Manchester.

The Governing Body

The following form the Governing Body of the school: -

Mrs. M Hyde (Chair)
Mr. C Maher (Foundation Governor)
Mr S Crankshaw (Vice-Chair/Foundation Governor)
Canon T Mullins (Foundation Governor)
Mrs J Murphy (Elected Parent Governor)
Mrs C. Lord (Elected Parent Governor)
Mr O Olushuyi (LA Governor)
Mrs K Brown (Teacher governor)
Mrs B Deka (Parent governor)
Mrs A Connoly (Parent governor)

Governors' Policy Statement for the Curriculum

Introduction

Good educational philosophy and practice are considered to be most important and due regard is given to the Rochdale Education Authority directives. These are accepted in so far as they apply to the children aged 3 to 11 years in our school. The requirements of the DFES for the National Curriculum will be met and catered for. At the same time the distinctive nature of our particular Catholic school will be found in the following aspects of the Curriculum.

1. The Catholic Christian Foundations

The curriculum encompasses all the experiences upon which we draw both consciously and unconsciously within an educational environment, including the structured learning programmes and the many other activities and opportunities that occur.
Christ is the foundation of the whole educational enterprise in the Catholic school. He is the teacher who has shown that God, his Father, has revealed Himself in many ways.

This will be reflected in all aspects of the curriculum as it gradually unfolds the wonders of the created world, the value of all God's people and the eternal purpose of life.

The curriculum should provide a Catholic Christian setting in which children can grow, not only in knowledge and understanding, but also in faith. The school considers human knowledge a truth to be discovered. The Church has always promoted the view that within the dimension of this discovery, there are valuable aspects of academic, aesthetic and social learning, which help to mature the individual in God's image.

Discovery and awareness of truth, leads children to the discovery of the Spirit of truth himself.

2. The Individual and the Community

The curriculum of the school will aim to provide a Catholic Christian setting in which children can grow in understanding and acquire the skills, attitudes and values necessary to develop as individuals and as caring members of the community. It should enable each child to fulfil all their natural and spiritual gifts so that they gradually mature into the person that God intends them to be. They will learn to use their talents, not in a narrow individual way, but for the service of the wider community in which they live as responsible citizens.

3. Parents

Parents are the first and most important teachers of their child. The school aims to assist the parents as much as possible in the education of their children both inside and outside the school. Parents will be kept informed of the way in which the curriculum affects their children. They will be welcomed into school so that they can take part in the various activities and will be advised how they can assist their children at home.

4. Home, School and Parish

Each child grows in the ways of Christ within the context of the Christian family formed by home, the school and the local church. Religious education is a fundamental part of the total curriculum. This partnership of parents, teachers and parishioners is emphasised by the Salford Diocesan programme for the Sacraments of Initiation that will prepare our children for Confirmation, Reconciliation and Eucharist within the wider family of the whole Church. It is important that common aims be established and developed in a climate of mutual trust and openness. Home, school and parish should work together for the building of God's Kingdom, based on the Gospel values of love, peace and justice.

5. In accordance with Church Teaching

The factual and moral content of the Curriculum must always be in accord with the teaching of the Catholic Church. Throughout the whole of the Curriculum, topics that raise specific religious and moral issues call for a planned and adequate response in the light of the Catholic faith.

6. The Performance and Value of Individuals

In the assessment and recording of pupil performance it is essential that the dignity and value of each individual is upheld. The fundamental worth of each pupil in the eyes of God is immeasurable and cannot be judged by the same criteria as may be used in assessing the levels of attainment. Pupils must be helped to deal with their relative successes and failures in areas of the curriculum with sensitivity and understanding.

Each child should be helped to identify his/her areas of achievement and also areas where more development is necessary. An individual child may develop in one of the academic, physical, aesthetic or spiritual areas more than another.

The development of each is important, as a reflection of the value we attach to God's gifts. A fuller picture of the child's positive achievements will be found in their record folders.

7. Religious Education

The school is a Roman Catholic Aided Primary School. Religious education is provided in accordance with the rites, practices and observances of the Roman Catholic faith, and is currently delivered using the Salford Diocese Guidelines supplemented by the Caritas I action social reform scheme.

Religious education is regarded as a shared responsibility between school, parents and parish. It is expected that children admitted to the school will take a full and active part in the religious life of the school. Parents wishing to withdraw their children from the religious instruction and worship, in accordance with the provisions of the Education Act of 1996, must make arrangements with the school's Governing Body.

Parents should note that the acceptance of one child into the nursery or school, in no way guarantees a place for other children or that a child may automatically transfer from nursery to primary phase.

Our Whole School Commemoration of Remembrance Day 2018

Year 6 Production of 'The Winter's Tale', at The Victoria Baths, Manchester. The school takes part in the Manchester Arts Week each year and have performed at the Contact Theatre and the Library Theatre.

Curriculum Provision

The Nursery and Reception together comprise the Foundation Stage Unit within the school.

They have their own curriculum and assessment. Children learn best by feeling secure, valued and confident and also through quality play. The learning experiences we provide are based on our assessment of each child's stage of development and then matched with the Development Stages and Early Learning Goals set out by the Government. Profiles of the children's stages of development are drawn up at the start of Nursery and these are added to as they progress through the Foundation Stage.

The EYFS Framework exists to support all professionals working in the EYFS to help your child. In 2012 the framework was revised to make it clearer and easier to use, with more focus on the things that matter most.

This new framework also has a greater emphasis on your role in helping your child develop.

It sets out:

- The 7 areas of learning and development which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge
- Assessments that will tell you about your child's progress through the EYFS
- Expected levels that your child should reach at age 5, usually at the end of Reception year; these expectations are called the **'Early Learning Goals (ELGs)'**

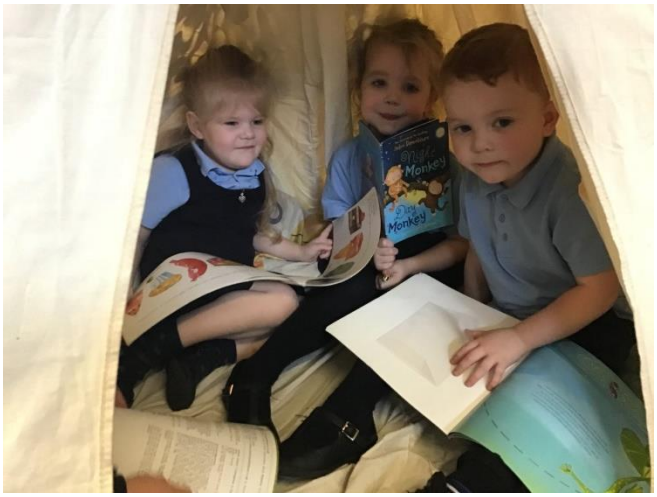
These 7 areas are used to plan your child's learning and activities. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside

In Nursery there is one nursery teacher and four highly experienced practitioners who are committed to providing your children with a secure foundation.
The EYFS states that each child must be assigned a key person. A key person is an important person in a child's life whilst at school. Their role is to help ensure that every child's care is tailored to meet their individual needs. This person should help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with the parents.

Parents and children are welcomed at the beginning of each session for self registration and welcome time. When parents have left we begin our nursery session with a prayer and a focused learning session. After the focused learning session the children engage in free flow child initiated purposeful play.

Children can choose to engage in a wide range of high quality learning experiences in both the indoor and outdoor learning environments. Children are encouraged to move around the learning environments independently choosing different activities. Staff support and facilitate children's learning by encouraging children to engage in active learning through play.

At the end of each nursery session we also end with a focused learning session and a prayer. When a session has ended parents are invited into our setting to collect their children.



The new National Curriculum has been introduced into school. Up to date information can be found at http://www.education.gov.ualso visit our new school website to see the plans for each year group.

Out and About!

Physical Education

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.

It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Relationships and Sex Education

Children are introduced to the Catholic based scheme, 'Life to the Full' from year 1. Information will be sent to parents before the units of the scheme are covered. Please refer to the 'Our Faith' section on our website which goes into more detail on RSE and provides an overview of the 'Life to the Full' scheme.

Extra - curricular activities

The school offers a variety of activities including Choir, Football, Dance, Drama, Cricket, Rounders, Netball, Gardening, Cooking, Film Club, Cooking Club, French and Spanish Club, Art and Maths.

The curriculum is supported by educational visits and excursions, theatre visits and contact with support services both educational and public.

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School Day

Nursery: 8.30 am to 3.15 pm

Please note this is to cover the 15 hours flexibility changes. Contact school for details.

Infants : 8.55 am to 3.00 pm
Juniors : 8.55 am to 3.00 pm

We expect the children to be in the playground at 8.50 am, but not before 8.45 a.m. as the authority and its employees will not accept any responsibility for the safety and well being of the children who arrive earlier.

Breakfast Club

Operates in the Infant Hall from 8.10 am each morning. Children need to arrive before 8.25 a.m. It is 50p per day per child. There is no need to book into Breakfast Club, but you are asked to wait with your child while the children are signed in on the register.

After School Club

Operates in the Infant Hall from 3.00 p.m. to 5.45 p.m. Term Time Only. Details and Registration pack available from the Main Office. Please see after school club policy for further details.

Collecting Children

If anyone apart from a parent is collecting a child, school must be informed by letter or phone call. Year 6 children are allowed to walk home alone if we receive written permission from parents. Any child who needs to leave school during normal school hours (e.g. dental appointments, etc.) will only be given permission to do so if we have a written request from a parent, or if the parent or other responsible adult collects him/her and shows proof of the appointment. Under no circumstances

whatever will a child be allowed out of school during normal school hours unless a responsible adult calls for him/her.

Absence from school, baths, P.E., games or other events should be explained by a written note from the parent.

Some parents are required to take annual holidays during term time and this is unavoidable. They should also be aware, however, that any reduction in the 190 days that a child spends in school is bound to have an adverse effect on the child in terms of curriculum work and should not be taken lightly.

The law says that parents **do not** have the right to take their child out of school for holidays during term time. Only in exceptional circumstances can school allow parents to take their child out of class for up to ten school days in a school year. Parents should apply for this permission through the Head Teacher. Permission must be requested in advance. The school policy is that absence during term time will be classed as Unauthorised. Unauthorised absence of a school aged child is a criminal offence for any adult with parental responsibility. Parents can risk going before the Magistrates Court and the result could lead to a large fine and one of a range of Orders available to the court.

A leaflet entitled Term Time Holidays is available from school or from the Local Authority detailing all aspects.

School Visits

Parents are always welcome to come into school, but if you wish to talk at length with any member of staff you should contact the school beforehand and make an appointment for a mutually convenient time. (Staff often have commitments in the evenings and certainly before school starts). Interviews during class time can only be arranged in special circumstances and will be conducted in the Head Teacher's office.

Parents are particularly welcome to join us at school Masses.

Parents of prospective pupils are welcome any time but a telephone call to arrange an appointment is advisable.

Progress of Children

Parents' evenings are held twice a year so that you can see your child's work at the start of the year and leading up to end of term assessments. Please contact us at any time, however, if you are at all concerned about your child's work. A written report is issued at the end of the school year containing progress and attainment of each child in each subject.

Governing Body Policy on Pupils with Special Educational Needs

The balance of responsibilities for meeting children's SEN is set out in the Education Act 1996 and the SEN Revised Code of Practice (2002).

The expectations of the school are to:

- put in flexible teaching arrangements to support the child
- provide additional help to meet the child's specific needs/special educational needs
- put in place programmes of support to meet identified needs
- provide a safe and supportive environment for the child through monitoring, identification of needs, and on-going support via a personalised provision map

We provide, for example:

- occasional or regular advice to the school from an external specialist;
- occasional or regular support with pastoral care;
- small group support from a learning support assistant;
- specialist aids and equipment which may assist pupils in accessing the curriculum

The LEA will make additional provision, following EHCP assessment where the child's needs require, for example:

- regular and frequent direct teaching by a specialist teacher;
- daily individual support from a learning support assistant;
- a significant piece of equipment such as a computer device or adapted equipment and software;

the regular involvement of outside agencies (e.g. RANS, Educational Psychologist, Speech and Language Therapist and Occupational Therapist).

For further information, please refer to our 'SEN Policy and Information Report' and 'Accessibility Plan.'

Homework

In Key stage 1 and Key Stage 2 homework is set on Fridays. All children's homework is to be brought back into school by Wednesday. In addition to this your child will be expected to read 5 times a week as part of our green reader scheme.

The children are allowed to take reading books home every night. However, this may not always be the child's Reading Scheme book as children have access to school library books, Langley and Middleton Library books and class library books.

Electronically based homework will also be set through various online programmes.

Pastoral Care

All staff are involved in the pastoral care of the children. Over and above this the Local Authority provide further facilities of a Welfare, Medical, Therapeutic and Psychological nature. In particular the children undergo various screening processes in hearing, sight and dental care during their primary years.

Statement on Abuse

If, following discussions between staff members and the Head teacher, it is felt that ANY injury to a child MAY or COULD have been the result of non-accidental action by a parent or other adult, the Head Teacher has no discretion in the matter but is required to refer the case to Social Services. This referral will also apply to the suspicion of any other form of abuse.

Contact

There are times when we need to contact a child's parents during the day. Children are taken ill from time to time or have accidents. It is ESSENTIAL that we are able to contact at least one parent during the day. If both parents work please give us a telephone number to ring in an emergency. If you change your job, address or telephone number let us have the new details.

We use the Teachers 2 Parents text messaging app to send texts to parents on a regular basis – this will be to whichever contact mobile number parents designate as their primary contact number. Parents will get updates about events in school including cancelled activities, messages from teachers, reminders and medical information for example if a child has had a small bump or graze.

During the child's school life circumstances in the home can change dramatically (e.g. deaths, serious illness, etc.). Such changes can cause great worry and stress to the child, (not always visible) and at such times we need to show more understanding and consideration. If you are able to tell us, in strictest confidence, of any such change you will be helping us to help your child.

We also now give parents access to their child's Data and Information page on our SIMS school database through the parents' App SIMS Lite. This gives parents a chance to update their phone numbers and address, and to add medical conditions or other relevant information so that every child's record is always up to date. It also allows parents to see what information we are holding about their child.

Absence

In the event of your child being absent from school for whatever reason, we would appreciate an early notification, before 9:00 am if possible. Parents are asked to ring school or leave a message on the answerphone on the first day of their child's absence; if we do not receive this, we will phone to check on the reason for absence, to ensure the safety of all our children. We will authorise up to 3 days of absence for illness; after this time we will request some medical evidence of illness, such as proof of an appointment (by card or on a phone), sight of a prescription or of a prescribed medicine.

If your child has contracted an infectious or contagious disease would you please notify us of this immediately.

School policy on gastroenteritis infections is that a child must stay off school for 48 hours from the last episode of vomiting and diarrhoea. This is working well in reducing the spread of these infections in school. For some infections, eg ringworm and impetigo, we request that a child has medication from the doctor or pharmacist before we allow the child to return to school.

Charging

Full details of the Governors' policy on charging and remission are available from the school office and details can be found on our school website.

School Council

This is an elected body of children from each class in KS2. They meet on a regular basis to put forward ideas relating to life at St. Mary's for all pupils. Membership and minutes can be viewed on the school web site.

The School Council is a formal opportunity for children's voices to be heard and to influence policy making decisions. The Members are given regular timed 'slots' in school to listen to the views of their class mates to help compile Agenda Items for the next Meeting. They have access to their own laptop computer for compiling Minutes and Agendas.

Rainbows

Rainbows is the name of the largest international children's charity dedicated solely to helping young people successfully navigate the very difficult grief process. Every day, children are touched by emotional suffering caused by a death, divorce, deployment of a family member, incarceration of a loved one, or any of a multitude of significant event traumas including natural or manmade disasters. And, while a few children are resilient, we know that most do not bounce back without help.

St. Mary's have trained staff that can help children who may need guidance and compassion to prevent a loss event from literally defining their lives. The programme has been very successful and we have only positive feedback from the families of children involved.

Music Tuition

From Year 3 onwards children have the opportunity to learn to play a musical instrument of their choice. The lessons are given by the Rochdale Music Service. There is a fee involved that must be paid half termly in advance. Full details of the service are available from school. Our older pupil premium children may be offered this at no charge, as part of the school's commitment to developing musical talent.

Swimming

A swimming course for Year 4 takes place once a week at the Middleton Pool. The course lasts for the school year.

Sport Activemark

St. Mary's were awarded a Platinum mark for the work we do to encourage children to take part in sporting activities. This is a prestigious National Award which we have held since 2018.

Basic Skills Award

Awarded to St. Mary's in recognition of the importance we attach to teaching children the basics of reading and writing. The award was renewed for the third time in November 2007.

Healthy Schools Award

The National Healthy Schools Programme is a long term initiative which aims to make a significant difference to the health and achievement of children and young people. The programme supports the links between health, behaviour and achievement; it is about creating healthy and happy children and young people, who do better in learning and in life.

Please note that as part of our school policy we ask that you do not send in Birthday Treats for your child's classmates. Please consider the following alternatives:

- Fruit items such as strawberries, grapes or pineapple
- Small cartons of raisins or similar
- Buy or donate money towards a new book for the class, the child's name can be written in the book
- A small item for each child such as a pencil or rubber

Arts Award – Gold

The Gold Arts Award is the Arts Council's highest recognition of abilities as a creative arts leader. At Gold Level, we are working as an arts practitioner while broadening our horizons within the arts world. School have held this award since 2012.

Code of Conduct

Legal Framework

The Education Act 2011 outlines the responsibilities of the governing body and the Head for pupil discipline. It provides guidance on the use of reasonable force and outlines the responsibilities in relation to the behaviour policy.

The Education Act 2011 requires the Head, governing body and the Local Authority to exercise their functions with the view to promoting the safety and welfare of the pupils. It details the power to exclude a pupil.

According to the Education Act 2011 Local Authorities must make arrangements for the provision of education otherwise than at school for those children who need it because of illness, exclusion or for other reasons.

Value Statement

School rules exist not to restrict but to encourage an atmosphere of mutual respect and an environment in which the values of the Gospels can be realised.

Aims and Objectives

- ✓ to provide opportunities and experiences for pupils to develop independence, self-discipline and a sense of responsibility towards themselves and others.
- ✓ consistency within a whole school approach for promoting positive behaviour and managing negative behaviour.
- ✓ implementing procedures for early identification of pupils' difficulties and the provision of relevant support.
- ✓ developing partnerships with parents and other relevant agencies to support the development of positive behaviour.
- ✓ to raise self esteem and teach positive behaviour through the organisation, content and delivery of the curriculum.
- ✓ to ensure a shared understanding of the principles of behaviour management and consistent school practice through a planned whole school staff development programme.
- ✓ to ensure that the Special Educational Needs Code of Practice is followed and individual pupils at School Action and School Action Plus have an Individual Education Plan (IEP).
- ✓ to ensure that the development of individual pupils with behavioural needs and the school provision is regularly monitored for effectiveness.
- ✓ to prevent and manage effectively incidents of bullying, racism and sexism if and when they occur.
- ✓ to ensure continuity and progression with regard to pupils having responsibility for their own learning and opportunities to exercise independence, self - discipline, respect and responsibility towards themselves and others.

Children

Every child at St. Mary's R. C. Primary School is expected to show respect to each other.

Dress: Children are expected to wear school uniform – (see Parental Responsibilities below).

Property: Interfering with another child's property is a serious offence against the school community. Valuables should not be brought to school. Should this happen inadvertently the valuable should be lodged at the school office. This should also be the case if your child needs access to a mobile phone for any reason.
Other than on special occasions, toys should not be brought to school as this can lead to unwise 'swapping', theft or breakage.
Radios, mobile phones and personal stereos are not permitted.

Attitude: Children are expected to respond promptly to all reasonable instructions. This includes instructions from all members of staff who, from time to time, have charge of them.

Fighting, bullying, physical abuse is unacceptable. **If any child uses physical force against another child, they will be excluded for a fixed term immediately.**

If children believe they are being bullied it is important they report this to a member of staff, their parent, a member of the School Council or another child.

Children are expected to move around school in an orderly manner ensuring safety for all. At break times and lunchtimes they are expected to behave with manners and courtesy. On entering and leaving the classrooms they are expected to be quiet and orderly. In class, children are expected to behave with respect towards their teachers, other adults and their peers. They are also expected to keep their class rules.

Bullying: Definition of Bullying:

Through the consultation process, our understanding of bullying is as follows:

Bullying is an abuse of power - that is, a more powerful person or group will be intentionally causing harm, physically, emotionally or psychologically, to a less powerful person or group. It is generally agreed that a single incident of verbal or physical aggression is not necessarily considered to be bullying – there needs to be evidence of persistent victimisation over a period of time. Similarly, it is not bullying when two children of approximately the same age and strength have the occasional fight or quarrel.

(Copies of the school anti-bullying policy are available from school and on the school web site).

The school will aim to use every opportunity to promote and teach Gospel values. These values should be inherent in every aspect of school life and are present in all the school policies.

The school discipline policy aims to create a safe environment where bullying is recognised as "wrong" and therefore is reported to adults or peers in the school. We have introduced 'Bully busters' as well as pupil chaplains to support all our children.

The School Council are introduced to all children in the school and will report any incidents or suspected incidents of bullying.
Any reported incidents will be dealt with immediately. Parents will be involved at the earliest stage possible.

The school will use all available sanctions as described in this document to eradicate incidents of bullying. Records of incidents will be kept.

Parents, teachers, pupils and governors will be informed of these records.

Every opportunity to inform parents, staff, children and governors about anti-bullying will be taken.

Outside agencies will be contacted if the sanctions mentioned are unsuccessful.

Damage: In accordance with current legislation, the school is within its rights to charge parents for any intentional damage to the school, or property belonging to the school, caused by their child.
In addition to the general School Rules the following disciplinary systems are employed by the school.
In all disciplinary actions it is essential that the child understands fully that it is his or her behaviour that is not acceptable, not him or her as a person.

Drugs: Illegal substances of any kind will not be tolerated. The use of alcohol, tobacco and solvents will be severely dealt with.

Parents

Every parent of a child at St. Mary's will be treated with respect and courtesy and we ask that they treat staff with mutual respect and courtesy.

St. Mary's seek the support of parents in meeting behaviour targets, and formulating, monitoring and reviewing the Code of Conduct. St. Mary's welcomes parental support in the use of school rewards and sanctions.

We would encourage parents to talk to their children about awards received.

Parental Responsibilities:

Dress:
Parents are requested to do everything possible to ensure that children attend in the accepted school dress described in the prospectus, i.e.

Girls: Navy blue jumper or cardigan with royal blue edging; tartan skirt or pinafore – available exclusively at Broadbent's. White shirt and tie (one tie initially provided by School). During the

cold winter months the girls are allowed to wear trousers as long as they conform to the boys' uniform described below. During the summer months the girls have the option of wearing a blue and white gingham dress. White, grey or blue socks and black shoes.

Boys: Navy blue jumper with royal blue edging – available exclusively at Broadbent's. White shirt and tie (one tie initially provided by School). Grey long or short trousers. White shirt. Grey or black socks and black shoes.

Please ensure children wear black shoes rather than training shoes. If they play football at break or dinner they will be allowed to change into suitable footwear.

Jewellery: Small studs only are permitted but these must be removed by the child before games or P.E. We would prefer that no jewellery be worn. If, for some reason your child must wear studs, the school requires that you, the parent or guardian accepts full responsibility for any accident involving such jewellery.

Hair:
Long hair must be tied back at all times and short hair must be in a suitable style for school. 'Extreme' haircuts are not permitted in school ('extreme' being any haircut that is considered by our school to be significantly different and not in keeping with the school's ethos.) Examples of haircuts not permitted include: tram lines or equivalent, shaved sides with longer hair across the centre, mohican or shaved heads shorter than a no. 2 grade.

P.E. Kit.

Boys: White T-shirt and blue shorts.

Girls: White T- shirt and blue shorts or blue skirt.

Pair of ordinary black plimsolls.

The P.E. kit, including plimsolls, to be kept in a drawstring bag marked with child's name and left in school until half term or end of term.
When a child reaches Year 6 they will be involved in using the field for games lessons all the year round. To this end, any child wishing to play rugby or football will need suitable footwear, i.e. football boots. We have a number of spare pairs in school if your child needs to borrow a pair.

IT IS ESSENTIAL THAT ALL ITEMS OF CLOTHING, INCLUDING HATS, SHOES AND WELLINGTONS, ARE CLEARLY MARKED WITH THE CHILD'S NAME. STAFF CANNOT BE HELD RESPONSIBLE FOR LOST ITEMS OF CLOTHING.

Medicines: Medicines should only be brought to school in emergencies. Only after discussion with parents will staff consider administering medicine and even then on the clear understanding that parents remain responsible. Only medicines prescribed by a doctor, which carry your child's name and a current date, can be administered by school staff, and only after the required permission form has been completed and signed by parents, listing dosage and times for the medicine to be administered. Medicines will be placed in the medical cupboard or the school fridge.
Inhalers will be placed in a labelled drawer where the child has access. Staff will assist children using inhalers.

If your child has a medical condition, such as eczema or an allergy, a care plan can be completed which allows your child to keep their cream or allergy medication in school, to be given if symptoms arise.

If a child arrives in school with a limb in plaster parents need to be aware of possible dangers. However, the child will be allowed into school if agreement can be reached.

Advice on dealing with serious medical conditions is available in the Health and Safety handbook.

School Meals: Meals are prepared on the school premises and cost £2.20 per day. However, please check as prices can change. Monies are payable in advance on Monday mornings. Monthly payments can only be accepted if they are **IN ADVANCE**. Money should be brought in an envelope and clearly marked with the child's name and class, or paid by online bank transfer or direct debit (speak to Office staff). All Reception, Year 1 and Year 2 children are entitled to receive a Free School Meal.

If a child qualifies for free school meals, application forms are available from the school office; please complete for Infant children also, as school will receive Pupil Premium funding for your child if your application for Free School Meals is successful, and we rely on these PP payments for many extras for our children. Parents must continue to pay for school meals until we are informed by Rochdale council that Free School Meal entitlement has been awarded.

We expect ALL children to have a regular meal pattern (PL or SM every day of the week). If your child's meal pattern is packed lunches or school dinner and they wish to permanently change to the other, **please send a request of change in writing to the office**.

Packed lunches should be carried in a lunch box or a plastic carrier bag. Glass bottles are not allowed. **Please do not send any foods containing nuts, as we have children in school with serious nut allergies.**

You are requested not to allow your children to bring other foods such as crisps, sweets, drinks in cans or bottles for morning or afternoon breaks. Water is provided for all children and school provides a water bottle for each child at the beginning of the school year. Should this bottle be lost it can be replaced for a fee of £1.

Responsibility of all staff

Every member of staff in school, including Lunchtime Supervisors, Caretaker and cleaners, has a responsibility to all children at St. Mary's.

Staff will provide a good role model for pupils in their attitudes and behaviour towards each other and the pupils. They will seek to praise positive behaviour. The school system of rewards and sanctions will be applied with fairness and consistency.

Teaching staff will be prepared for lessons, arrive on time and differentiate the curriculum to make it relevant for individual pupils.

All staff share responsibilities in supervising pupils at all times throughout the school day and respond appropriately.

All staff are to observe and apply the principles underpinning the development of positive behaviour and the effective management of negative behaviour.

Staffing Structures - Identifying Responsibilities

The person designated with responsibility for Behaviour and Discipline is the Headteacher, Mrs Geddis

The Special Educational Needs Governor Contact is Mrs M Hyde

Both can be contacted through school.

Rewards and Sanctions

School rules exist not to restrict but to encourage, in safety and security, an atmosphere of mutual respect and an environment in which the objectives of the school can be most effectively realised. They are not designed to suppress individuality, inhibit development or create petty restrictions. They are designed to contribute to every child's opportunity to develop their potential as an individual within the school environment.

It is with this in mind that parents will be expected to support the reasonable actions and requirements of the school

Rewards

In any disciplinary system the emphasis should always be on the positive approach of encouragement and praise, rather than on the more negative one of criticism and punishment. In any case, criticism should always include advice on how to improve and be constructive in its approach.

Praise can be given in many ways and, without any attempt to put this into a precise value order, might include the following:

- a quiet word or pat on the back;
- an exercise book comment, either in general terms - 'well done', or in a more detailed way, picking out specific points or ideas that gave pleasure;
- a visit to a more senior member of staff and/or the Headteacher for commendation, e.g. a written comment, house point, etc.
- a public word of praise in front of a group, a class, a year or the whole school;
- public acknowledgement by presentation at an assembly or by giving some special responsibility;
- Dojo points for behaviour as well as work;
- use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitude;
- a word to or a letter to parents informing them specifically of some action or achievement deserving praise.
- certificates, badges and postcards sent to the pupil's home.

To achieve good discipline the school will endeavour to:

1. Use praise at every available opportunity.
2. Celebrate achievement.
3. Negotiate rules with the children and apply them consistently.
4. Have a clear-cut consequence should the rules be broken.

Rewards: For good work, good behaviour, good manners and keeping rules.

Rewards System

Class-based rewards

Individual - daily

The Class Dojo system is the main reward used for all pupils throughout the school.

Key stage 2 pupils are grouped into Houses. These are St. Bernadette, St. Maximilian, Mother Teresa and Father Damien.

When pupils transfer from KS1 to KS2 the Year 3 teachers will allocate each child to one of the four Houses.

The Dojo points can be given to any child by any adult in school for any example of positive behaviour, i.e., academic, manners, etc.
All records for pupils are sent to the office at the end of the week so that a constant record is kept for each child's achievements. These are collected in groups of 10.

Only groups of 10 Dojo points are carried forward from one week to the next. Individual Dojo points are not carried forward. For example, if a child gets 12 Dojo's only 10 are carried forward to the next week. If a child gets less than 10, no Dojo's are carried forward.
When a child has reached a certain amount of Dojos they receive a badge as follows:

	Foundation	KS1	LKS2	UKS2
Bronze	50	100	200	300
Silver	100	200	400	600
Gold	150	300	600	900

Pupils do not carry Dojo points over from previous years.

Individual – weekly

At the weekly Awards Assembly, one child from each class will receive a certificate for excellent work. This is a reward for academic progress.

Each Friday a second child in each class will have a 'surprise' postcard sent home to inform their parents about their child's social behaviour. This postcard will be signed by the Head Teacher and will not be given out in assembly.

Each week also children are given the opportunity to be entered into a class golden box prize draw. This is held weekly.

Children are also awarded 5W certificates. These are for an element of attitude or caring we expect from all children at St Marys, in line with the five W's which underlie our Religious Education: - Word, Worship, Welcome, Witness and Welfare .

These awards are recorded by the class teacher.

Whole class – weekly

When the whole class behave in a particularly good way, e.g., walking to and from the school hall quietly, listening to instructions, etc., they are awarded a marble in the class jar.

Ten marbles in the class jar (5 in Foundation Stage) equals another reward negotiated with the class.

We also hand out French and Spanish certificates on a weekly basis.

Break/Dinner-time Rewards

Each class chooses a pupil, who has had a particularly good week, to sit at the 'Captain's Table' on a Friday or Monday dinner time. This is a special table set aside and decorated accordingly. A member of the teaching staff will sit with the pupils for dinner. The children can also choose a small gift as part of the reward.

Consequence of rule breaking:

1 Name on board.

2 X Sit alone for short time - offer child opportunity to join in again - praise child at first opportunity.

3 XX Sit by self for rest of day - offer child opportunity to join class for the following day - praise at every opportunity.

4 XXX Send child to another class - arrange with other teacher in advance. Provide no work or activities. Inform parents of the action you are taking and the reasons for the action. This can be verbal. Parents also receive copy of '3 Cross Letter'.

5 XXXX Child sent to Mrs Geddis. If not available, send to Mr McGrail or other member of SLT. The child will be reminded about the consequences of his/her behaviour. Meeting arranged with parents regarding behaviour concerns and consequences of further misdemeanours.

6 XXXXX At this stage, Mrs Geddis will inform the child's parents by letter about behaviour concerns. The parents will be informed that a further misdemeanour will result in either:

Exclusion during Dinner breaks for a five-day period.

Exclusion from school over a five day period.
An assurance from the parents that the school's actions will be supported and a warning that the above sanctions will be brought into force if the behaviour continues.

The seriousness of the behaviour will decide which sanction is used. The decision regarding which sanction to use will be discussed with the class teacher before the parental interview.

Notes will be kept on all the above so that dates/events, etc., can be included in letters to the parents. A copy of this letter will be given to the class teacher for the child's file. If the child is on the SEN List for Behaviour, the school SENCO will also be involved.

Crosses are kept on the board for two weeks in Year R. From Year 1 upward the crosses are kept on the board for a half term. When they are removed it should be explained to the child that this is an example of forgiveness and reconciliation.

When children are excluded for a fixed period the school will provide work to be completed at home. The work must be returned by the parent daily or as agreed with the class teacher.

During lunchtime the staff on duty record incidents of unacceptable behaviour.

The Head Teacher investigates these incidents every Friday Afternoon or at regular intervals.

Reasonable force

On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school. These occasions are fully documented and reported in

line with Local Authority guidelines. All staff are Team Teach trained to ensure a child is not injured when reasonable force is required.
http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/use-of-reasonable-force

Powers of search

Again, on extremely rare occasions it may be necessary to search for, and confiscate, inappropriate items which are brought into school, or for any stolen property. These will be retained and returned to parents or pupils as appropriate. This is related to the principle of the safety of all members of the school community and follows Local Authority and government guidance.
http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/searching-pupils

Allegations of abuse

Allegations of abuse will be taken seriously, and we ensure we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality. Serious action will be taken against pupils who are found to have made malicious accusations against school staff including exclusion.
http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff
This policy has been written with reference to the above and the following
Ensuring good behaviour in schools - DFE- 2011
Behaviour and discipline in schools – DFE – 2011
http://www.kidscape.org.uk/professionals/index.asp

Equal Opportunities

As a school we conform to the 2010 Equality Act to take account of all vulnerable groups referred to within the Act. Please refer to the 'Single Equality and Community Cohesion Policy' in our policies section of the website.

Pupils' Conduct outside the School Gates

The law gives teachers 'a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable."'

This statutory power applies in the case of all school visits and trips, or at any time when a pupil's misbehaviour may 'have repercussions for the orderly running of the school…poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.' (Behaviour and Discipline in Schools, DFE Guidance, 2011- http://www.education.gov.uk/aboutdfe/advice/f0076803/behaviour-and-discipline-in-schools-a-guide-for-Head Teachers-and-school-staff)

Arrangements for Registering, Monitoring and Rewarding Improvements in Attendance

St. Mary's is committed to assuming every pupil attends regularly. Where this is difficult, the use of praise and reward will be used to encourage those pupils absent.

Breakfast Club, for children of parents who have to get to work early, opens at 8:10 am, and children MUST be brought to the door at the right hand side of the building to be signed in by their parents – under NO circumstances must children be left unattended outside school, as there is no-one to supervise them before 8:10 am. Breakfast club currently costs 50p per day, and for this children receive a drink and a breakfast item (toast or cereal).

Children not in Breakfast Club are expected to be in the school playground by 8.50 am when the period of supervision by school staff begins.

The doors open at 8.50 a.m. Under current arrangements all children, except Nursery and Reception, make their way to the side of the school adjacent to the school football pitch. There are four entrance/exit doors. These class exits and entrances will be explained to both the children and the parents. Parents of Nursery and Reception children enter the school grounds and use the entrances at the side of the building nearest the car park. The first entrance is for Nursery children. Reception children use the 2 further doors. Parents enter with their children to help sort out coats and shoes, etc., and settle children in class. This will change to the children completing such tasks as their independence develops.

Children are also expected to be collected promptly at 3.00pm (3:15pm for Nursery) unless previous arrangements are made with school. Teachers accompany their class to the exit doors. In all cases these are the same as the entrances.

Children stand with their teacher until a parent or nominated person collects them. If children are left with the teacher they are taken to the Main Office where the school secretary contacts those with responsibility for the child.

If not collected by 3.10 p.m. children will be taken to After School Club. A charge will be made for this extra supervision.

In extreme circumstances where no contact can be made through normal channels school will inform Social Services and/or the local Police. This would only be done in an emergency if school thought the carers had been involved in an accident or were unable to collect their child.

On very rare occasions staff may be required to transport a child to their home. If this situation arises two staff must be in the car with the child and the driver must have insurance cover for transporting children.

Children who need to leave school during normal school hours, (e.g. dental appointments, etc.), will only be given permission to do so if we have a written request from a parent, and if the parent or other responsible adult collects the child. UNDER NO CIRCUMSTANCES WHATEVER will a child be allowed out of school during normal school hours unless collected by a responsible adult. If you need to collect your child early for an appointment, or because they are unwell, you will need to sign them out using our electronic signing in system at the front doors, choosing their class and name, and giving a reason for their early pickup.

Children who arrive late, i.e. after the registration period, should report to main reception and sign in using our electronic signing in system. The 'late' register is a means of knowing which children are in school that missed normal registration. All parents need to provide a valid reason as to why they are late on the signing in system.

Parents will be informed by letter should lateness become a regular occurrence.

Absence from school, swimming baths, P.E., games, etc. should be explained by letter, from the parent.

Monitoring the Development of Policy in Practice

Individual pupils will be monitored. Staff meetings will be designed for discussion on the Code of Conduct. Inset time will be arranged for problematic areas and to keep staff up to date on new initiatives and developments. The consistency of the reward system will be discussed by staff as well as the consistency of the Assertive Discipline Policy (A.D.P.). The policy will be reviewed annually by staff, parents, children and governors.

Criteria for Evaluating the Success of the School's Behaviour and Discipline Policy

Implementation of targets on the Behaviour Management Development Plan, plus an annual whole school evaluation of Behaviour will be undertaken by relevant parties, e.g., Head, Deputy, Staff, Parents, LEA, etc.

We also aim to involve the children more in some aspects of decision making through the School Council.

This information is produced to answer any general questions that parents of pupils may have about the school.

It is published in accordance with the requirements of the Education Act 1993 and the Education (School Information) (England) Regulations 2002 (SI 2002 No. 2897).

The information in this booklet was updated in March 2019. It should not be assumed that there will be no changes in part or whole of any information given in the booklet either before September 2019 or during the school year 2019/2020, or in subsequent school years.

Further information may be obtained from school.

St Mary's RC Primary

Holiday pattern 2019/2020

AUTUMN TERM

School Opens: WEDNESDAY 4 SEPTEMBER 2019
School Closes: FRIDAY 18 OCTOBER 2019
School Opens: MONDAY 28 OCTOBER 2019
School Closes: FRIDAY 20 DECEMBER 2019 at 1.30pm

SPRING TERM

School Opens TUESDAY 7 JANUARY 2020
School Closes: FRIDAY 21 FEBRUARY 2020
School Opens: MONDAY 2 MARCH 2020
School Closes: THURSDAY 9 APRIL 2020 at 1.30pm

SUMMER TERM

School Opens: MONDAY 20 APRIL 2020
School Closes: THURSDAY 7 MAY 2020

- MAY DAY HOLIDAY – Friday 8th May – Moved from Monday 4th for VE Day

School Opens: MONDAY 11 MAY 2020

School Closes FRIDAY 22 MAY 2020
School Opens: MONDAY 8 JUNE 2020
School Closes: FRIDAY 17 JULY 2020 at 1.30pm

There is no automatic entitlement in law to term time holiday. The Governors have taken the decision not to authorise any holidays during term time. Any holidays taken in term time will be marked as unauthorised absence and may also result in a penalty notice being issued.